

# Linwood School

## Positive Handling Policy Statement

Revised July 2015, March 2017, March 2018, February 2019, December 2019,  
**January 2021**

This Policy Statement is written taking the following into account:

- Behaviour and Discipline in Schools, Advice for Headteachers and School Staff - DfE January 2016
- Use of reasonable force - DfE July 2013
- Equalities Act 2010
- Linwood School Behaviour Policy
- Linwood School Use of Quiet Rooms Guidance
- The Use of Physical or Restrictive Intervention – Bournemouth and Poole Council Feb 2019

### COVID 19 Lockdown/local lockdown procedures January 2021

This policy statement has been updated to reflect Linwood School's response to Covid-19 in the event of a lockdown/local lockdown.

Staff should still follow this policy statement and all procedures must still be followed. The relevant members of the Senior Leadership team will follow the procedures as per this policy statement.

The following COVID 19 procedures are in place to ensure the safety of both staff and pupils:

- Staff to continue to adhere to the school's fundamental principles set out within the behaviour policy and this positive handling statement. Positive handling continues to be a last resort at managing risks
- If a pupil requires positive handling during COVID 19 Lockdown/local lockdown procedures, a staff de-brief will take place the same day or at the latest the following day with the relevant member of the Senior Leadership team, to review the pupil's individual risk assessment and behaviour guidelines.
- If following the staff de-brief, the review of the risk assessment/behaviour guidelines and consideration of individual pupil circumstances (including frequency of incidents and home situation e.g. looked after child) and the risk is deemed unacceptable to staff and pupils, the pupil will be asked to access learning from home via our remote learning offer.
- The usual multi-agency working and referrals will continue to be accessed to support the pupil and their family. Child Protection Conferences and core groups will still be attended and these should be done using the secure method of Microsoft Teams or secure conference phone call. Guidance will be taken from social care.

Across all campuses, a close, family-like atmosphere is fostered to enable our pupils to feel secure, happy and valued. Fundamental principles that underpin our practice include:

- high quality relationships are fundamental and essential.
- staff are required to be committed to the precept that pupils should be treated with respect and dignity at all times.
- we aim to ensure the well-being and safety of all pupils and staff and we recognize that the majority of our pupils respond positively to these relationships, rights and Responsibilities and to the systems of rewards and sanctions.
- all staff should adopt a positive approach to improving behaviour to reward effort, application, progress and to build self-esteem.

According to the needs of the pupil, physical contact between pupils and staff occurs naturally in our everyday situations, as it would with caring parents/carers. We are aware that this emphasis may be different in its approach to pupil management found in other settings or schools. This may be significantly different to the approach to pupil management in mainstream schools.

There is a difference between physical contact used when a pupil is acting appropriately and when a pupil is acting inappropriately, though the contact will always be as a positive response.

Linwood main provision campus is a split site campus on both sides of Alma Road, a busy artery through Bournemouth. It is also bordered by another busy road and a crossroads. Maintaining pupil safety in this location is of paramount importance. However, the school is not a secure unit although electronic doors and gate security codes are in place for our pupil's safety. Springwood, Summerwood and Littlewood campuses also have fob locked doors for the safety of pupils. Doors are labeled to indicate this. Pupils may be cognitively delayed in their social development and need to develop appropriate close, trusting relationships with the adults around them. They may also display behaviour which does not take account of risk.

It is expected therefore that staff may have physical contact with the pupils in a variety of positive and caring situations. In addition, our pupils may lack self-motivation and self-care skills. This means that staff are required to guide them to participate in activities and situations that other young people would join naturally.

Staff should ALWAYS communicate with the young person their intentions and ask for permission to have the physical contact, for example may I help you to ....

Personal care may involve physical contact and a care plan must be written for those children who require this with agreement from those with parental responsibility.

### **Physical contact with pupils**

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;

- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching
- To give first aid.

On occasions it may be expected that staff will have to use positive handling as a method of pupil management in dealing with challenging behavior. If physical intervention or positive handling has to be used then Behaviour Guidelines and Risk Assessments must be written. Linwood School uses Positive Handling Academy Guidelines to best support the pupils. The Positive Handling Academy is a course designed to teach individuals:

- Understand fundamental de-escalation strategies
- Understand what the government guidance says
- Understand the legal issues relevant to restraint
- Know how to recognize inappropriate or abusive use of restraint
- Understand when restraint may be required (Duty of Care)
- Understand how to minimise the risks if restraint is used

We do not have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.

### **What is reasonable force?**

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, at times schools use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil out of a classroom holding their arm.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force
- This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- Reasonable force should also include the principles of least restrictive and for the least amount of time.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Section 93, Education and Inspections Act 2006

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

Physical intervention can take several forms. It may involve staff :

- restricting a pupil's liberty by blocking a pupil's path
- holding or leading a pupil by the hand or arm
- pushing or pulling, but only in exceptional circumstances, to avoid danger
- using appropriate restrictive holds in accordance with Positive Handling Academy Techniques

Staff should **not** act in a way which might reasonably be expected to cause injury, for example by:

- holding a pupil around the neck, or by the collar or in any other way that might restrict a pupils ability to breathe
- slapping, punching or kicking a pupil
- twisting or forcing limbs against a joint
- tripping up a pupil
- holding or pulling a pupil by the hair or ear
- holding a pupil face down on the ground

Before making an intervention involving physical contact, staff should, wherever practicable:

- tell the pupil who is behaving inappropriately to stop, and what will happen if he/she does not

- continue attempting to communicate with the pupil throughout the incident. Make it clear that physical contact / restraint will stop as soon as it ceases to be necessary
- maintain a calm and measured approach
- Use a variety of de-escalation techniques to reduce any aggression

Staff should never lose their temper, or act out of anger or frustration, to punish the pupil.

Staff are advised not to intervene if they are personally at risk.

When dealing with an older or physically large pupil, or more than one pupil, a member of staff is not advised to intervene if he/she would be personally at risk.

Staff should summon assistance to support them whenever necessary in making a physical intervention.

**It may be advisable to remove other pupils who may be at risk from an incident or potential incident.**

Staff should explain to the pupil(s) that assistance has been summoned and should continue to attempt to defuse the situation orally and to prevent the incident from escalating.

Physical intervention by staff to enforce compliance with staff instructions is likely to be increasingly inappropriate and is unlikely to promote lasting change.

It should never be used as a substitute for good behaviour management.

Behaviour management techniques, including calming strategies, should be used involving, if necessary, other staff, and/or the removal of other pupils from the classroom, as an alternative to using physical force.

Staff are encouraged to think ERIC – Eliminate, Reduce, Isolate, Control, where ‘control’ is the last resort when there is no alternative.

**Action in Emergency or in Self-Defence**

Where there is a high and immediate risk of death or serious injury, any member of staff would be justified in taking any necessary action (consistent with the principle of seeking to use the minimum force required to achieve the desired result). Such situations could include preventing a pupil from running off the pavement into a busy road or preventing a pupil from hitting someone with a dangerous object.

Staff will not hesitate to act in an emergency in these cases but will not if they are also likely to put themselves at risk of serious injury.

- Staff should make every effort to avoid acting in a way that might reasonably be expected to cause injury.
- However, in the most extreme circumstances it may not always be possible to avoid accidentally injuring a pupil.

- Staff should always avoid touching or restraining a pupil in a way that could be interpreted as sexually inappropriate conduct.

Immediately after the emergency physical intervention, the class teacher must complete a 'Positive Handling Record', and Arbor behaviour form and update behaviour guidelines then share them with relevant people.

A senior member of school staff will speak to parents about serious incidents involving the use of force and incidents will be recorded in the Bound Book held in the office

### **Power to search pupils without consent**

- In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items"
  - knives and weapons
  - alcohol
  - illegal drugs
  - stolen items
  - tobacco and cigarette papers
  - fireworks
  - pornographic images
  - any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.
- Force cannot be used to search for items banned under the school rules.

### **Staff training**

Schools need to take their own decisions about staff training. The Head teacher should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the pupils when doing so.

Our School subscribes to Positive Handling Academy. Four senior members of staff have been trained as trainers. The school runs a rolling programme of training provided by these members of staff.

### **Restriction of Liberty**

In line with (DFES July 2002) guidance, pupils will only be taken to a safe space with a member of staff present, or in close attendance. The right to liberty is protected by criminal and civil law and seclusion outside the Mental Health Act should always be proportionate to the risk presented by the pupil.

If a pupil leaves a teaching or break time situation (on or off site), the member of staff, teaching or on duty, will notify a senior member of staff, or another colleague.

That member of staff will monitor the pupil's whereabouts and make every effort to discuss the reason for the absence and return her/him to the class / correct location.

If this is not possible / desirable, the member of staff will retain the pupil in a safe location. Any

appropriate sanctions will be applied.

If, however, a pupil **leaves the site** (with particular reference to senior age more able pupils), the following procedure should be applied:

- as far as possible, the member(s) of staff will monitor the pupil's whereabouts (if in immediate locality of the school or within visual distance)
- where there is an identified risk of harm, or specified procedure within an action plan, staff will endeavour to engage the pupil and encourage a return to school
- no attempt should be made to restrain the pupil off-site unless in extreme circumstances; however, guiding / escorting or non-physical intervention may be appropriate
- to prevent increased risk, the pupil should not be chased
- the Head teacher, the office and / or a senior member of staff should be informed immediately and the parents / guardians notified
- The police may also be notified at this stage our responsibility for care and control ends until the pupil is back on site.

### **Agreed Behaviour Management: Planned Physical Intervention Strategies**

Where a risk is **foreseeable**, the class team and other professionals involved, should complete a Motivational Assessment Scale to determine the function of the behaviour. A Behaviour meeting is called for the class team to discuss the behaviour and to come up with a plan to best support the young person. The behaviour leader, phase leaders and parents may be invited. Once the Behaviour Guidelines are created / updated to include Physical Intervention, they are signed by the class team and the parents. The Behaviour Guidelines will outline de-escalation strategies and will name the type of intervention needed in line with Positive Handling Academy strategies. A comprehensive risk assessment is completed and signed by parents and all staff involved.

In addition to the Positive Handling guidance, it is good practice to incorporate aspects of individual behaviour programmes and known rewards. It should:

- include risks assessments where necessary and alert people to risks
- include preferred strategies (e.g. time-out arrangements or relocation to continue work) and suggest ideas for the future
- include Positive Handling techniques
- warn against strategies which have been ineffective in the past
- bring together other contributions (from any key partners working in partnership) and signed by all concerned
- be reviewed annually or at any time a behaviour changes

Where planned physical control and restraint form part of the overall strategies, those with parental responsibility are contacted on an individual basis to inform them and to agree the detail of the behaviour programme for the safe management of their child.

Whenever a physical restraint takes place to manage the risks presented by a child or young person's behaviour the following actions will take place afterwards:

- the incident will be recorded using Arbor
- the restraint will be recorded on a Positive Handling Record
- a record of the restraint will be completed in the Bound Book

- the pupil will be offered a debrief – preferably with a member of staff who was not involved in the incident – the appropriate level of debrief will be indicated on the pupil’s Individual Behaviour Guidelines
- staff members involved in the restraint will have a debrief with a senior or middle leader or other appropriate professional, this will be recorded on the debrief form attached to this policy – Appendix B
- a Significant Event Follow Up will be considered following particularly challenging or out of the ordinary incident – the proforma for this is attached to this document – Appendix C
- The Post Restraint Checklist will be completed – this document is attached to this policy – Appendix A

### **Allegations of Abuse against Teachers and Other Staff using excessive force**

In this circumstance the following principles are applied:

- a member of staff must not be suspended automatically, or without careful thought.
- the school must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.

As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

### **Other related School policies;**

Safeguarding

Anti – Bullying

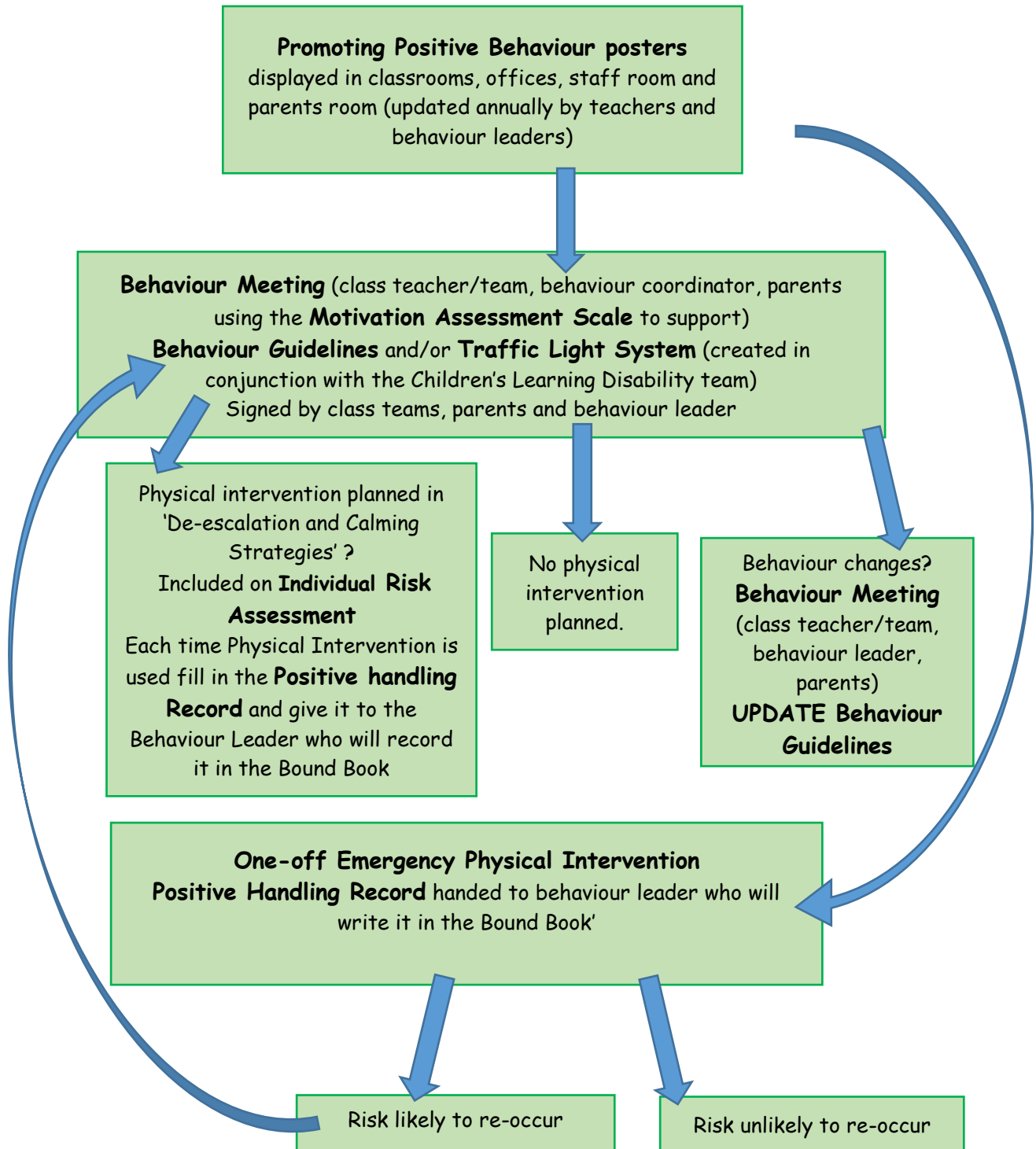
Equality and Diversity

Behaviour

PSHE



## LINWOOD & SUMMERWOOD CAMPUS



**REMINDER!!!**  
All behaviour incidents need to be recorded on Arbor as soon as possible after the event

SPRINGWOOD & LITTLEWOOD CAMPUS

**Promoting Positive Behaviour posters** displayed in classrooms, offices, staff room and parents room (updated annually by teachers and behaviour leaders)

**Behaviour Guidelines** (created by class teacher/team within first half-term after student starts using **Motivation Assessment Scale** to support) and/or **Traffic Light System** (created in conjunction with the Children's Learning Disability team)  
Signed by class team and parents

Physical intervention planned in 'De-escalation and Calming? Strategies'? included on **Individual Risk Assessment**

No physical intervention planned.

Behaviour changes?  
**Behaviour Meeting** (class teacher/team, behaviour leader, parents) **UPDATE Behaviour Guidelines**  
**UPDATE Personalised Risk Assessment**

Planned physical intervention used?  
**Positive Handling Record** handed to Behaviour Leader who will write it in the Bound Book

**REMINDER!!!**  
All behaviour incidents need to be recorded on Arbor as soon as possible after the event!

**One-off Emergency Physical Intervention?**  
**Positive Handling Record** handed to Behaviour Leader who will write it in the Bound Book

Risk likely to re-occur

**Behaviour Meeting** (class teacher/team, behaviour leader, parents use **Motivation Assessment Scale** to support)  
**UPDATE Behaviour Guidelines**  
**UPDATE Risk Assessment**

Risk unlikely to re-occur



Springwood  
Campus



INWOOD  
TEACHING SCHOOL ALLIANCE



"Entitlement plus opportunity"

## Appendix A

### Post Restraint Checklist

Yes / no	Actions	Date completed
	Arbor record completed	
	Positive Handling Record completed	
	Injuries reported (if necessary)	
	Parent informed – how/by who? <i>(Class teacher in the first instance, on the same day of the restraint)</i>	
	Pupil debrief completed	
	Staff debrief completed	
	<i>Is a Positive Handling Plan needed to support the behaviour guidelines?</i>	
	Significant Event Follow Up – Y/N <i>(Positive handling needed in a one-off incident)</i>	

Signed.....

Date.....



Springwood  
Campus



LINWOOD  
TEACHING SCHOOL ALLIANCE



*"Entitlement plus opportunity"*

## **Appendix B**

### Linwood School Staff Debrief Record

Pupil involved in incident	
Date of incident	
Time of incident	
Staff present at incident	
Staff present at debrief	
Factual description of incident	
Feelings around the incident	
Any injuries sustained	
Learning points	



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Littlewood  
Campus



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TEACHING SCHOOL ALLIANCE



*"Entitlement plus opportunity"*

Actions

Signatures



Springwood  
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TEACHING SCHOOL ALLIANCE



*"Entitlement plus opportunity"*

## Appendix C

### Linwood School Significant Event Follow Up

Date of significant event	
Pupils involved in significant event	
Staff involved in significant event	
Description of significant event	
Learning points	
Actions	Evaluation of actions

## POSITIVE HANDLING RECORD

Pupil Name:			No:
Date:		Time:	
Location of Incident:			
Planned Physical Intervention as outlined on Behaviour Guidelines?			Y / N
Start time of serious incident	Duration of any restraint	Any injuries?	Incident reviewed with Pupil
:	:	<input type="checkbox"/> Pupil <input type="checkbox"/> Adult	<input type="checkbox"/> Yes <input type="checkbox"/> No
Nature of Risk		Agencies Informed	Supporting Records Completed
<input type="checkbox"/> Injury to person <input type="checkbox"/> Damage to property <input type="checkbox"/> Criminal offence <input type="checkbox"/> Serious disruption <input type="checkbox"/> Absconding		<input type="checkbox"/> First Aider/Medical staff <input type="checkbox"/> Parent/Carer <input type="checkbox"/> Social worker <input type="checkbox"/> Local authority <input type="checkbox"/> Police	<input type="checkbox"/> Bound book <input type="checkbox"/> Medical report / Accident report <input type="checkbox"/> RIDDOR <input type="checkbox"/> Integris log
<b>Environments &amp; triggers:</b> Describe the incident including information about what happened BEFORE, DURING and AFTER:  Describe precisely what the risk was:  Who was at risk?			
<b>Describe attempts to Eliminate / Reduce / Isolate / Control the risk (ERIC):</b> Eg. Humour, limited choices, swap adult			
<b>Describe the Diversions, Distractions and De-escalations attempted:</b>			
<b>Describe how you feel the restraint to be in the best interest of the pupil:</b>			
<b>Describe Positive Handling strategies attempted:</b>			
Other:			
Comment:			



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Sign:

Print: