



Positive Handling Procedure 2023

Introduction:

This guidance should be read in conjunction with:

- *DfE Guidance - Use of Reasonable Force in Schools – July 2013*
- *DfE Advice and Guidance - Behaviour and Discipline in Schools – January 2016-updated 2020*
- *Keeping Children safe in Education 2023*

And the school's:

- *Promoting Positive Behaviour Policy*
- *Safeguarding and Child Protection Policy + Checklist*
- *Moving and Handling Procedure*
- *Whistleblowing Procedure*

Personal development, behaviour, wellbeing and safety at John Chilton School is outstanding. Staff, pupils and parents form very positive relationships and, in general, our pupils interact with others in a very positive manner. Positive touch is part of our everyday interactions with our pupils for example:

- holding younger pupils' hands when walking around the school
- massage and sensory integration
- supporting a pupil to access an activity
- participating in a therapy programme
- comforting a distressed pupil
- praising and congratulating a pupil
- giving first aid
- demonstrating an action in a movement or PE session

Law covers staff members when positive handling is used:

Section 93 Education & Inspections Act 2006 which provides legal authority for staff to use reasonable force.

Health and safety at Work Act 1974

Use of Reasonable Force July 2013 – non statutory advice

Honestly Held Belief - The general approach of the law is that it allows positive handling to be used as it is reasonable and proportionate in the circumstances as the defendant believes them to be, even if his belief was a mistaken one.

For the vast majority of our pupils positive handling/ physical intervention will not be required. However, on occasion a pupil may become very distressed/upset and at times their behaviour may challenge those around them or be deemed dangerous to themselves or others. Keeping the pupil and those around them, safe at these times is essential and this may mean physical intervention/restraint is required. Usually this would be a one off situation and staff will deal with this in a sensitive, professional manner.

Occasionally a pupil may require physical intervention/restraint as part of their Behaviour Plan. This can sometimes be predicted based on previous patterns. In these cases, pupils have behaviour plans that have a section linked to positive handling.

These behaviour plans (including section about positive handling) should be written with all members of the team, the pupil (as appropriate) and, where possible, involve the parents/carers. A Positive Handling section on behaviour plans for an individual pupil should relate to their Positive Behaviour Programme, and the fundamental values and ethos of JCS.

Behaviour plans that refer to positive handling clearly links policy to practice and shows how an individual planned approach has been developed for the pupil.

When producing these plans reference should always be made to the school's policy, multi-agency involvement where appropriate, this includes the involvement and support of both the pupil and their parents/carers, wherever possible.

The Behaviour Plan that includes reference to Positive Handling is based upon five main criteria:

- That the pupil is involved, as much as possible, from the outset
- That the plan promotes and on occasion, improves curriculum access
- That the plan is based upon changing conditions and approaches toward the pupil from one of control to one of co-operation
- That it affords the individual pupil with opportunities to own and subsequently change their behaviour

It is acknowledged that even with the best planning there may occur situations where the pupil may participate in unpredictable aggressive behaviour. As professionals our response should be aimed at being proactive and attempting to anticipate the possibility of challenging behaviour and taking action to reduce the likelihood that they may occur.

Its success will be derived from a whole school, holistic response to positive behaviour support. All areas of a pupil's behavioural needs (including analysis of triggers, environment, patterns, issues) are explored carefully whenever a pupil requires Positive Handling and staff debrief afterwards to reflect on the strategies, procedures and 'holds' used and include SLT in this feedback regularly.

Positive handling will only be carried out by trained member of team. Staff are trained in positive handling techniques on a cycle of CPD by our in-school, specialist team who have been trained to lead training sessions by external specialist provider. The training is based on that delivered by 'Staff Safety Training'. Staff also have regular refreshers. The staff who lead training receive regular training and refreshers. Staff and teams who work with pupils with Positive Handling plans have additional opportunities for refreshers and bespoke sessions linking to specific pupils where required.

Positive Handling Strategies

Physical Intervention should only be used where it is reasonable and proportionate to do so to prevent harm occurring to the pupil or others and it is this philosophical stance that links the legal framework with good practice.

The DfE states that schools can use reasonable and proportionate 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.

A positive hold is only to be used for length of time to keep pupil safe or to remove to safer space. At first opportunity the hold will be released, as per guidelines.

In the event of a legal challenge the school would be expected to provide evidence to show how the behaviour procedures promoted the avoidance of harm being caused.

As a school we recognise that we need to retain, uphold and promote the dignity, independence and equality for each pupil. For this reason, staff only ever use Positive Handling with pupils who are wheelchair users to limit their movement or access if their choices are leading to danger to themselves or others. The school deems the removal of a pupil who is a wheelchair user or limiting their movement in this chair to keep them safe as an act of Positive Handling and this is logged and analysed. This is discouraged and only deemed appropriate in instances of extreme imminent danger.

All positive handling incidents are logged on 'My Concern' and SLT track these each term and report to governors to ensure they are monitored. Staff log the hold uses, staff involved, triggers, length of hold, strategies used before hand for de-escalation.

Where possible, staff contact parents/ carers to inform them that a positive hold was needed to remove from the room or keep pupil or other safe.

Staff meet regularly to refresh on holds and issues for pupils who are understood to have patterns of behaviours that might require positive handling.

Staff acknowledge that sometimes a pupil who is a wheelchair user might show behaviours that are very dangerous to others. After all other de-escalation strategies have been engaged, in rare situations, staff might need to restrain or move the wheelchair of pupil. This is understood to be positive handling and logged and discussed accordingly.

In the event of positive handling being needed, staff remove a pupil to the safest space that is closest. There is no allocated room for this. The school has a Quiet Cube. This is a calm space for a pupil to voluntarily go to, not to be taken there by staff using a positive hold.

Unlawful Actions:

All staff must be aware that they must not:

- use force as a punishment as this action would fall within the definition of corporal punishment, which has been abolished;
- use pain to gain compliance;
- deprive the child of food or drink;
- require the child to wear inappropriate clothing
- require the child to wear clothing that marks them out as different;
- humiliate and/or degrade the child or young person;
- use punitive measures to intentionally cause discomfort or distress;
- confine pupils in rooms that are unsafe and/or unheated as punishment;
- lock pupils in rooms to isolate them.

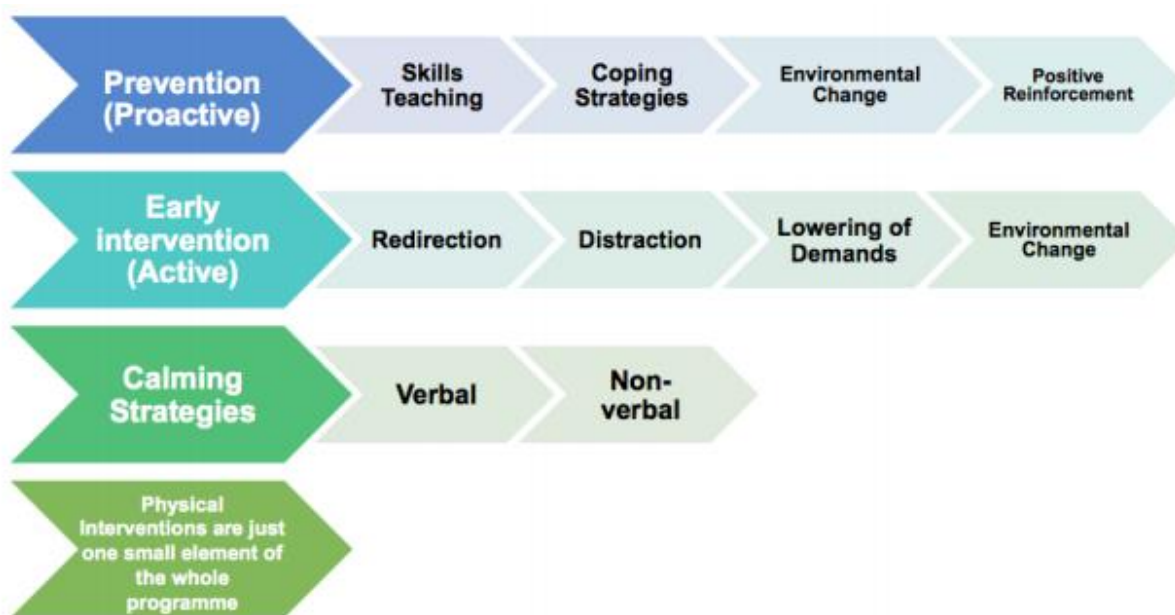
Prevention and De-escalation:

De-escalation techniques are most successful when used early, before the child or young person becomes physically challenging or dysregulated. To do this, it is necessary to be aware of and spot early signs of agitation such as:

- balled fists;
- fidgeting;
- shaking;
- 'eye-balling' another pupil;
- head thrust forward;
- clenched jaw;
- speech becoming more rapid or high-pitched.

The school will always seek to use prevention and de-escalation to promote positive changes to behaviours. This includes therapeutic interventions and changes to the environment to meet individual need. It is acknowledged

that sometimes physical intervention is a **last resort**. In any physical restraint incident the pupil will be released at the earliest safe opportunity.



Pupils with Severe/Complex Learning Difficulties:

Often, due to the complexity of learning difficulty and the need for support, pupils with S/CLD require regular physical intervention. Therefore, in accordance with Ealing Guidance (2009) low and medium-level intervention would not be recorded unless the pupil has been identified as having particular behaviours that need monitoring through the school's behaviour logs. School acknowledges that if positive handling is needed regularly, whether patterns and triggers identified or not, positive handling might not be 'effective' or proportionate and alternative considerations must be raised.

Low level intervention includes:

- limitation of movement through the use of high level or double handles to doors
- leading by the arm
- Guiding or herding out of room with open body language
- being held or assisted in maintaining a position e.g.: sitting in a chair

Medium level intervention includes:

- removal of the pupil from an activity
- placing a pupil in a chair or other confined area with the intention of limiting mobility
- removal from an area of the classroom or playground
- catching a pupil by whatever safe means is possible, to prevent the pupil from harming him/herself or others
- holding a self-injuring pupil, e.g. by the hands while he/she becomes calmer.

On the occasion that high level intervention is needed, this is logged on My Concern as 'Positive handling'. After any incident a member of the Senior Leadership Team will meet with the people involved and discuss the incident and the triggers and responses, to identify the strategies used, where the situation became critical and if any different actions or responses could be taken in the future. A record of incidents where positive handling techniques have been used will be kept and monitored for changes, patterns and trends and reductions due to impact of preventative measures.

High level intervention would include:

Updated November 2023 AM

- lifting a pupil in order to remove them from a situation
- restraining in a chair (with arms), 2-3 members of staff maintaining an enforced control (one holding feet, one either side holding arms)
- holding a pupil, on the floor, in a seated position, one adult sitting supported by a firm surface, arms around the young person's body with a second adult maintaining control
- Adjusting a pupil's wheelchair for a very limited movement for a very short amount of time to ensure their safety if they are a danger to others, talking this through with pupils and being transparent about this action.

A team of highly trained and experienced school staff offer training to other schools:

Positive Handling

We have a team of experienced school staff trained to support pupils and colleagues with Positive Handling strategies, safe holds and appropriate physical interventions when behaviours need be-spoke support to keep young people and others safe. Our accredited trainers can work with other educational settings to provide a balance of theoretical and practical Positive Handling advice.



- De-escalation and self-regulation strategies, including non-harmful methods of control and containment
- Trauma and Adverse Childhood Experience - informed approaches to Managing Challenging behaviours
- The law and regulations that may require you to carry a physical intervention under the duty of care
- Advanced holds including effective interventions as a last resort within a compassionate context



Positive Handling Pupil Profile

Pupil name XXXXXXXXXXXXXXXXXXXXXXXX date XXXXXXXX

Guidance Context
 The Governors and school community recognise that some pupils require carefully managed positive handling in order to keep them, their peers and school staff safe. This is only ever used as a last resort after all other strategies have been used. Positive handling intervention is only ever carried out by trained staff in line with our school's separate Positive Handling Policy and Behaviour Policy.
 Respect and dignity are always promoted in all interactions but there are occasional times when the named pupil might require some physical intervention when absolutely necessary, in accordance with the law, values and principles and when it is the only realistic response to a situation, where it only absolutely necessary.
 Behaviour strategies for the named pupil are preventative, proactive rather than reactive, and in the majority of cases are non-restrictive for the named pupil. Their behaviour patterns and needs are

robustly scrutinised, always logged and communicated to all relevant staff regularly. Strategies are based on analysis of triggers and patterns, environmental factors. Evidence-based de-escalation techniques are carried out clearly before any positive handling is required. The threat of physical intervention is never used as behaviour strategy. Staff are trained to anticipate the behaviours and sensory needs of the named pupil and adopt a preventative approach as the main behaviour strategies.

The named pupil has:

- behaviour log
- behaviour plan
- adapted curriculum and timetable to accommodate their needs to minimise and reduce the need for any positive handling intervention.
- In some situations the pupil might have a separate and specific risk assessment

This is positive handling pupil profile separate document as recommended in new guidance for any pupil whose behaviour might warrant staff to sue physical restraint or positive handling approaches. Staff are regularly trained. The best interests of all children and young people and their safety and welfare underpins any use of physical intervention.

Positive handling is only ever used to get xxx into a safe space or to keep her in a safe space until risks to peers or themselves or adults is minimized. It is never as a punishment.

In assessing risk of positive handling for the named pupil, , staff always take into account:

- size, age and pupil's needs
- hazards pupil and staff face
- medical conditions, learning needs, vulnerabilities of the pupil

Staff always ask themselves this key question when considering positive handling with the named pupil:

What is in the best interests of the child and/ or those around them in view of risks presented?

Legal Context

This pupil profile sheet is based on non-statutory guidelines defined by DfE document 'Reducing the need for restraint and restrictive intervention' (June 2019). The Care Quality Commission and OFSTED have endorsed this document, from which this document is based. This document is also underpinned by guidance from NHS document 'Developing support and services for children with a learning disability'. Employers have a duty under section 2 of the Health and Safety at work Act (1974) to ensure, so far as reasonably practicable, the health and welfare at work of their employees. This profile also underpins elements of The Human rights Act (1998) – awareness that some rights that could potentially be infringed by restraint are Articles 3,5,6,8,9 + 14. All settings must also comply with Equality Act (2010), mental health Units Use of Force Act (2018) and NICE guidelines .

Section 93 of Educations and Inspections act (2006) allow the reasonable force to “prevent or stop the committing of offence... prevent or stop personal injury to, or damage to property of, any person (including pupil themselves) by a pupil...prevent a pupil prejudicing the maintenance of good order and discipline’.

Physical Restraint-Positive Handling Pupil Profile xxxxx

How is named pupil involved in this profile and the expectations and guidance in it? (Sought views from pupil).

How is the named pupil's family involved in this profile and the expectations and guidance in it?(sought views from family/parents)

How have relevant school staff been involved in this profile and the expectations and guidance in it? (sought views from school staff)

How are positive handling incidents recorded?

What is staff training and support?

Arrangements for considering complaints and concerns from names pupil, family and staff?

Is the pupil informed of their rights in relation to decision making on use of restraint?

Does the named pupil have a cognitive ability to understand this profile , expectations and analyse their own behaviours related to any positive handling?

Yes.

What is the likelihood of physical restraint being used?

What are main triggers and behaviour patterns that might result in restraint being required?

Change of routine
Unfamiliar staff
Issues form home
School events
Monday mornings
Unclear timings or new activities
Over heating

What proactive, preventative strategies are in place to reduce need for positive handling/ restraint procedures?

Behaviour plan
Rewards for positive behaviours
Incentive to stay to 2.00 on Wed
Flexible, shorter days
Close liaison with home

Friendship/ buddies
Sensory activities
Time out
Relaxation
Familiar setting, routines, staff as much as possible
Advance info of timings of any changes
Clear reminders
De-escalation through the day at all points (time out, compromise, information-giving, sports/
physical activities)
Calming down strategies- figure of 8, pizza, row your boat, distraction
OT exercises

Are other forms of restraint required (if so, when) before positive handling is required?

1. removal from room
2. removal of other pupils
3. blocking of doors
4. Separation from others
5. Withdrawal from events or lessons

What person-centred planning has there been in creating this profile?

Xxxxxx has been fully involved in the strategies above

What are the risks of restraint intervention for the named pupil?

What are the risks of restraint intervention for other pupils and staff?

What are the risks of NOT intervening?

Main methods of restraint-only used as a last resort

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Medication considerations

Systems in place to review this positive handling/ restraint profile and change practice, where necessary and possible, to further reduce and minimise its use

This profile document is reviewed termly with class staff, family informed of changes and consulted each half term.
All serious behaviour issues (especially any positive handling incidents) are logged each time on My Concern and data for patterns is analysed.

Frequency and general pattern of any positive handling used to date



Guidance and Expectations for using the Quiet Cube (Safe Space)

Intention and Aims

The Quiet Cube is intended to be used for pupils who need a safe space to regulate their behaviours. It is part of a suite of spaces and strategies the school implements for pupils' emotional regulation and safeguarding.

De-escalation

If a pupil is calm enough to enter the Quiet Cube themselves they can be encouraged to use it to support the de-escalation of their behaviours before reaching crisis point. Staff member should remain outside, supervising through the window, the door zipped up if the pupil requires this, or left open if preferable to the pupil. A staff can enter the cube to join the pupil if this is helpful, informing another staff member that they are there with a pupil.

Quiet Space for some spontaneous sessions

The Quiet Cube can also be used for individual pupils for some relaxation time, if it is available. The sensory room and two SEMH Rooms will be used as normal for interventions and emergency spaces. A staff member can be in the Quiet Cube with the pupil or supervise through the window the door zipped up if the pupil requires this. These sessions will be spontaneous, as needed, but priority is given to other pupils if they are needing to use the space urgently.

Pupils independently entering at crisis point

If a pupil's behaviour is at crisis point, they can be asked to enter the Quiet Cube independently. If they do so, the door can be zipped up or left open and staff member supervises through the window or enters the cube to join the pupil, informing another staff member they are there

Pupils at crisis point who might need positive handling to enter the space

If a pupil's behaviour is at crisis point, is of danger to themselves or others, they are encouraged to transport themselves to Quiet Cube, where a staff member must remain, looking through the window. Staff will never use Positive Handling to take a pupil to the Quiet Cube.

Staff members must remain outside the cube if a pupil is very de-regulated. They can open the door to support the pupil, entering, if needed, once the pupil is calmer.

Prioritising

There will not be a timetable for using the Quiet Cube. Priority will be given for pupils de-escalating before crisis point or for those already at that stage.

Cleaning

Clean the surfaces after regular use, with disinfectant spray. SEMH take responsibility.

If there is any spillage, liquid, marks or human waste, the staff who were with the pupil at time of the incident take responsibility for cleaning this.

The mesh on the sides and top must be hoovered from the outside, regularly, to remove dust and particles

General Guidance

Pupils should be supervised at all times through the window

Staff can enter but there should never be too many pupils or staff. There should only be 1 staff inside with a pupil if this is part of emergency de-escalation. In most cases there should be one pupil on their own inside, or two pupils with a staff member, other staff informed.

If a staff member is inside the Quiet Cube with a pupil, with the door zipped, another staff member must be informed and check every few minutes, for safeguarding.

No pens allowed inside the Quiet Cube

No sharp objects or sharp toys inside the Quiet Cube.

Staff and pupils' shoes should be removed

Pupils must not climb or stand on the roof the Quiet Cube.

Pupils must not squeeze down the side or back of the Quiet Cube.

The space to be left clean, uncluttered

No food allowed in The Quiet Cube.

Any issues about the rationale of its use must be reported to Marlena

Any issues with the condition of the structure must be reported to Marlena and Hannah

Staff can ask questions for clarification by meeting Marlena

Pupils are not allowed to play with the zip

There is 25cm boundary around the Quiet Cube that allows for the material/ structure to stretch, should a pupil be in distress and be banging or kicking. This should be discouraged via emotional and verbal support

from outside the Quiet Cube. If this behaviour is so intense that the staff member feels the pupil is at risk or the structure is becoming significantly de-stabilised, the pupil to be asked to stop or safely removed, where possible.