



**The Park Federation Academy Trust  
The Godolphin Junior Academy**

**Positive Handling Policy**

## Approval

<b>Approved by Principal:</b> <b>Helen Abell</b>	
<b>Date of approval:</b>	<b>August 2024</b>
<b>Date of review:</b>	<b>August 2026</b>
<b>Review Cycle:</b>	<b>Every 2 Years</b>

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## **Legal Rationale**

This policy has been developed in response to The Education and Inspections Act 2006 section 93, which reinforces, supercedes and replaces previous guidance. It also recognises the guidance issued by the DFE - Use of Reasonable Force in Schools July 2013

The policy should be read in conjunction with other school policies and guidance relating to interaction between adults and pupils e.g. Behaviour Policy.

## **Introduction**

Good personal and professional relationships between staff and pupils are vital to ensure good order at The Godolphin Junior Academy. We recognise that the majority of pupils in our school respond positively to the discipline and control practiced by staff which ensures the well-being and safety of all pupils and staff in school. We also acknowledge that in exceptional circumstances, staff may need to take action in situations where the use of reasonable, proportionate and necessary force may be required. At The Godolphin Junior Academy we acknowledge that physical techniques are only a small part of a whole setting approach to behaviour management.

## **Underpinning Values**

Everyone attending or working in this school has a right to:

- A recognition of their unique identity;
- Be treated with respect and dignity;
- Learn and work in a safe environment;
- Be protected from harm, violence, assault and acts of verbal abuse.

Pupils attending this school and their parents have a right to:

- Individual consideration of their needs by the staff who have responsibility for their care and protection;
- Expect staff to undertake their duties and responsibilities in accordance with the school's policies;
- Be informed about school rules, relevant policies and the expected conduct of all pupils and staff working in school;
- Expect behaviour plans to be put in place to achieve outcomes that reflect the best interests of the child whose behaviour is of immediate concern;
- Be informed about the school's complaints procedure.

The school will ensure that pupils understand the need for and respond to clearly defined limits, which govern behaviour in the school.

## **Aims**

This policy aims to provide the school community with clear guidance so that any physical intervention that is undertaken is carried out in a way that supports the above values and principles. It describes the circumstances in which restrictive physical intervention is an appropriate response and how staff will fulfil their responsibilities in these circumstances.

Every effort will be made to ensure that all staff in this school:

- 1) Clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where use of reasonable force is necessary and

2) Are provided with appropriate training to deal with these difficult situations.

The Education and Inspections Act 2006 stipulates that reasonable force may be used to prevent a pupil from doing, or continuing to do any of the following:

- Self-injuring
- Causing injury to others
- Committing a criminal offence
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils whether on the school premises or whilst taking part in an out of school activity.

### **Use of Physical Intervention**

No legal definition of reasonable force exists however for the purpose of this policy and the implementation of it at The Godolphin Junior Academy:

- Positive Handling uses the **minimum** degree of force necessary for the **shortest period of time** to prevent a pupil harming them self, others or property.
- The scale and nature of any physical intervention must be **proportionate** to both the behaviour of the individual to be controlled, and the nature of the harm they might cause.
- Staff would be expected to follow the pupil's Behaviour Plan / Positive Handling Plan in the first instance to manage any incidents or challenging behaviour.
- If this was unsuccessful and the situation continues to escalate staff would then be expected to employ other Team Teach techniques in which they have been trained.
- Only if all of the above have been tried and are unsuccessful should staff even consider any other form of restraint. The overriding consideration should still be the reasonableness and proportionality of the force used.
- Any members of staff undertaking positive handling or physical intervention must wear full PPE (disposable gloves, face masks, disposable apron and face shield) and follow coronavirus (COVID-19) safety protocols, as specified in the school's Risk Assessment.

All the techniques used must take account of a young person's;

- age
- gender
- level of physical, emotional and intellectual development
- special needs
- social context

They should also provide a gradual, graded system of response.

Where behavioural records and/or risk assessment identifies a need for a planned approach, Behaviour Plans or Positive Handling Plans are written for individual children and where possible, these will be designed through multi agency collaboration and shared with other agencies/services supporting the child to facilitate consistency of approach so far as is possible.

### **Definitions of Positive Handling**

Positive Handling describes a broad spectrum of risk reduction strategies. Positive Handling is a holistic approach involving policy, guidance, management of the environment, and deployment of staff. It also involves personal behaviour, diversion, diffusion, and de-escalation. Risk assessment identifies positive prevention strategies and how a pupil may need to be supported in a crisis.

Definition	Explanation	Examples
Physical Contact	Situations where a touch, in full public view, occurs between staff and pupils in order to provide care or to support their access to a broad and balanced curriculum.	Tending to an injury. Supporting in PE. Comforting a young child in distress e.g. arm around shoulder. Responding to a young child's demonstration of affection e.g. pat on shoulder/hand hold.
Physical (non-restrictive) Intervention	Contact is non-restrictive and the pupil is held supportively, but such that they will be released immediately should they so wish, in order to divert or deflect the pupil from a destructive or disruptive action.	Leading by the hand, escorting by the arm or guiding by the shoulder.
Restrictive Physical Intervention	Use of reasonable force to prevent, impede or restrict movement or mobility where there is an immediate risk to pupils, staff, the public or property.	Team Teach wraps, holds or restraints.

#### Planned or Emergency Interventions

Intervention	Explanation	Example
Planned interventions	Pre-arranged strategies and methods used, either nonrestrictive or restrictive, based on a risk assessment and recorded in a Behaviour Plan or Positive Handling Plan for the pupil.	Pupil receives "Time Out" or is withdrawn following a particular behaviour. Pupil is lead or escorted away from the scene. Pupil is held in a certain hold/wrap following serious threat to safety of self, others or property.
Emergency Unplanned Interventions	Occur in response to unforeseen events. Minimum force necessary to be used in proportion to the circumstances.	Any of the above

## **Risk Assessment**

Restrictive physical intervention should only be considered if other behaviour management options have proved ineffective or are judged to be inappropriate for the circumstances (or in an emergency situation).

Before deciding to use restrictive intervention staff need to decide if the risk of not intervening is greater than the risk of intervening. Physical intervention will never be used as a punishment, or to cause deliberate pain, injury or humiliation.

Staff are not expected to intervene physically against their better judgment or to place themselves at unreasonable risk. However they should endeavour to minimize any risks to others by calling for assistance, removing other pupils or items that could cause injury.

### **The Place of Restrictive Physical Intervention in the Management of Behaviour.**

If it is seen to be likely that restrictive physical intervention will be appropriate to support a pupil's behaviour management then an individualised risk assessment will be carried out (see Appendix).

If appropriate an individualised Positive Handling Plan will be drawn up for the pupil by the staff involved and any support agencies involved (see Appendix). The plan will seek to minimize the need for restrictive physical intervention and describe what interventions may be required. The plan will be shared with all relevant staff, the parents/carers and will be reviewed regularly.

Relevant training and/or guidance will be provided for staff involved.

### **Procedures Following Restrictive Physical Intervention.**

1) Pupils who may be distressed by events can be offered the following support:

- Quiet time taking part in a calming activity.
- Quiet time away from the incident/trigger.
- Resuming their usual routine/previous activity as soon as possible.
- Time with a member of staff to debrief the incident.

2) Debriefing/support if deemed necessary for any staff involved.

3) Staff involved will record the incident on the Serious Incident Report Form (see Appendix) as soon as possible and preferably within 12 hours following the incident. Support from senior staff will be provided if necessary.

4) Any injuries suffered as a result of the intervention will be recorded on the Serious Incident Report form and also following the school's normal recording procedures.

- 5) The Principal/SENDCO will check that there is no safeguarding cause for concern regarding the actions of the adults involved. Safeguarding procedures will be followed if such a concern is found.
- 6) Parents/carers will be informed by the Principal/Deputy Principal/SENDCO or Year Team Leader on the day of the incident and given the opportunity to discuss any concerns they have regarding the incident.

### **Injury**

Whilst Team Teach techniques are intended to reduce the risk of injury, there is always risk when two or more people engage in force to protect, release or restrain. The possibility of bruising, scratching or other minor injuries occurring accidentally are not to be seen necessarily as a failure of professional technique, but as a regrettable and infrequent side effect of ensuring the pupil remains safe.

Any injuries to the pupil will be reported to the Principal and recorded on the Serious Incident Report form and any injuries to staff will be reported using the school's usual procedures.

### **Complaints**

The availability of a clear policy about reasonable force and early involvement of parents should reduce the likelihood of complaints but may not eliminate them. Where the nature of any complaint made by a pupil, parent or other person in relation to the use of restrictive physical intervention within the school indicates that there has been an allegation of mishandling by a member staff, the school's complaints policy will be followed.

### **Staff Training**

It is the responsibility of the Principal to ensure that Team Teach training in the use of positive handling techniques is available to staff and is kept up to date. The school provides training for staff and the Principal / SENDCO retains a list of all staff trained. The list is reviewed on an annual basis.

No member of staff will be expected to use Team Teach techniques without appropriate training. Prior to the provision of training, guidance will be given on action to be taken. Arrangements will be made clear as part of the induction of staff and training may be provided as part of on-going staff development.

Some members of staff working directly with pupils will receive Basic Course in Team Teach as the school is considered to be a low risk setting. This is in line with Team Teach policy. These members of staff are expected to be able to actively support each other, and pupils, if an incident occurs and a child needs physical intervention to keep themselves and/or others safe. However, if staff are unable to support physically they are expected to support with de-escalation.

### **Staff members who have received Team Teach Training:**

Claudia	Balague	Office Manager
Anne	Tudor	SENDCo
Riccardo	Cannon	Sports Coach
George	Graham	Sports coach
Jasdeep	Bansel	Resource Base Lead
Sandhya	Das	Teaching Assistant
Nicola	Iqbal	Teaching Assistant
Rifat	Shafi	Teaching Assistant
Rukhsar	Khan	Teaching Assistant
Kimberley	Digby	Teaching Assistant

### **Health and Safety**

Under the Health and Safety at Work Act, employees have a responsibility to report any circumstances which give rise to an increased risk to their Health and Safety.

Staff who have, or acquire, permanently or temporarily, any medical condition that may impact on their ability to carry out pupils' Behaviour Plans have a duty to report these to the Principal immediately, as there may be an impact on their own safety and that of colleagues and/or pupils. Staff should also advise their Year Team Leader of any restrictions to applying restrictive physical interventions.

Through the provision of Team Teach training, the risk of harm towards staff is reduced but it is possible for some injury to be received. All such occurrences should be treated and subsequently recorded, on the Serious Incident Report Form and the school Incident Report Form.

### **Monitoring**

Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert the Principal to the needs of any pupil(s) whose behaviour may require the use of reasonable restrictive physical intervention.

Monitoring of incidents will take place on a regular basis and the results used to inform planning to meet individual pupil and school needs. The Principal will present an annual summary of incidents that have involved the use of restrictive physical Intervention to the Academy Council.

The Principal and SENCO will ensure that each incident is reviewed and investigated further as required. If further action is required in relation to a member of staff or a pupil, this will be pursued through the appropriate procedures.



### **Whistle Blowing**

Whilst the training in Team Teach provided to staff, encourages the use of help protocols and reflective practice, it is acknowledged that under some circumstances, physical intervention can be misapplied. Staff are reminded that part of their duty of care to pupils includes the requirement to report any such matters which cause them concern in relation to pupil management and welfare. Any such concerns should be raised with the Principal, another member of the Senior Leadership Team or with the Academy Council Chair, in order to allow concerns to be addressed and practice improved.

### **Policy Review**

This policy will be reviewed annually by senior staff

## THE GODOLPHIN JUNIOR ACADEMY

**Risk assessment for children who present challenging behaviours.**

### General Information

Name of pupil	
Date of Birth	
Class	
Class teacher	
Assessment date	
Assessment number	

### Behaviours Causing Concern

Behaviour	Who/what is at risk	Probability	Seriousness	Influencing factors
Verbal aggression e.g arguing/swearing/threats				
Physical aggression towards equipment or furniture				
Pulling/grabbing				
Pushing/barging				
Kicking/stamping				
Punching				
Slapping/hitting				
Biting				
Scratching/pinching				
Spitting				
Hair pulling				
Choking				
Head butting				
Physical intimidation				
Running from class/building				
Running from school site				
Climbing				
Use of equipment as a weapon				
Use of a weapon				
Self-harm				
Sexualised behaviour				

## Reducing the risk

<b>Preventative measures</b>	<b>Possible options</b>	<b>Benefits</b>	<b>Drawbacks</b>
Proactive interventions to prevent risk	Seek pupils views	Pupil taking responsibility	
	Pastoral support and feedback	Pupil taking responsibility	
	Involve parents	Partnership	
	Involve outside agencies	Support for school/parents	
	Individual plan	Agreed targets and procedures + consistency	
	Support and training for staff	Agreed procedures Staff confidence /consistency	
	Adapt curriculum	Trigger reduction	
	Adapt groupings	Trigger reduction	
	Adapt learning environment	Trigger reduction	
	Adapt lesson length	Trigger reduction	
	Use of rewards	Positive reinforcement	
	Organisation of staffing levels at key times	Reduction of risks/incidents	
	Agreed early interventions and reactive strategies	Staff confidence Consistency	
<b>Early interventions to manage risk</b>	Active listening and observing	Reduction of risk	
	Removal of triggers	Reduction of risk	
	Diversion/distraction	Reduction of risk	
	Use of agreed strategies	Consistency	
	Time out (immediate)	Reduction of further risk Pupil taking responsibility	
	Physical intervention e.g Team Teach hold	Reduction of risk to self or others	
<b>Reactive interventions</b> Response-adverse outcomes	Miss playtime (same day)	Reduction of further risk Pupil taking responsibility	
	Speak to parent	Partnership	
	Incident form to go home	Partnership	
	Review meeting	Partnership + managing future needs	

Review date:

**Appendix 2.**

**THE GODOLPHIN JUNIOR ACADEMY**

**Physical Restraint Plan**

(Please use in conjunction with risk assessment)

**INSERT PHOTO**

**NAME:**

**CLASS:**

**DATE:**

**POSITIVES** (What is the pupil good at and what do they like)

- Learning words
- Helping
- Watching favourite TV programme
- Playing in sand
- Playing Hide and Seek

**TRIGGERS** (Common situations, which have led to problems in the past)

- Monday mornings
- Their daily mood
- Being asked to do something they don't want to do

**MODIFICATIONSTO THE ENVIRONMENT OR ROUTINES**

(What can be done to prevent problems from arising?)

- Give them a specific job to do on Monday mornings
- Time out
- No eye contact/communication
- Pre-empt their agitation and don't let it escalate
- Distraction/diversion

**PREFERRED DE-ESCALATION STRATEGIES** (What tends to calm things down)

Verbal advice and support	Distraction	Reassurance
Planned ignoring		
Contingent Touch	Calm script	Humour
Involve new person		
Calm body language	Give take up time	Limits set
Withdrawal offered		

Withdrawal directed                      Flexible negotiation                      Choices offered  
Reminders of success

Other (Please State what)

**LEVEL OF RISK PRESENTED DAILY**

Low High  
1      2      3      4      5      6      7      8      9      10

**LEVEL OF RISK PRESENTED DURING RESTRAINT**

Low High  
1      2      3      4      5      6      7      8      9      10

**CHARACTERISTICS OF INCIDENTS** (key behaviours, attitudes, etc)

- Hitting others (including staff)
- Biting
- Pinching
- Kicking
- Throwing things

**PREFERRED PHYSICAL TECHNIQUES** (Combination of least intrusive and most effective)

Cradle Hug	T Wrap (initially, only if adult on own)	Half Shield
Friendly Hold		
Single Elbow	Two person Single Elbow	Sitting on chairs
Other		
Double Elbow	Two person Double Elbow	Sitting on
		ground

**FOLLOW UP** (Where, when and how to debrief and repair after an incident)

Explain why hold was needed.

**NOTIFICATION** (Who have plans been shared with)

Service User	Parents/Carers	Social Worker	Placing
Authority (if LAC)			
Psychologist	Doctor/Nurse	Therapist (state which)	
Key staff	All staff	Area Child Protection Team	

**STAFF**

**SIGNATURES**

**DATE AGREED**

Mrs XXXXX

REVIEW DATE:

# THE GODOLPHIN JUNIOR ACADEMY

## SERIOUS INCIDENT

### REPORT

<u>Pupil:</u>	<u>Staff (writing report)</u>	<u>Staff (witnesses)</u>
<u>Other pupils/staff involved:</u>		
<u>Date:</u>  <u>Start time:</u>  <u>Finish time:</u>	<u>Lesson/activity:</u>	<u>Where incident occurred:</u>
<p><b><u>Antecedents:</u></b></p> <p>medication      argument      demands/requests      previous discussion/comments</p> <p>difficult/<u>non preferred task</u>      perceived criticism      perceived injustice</p> <p>restricted access      fight      transition      unpredictable event/<u>interruption</u></p> <p>no specific reason known</p>		
<p><b><u>Behaviour:</u></b></p> <p><b><u>Environment:</u></b>    breaking windows    unsettled    climbing    damage    graffiti    roaming running around    spitting    throwing/kicking/pushing furniture    throwing snow/iceballs</p> <p><b><u>Towards others:</u></b>    attitude    aggression    barging    bite    chinning    choking    defiance    grab grabbing clothing    hair pull    headbutt    hit    kick    name call    inappropriate comments inappropriate gestures/touch    object used as weapon    pinch    poke    pull    push    racism refusal to comply    scratch    sexualised behaviour    slap    spit    squeeze    stamp on feet threatening    trip    verbal abuse    whinging/whining    winding up    inciting others strangling    shouting    other</p>		

**Towards self:** absconding    agitated anxious    barricading    biting self    crying/upset  
 complaining of feeling unwell    dropping to the floor    easily distracted    falling asleep  
 eating inappropriate objects    tantrum    hitting head on objects/surfaces    hitting body  
 hyperactive/bubbly    immature talk/voice    paranoid    removed seatbelt    removed clothing  
 scratching face/arms    sexualised behaviour    slap head/face    sleeping    soiling    laying on floor  
 suicidal comments    suicidal actions    violent references    walking out of class

**Description of incident:**

(Please include: what de-escalation strategies were used, how effective was the intervention, how the incident was resolved, how was the intervention in the best interests of the child, were health checks offered/accepted and by whom?)

**De-escalation Strategies used:**

Humour    Verbal advice and support    Firm Clear Directions    Negotiations    Patience  
 Limited choices    Distraction    Diversion    Reassurance    Planned ignoring    Calm stance  
 Contingent touch    Calm talking    Withdrawal offered    Withdrawal directed    Swap adult  
 Reminders about consequences    Success reminders

**Outcomes:**

1:1 withdrawal    bill for damages    computer ban    internal exclusion    indoor play  
 external exclusion (no. days.....)    letter home    loss of points    make up work    detention

miss after school club    miss play    miss activity    miss/lose golden time    verbal apology  
 apology letter    parent meeting set up    parents collected pupil    talked to foster carer  
 trip ban    parents informed verbally    phone call home    parents called into school  
 pupil taken home    school community service    tidied/made good    police involvement  
 withdrawal of attention    time out of class (no. times.....)    restorative intervention  
 health check completed (by whom?)

**Physical Interventions Used (if any):**

	Name of intervention/hold	People involved in hold	Full PPE worn by staff involved	Duration of hold	Reason
1.					
2.					
3.					
4.					

**NB**

For reason - please put either: serious disruption (risk/actual); injury to self (risk/actual); injury to staff (risk/actual); injury to other pupil (risk/actual); damage to property (risk/actual)

**Informed SLT:**

Who:

Time:

Date:

**Informed others:**

Parents/foster parents

Social care

Police

Chair of Governors

HSE

CAMHS

Local Authority

**Other forms completed:**

Internal record

Racism

Accident form (for other child)



Signed (staff member writing form):

Date:

Signed (other witnesses):

Date: