



Chellaston Infant School
School Lane, Chellaston
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Positive Handling Policy

SENCO

Spring 2018-2019

This policy has been written with reference to the *DfES document Use of reasonable force Advice for headteachers, staff and governing bodies July 2013*. It is provided to give guidance to staff at Chellaston Infant School on the use of physical interventions, particularly the use of restraint and/or removal of pupils.

Introduction

At Chellaston Infant School, physical restraint will be seen as a last resort to managing extreme behaviour. This policy should be read in conjunction with the behaviour policy. Whenever possible two members of staff will be present when physical restraint is being used, and one of those members of staff will ideally be the Head Teacher or other member of the Senior Leadership Team. No volunteer may use any form of physical restraint or removal.

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.

What is reasonable force?

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.

- 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.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally 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 by the arm out of a classroom.
- 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.
- 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.

Staff could 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;
- Restrain a pupil at risk of harming themselves through physical outbursts.

Staff cannot use force as a punishment – it is always unlawful to use (or threaten) force as a punishment.

Deciding whether to use force

As a general rule staff should only use force when:

- The potential consequences of not intervening are sufficiently serious to justify because the risk associated with not using force outweighs the risk of using it;
- The chance of achieving the desired outcome by other non-physical means are low;

Staff do not require parental consent to apply reasonable force on a pupil (use of force will always be reported to parents)

At Chellaston Infant School

The use of restrictive physical interventions should always be considered within the wider context of other measures such as:

- Use of assertiveness skills such as 'repetition' in which an instruction is repeated until the child complies
- Use of distraction techniques/distraction to another activity
- Withdrawal of attention
- Avoidance of confrontation
- Use of humour

In all circumstances, physical removal should be considered the last resort. If it is necessary, the following points should be followed;

DO...

- Tell a child what you are going to do and why;
- Use minimum force necessary;
- Involve another member of staff;
- Provide another opportunity for child to do what is requested to avoid removal;
- Use simple, repetitive, clear language and instruction;
- Hold limbs above major joint if possible eg. hold arm above elbow;
- Relax removal in response to child compliance.

DON'T...

- Act in temper (involve another member of staff if you have lost control of your own emotions);
- Involve yourself in a prolonged discussion or argument with child;
- Touch or hold sexual areas;
- Twist or force limbs back;
- Bend fingers or grab hair;
- Hold child in way which restricts blood flow or breathing;
- Slap, kick or punch;
- Trip up child to restrict travel.
- Use the 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing.
- Use the 'double basket-hold' which involves holding a person's arms across their chest
- The 'nose distraction technique' which involves a sharp upward jab under the nose.

(The final three restraints present an unacceptable risk)

Physical removal should never be considered a form of punishment but applied as an act of care and control with the intention of re-establishing verbal control as soon as possible, and at the same time allowing the child to gain self-control.

All staff will be made aware of any child with particular conditions or disabilities where particular physical interventions could cause unexpected injury. All incidents of physical restraint must be recorded.

There is a legal duty to make reasonable adjustments for children with SEND. Children who exhibit extreme behaviour as part of their SEND will have a separate behaviour management plan which must be followed. Where a separate plan is in place, a risk assessment will also have been carried out.

What to do after physical intervention has been used:

Staff involved must record the incident comprehensively and *promptly* using the record form which includes the following information;

- The date, time and location of the incident;
- The names of the staff and child/children involved;
- Those informed - eg senior staff, parents, social work, education officer, police;
- A description of the events leading up to the incident;
- The type of intervention used and the duration;
- A description of how the incident was resolved;
- Any injuries to staff or child/children;
- Damage to property or possessions;
- In the case of serious injury and/or damage to property, the names of all witnesses and notes of any interviews with witnesses;
- Additional action taken or recommended;
- In the case of serious injury, action taken - eg first aid/hospital treatment;
- Date of record
- Name of person completing the record and signature.

Completed records will be collated and monitored by the Headteacher who will establish whether any further actions are required. These could include; carrying out a risk assessment; generating an individual behaviour plan; further staff training; environmental changes etc.

Risk Assessment

Risk assessment is a strategy to prevent the risk of an incident escalating unnecessarily. It is normal practice where a pupil or a small number of pupils are known to exhibit disturbing or distressing behaviour. In order for staff to plan accordingly, risk assessment will be considered only for those pupils who constitute a risk. Risk assessment will be considered from two perspectives, environmental and individual. Once the risk assessment has been completed a plan will need to be devised to reduce the risks. See appendices 1 and 2

Reporting of Incidents

The Head Teacher or a senior member of staff should contact parents/carers as soon as possible after an incident, normally on the same day, to inform them of the actions that were taken and why, and to provide them with an opportunity to discuss it.

Post-Incident Support

The Head Teacher or Deputy will provide support for staff and children after the incident. Injuries may be checked and first aid administered by the school first aiders. If necessary the school accident forms will be completed. Injuries will be reported to the HSE if needed.

Responding to Complaints

All complaints about the use of force should be thoroughly, speedily and appropriately investigated.

- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Reference will be made to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance. Where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- Schools 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.
- If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- 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.

Staff Training

All staff will have access to training in positive behaviour management techniques to reduce the likelihood of needing to use force.

As deemed necessary by the Headteacher, members of staff will have more specialist training e.g. MAPPA training. Senior leaders will as a minimum have this training.

Appendix 1 Risk assessment form

Appendix 2 Risk management plan

Appendix 3 Record of incident form

Further sources of information:

- Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders (2002)
- Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties (2003)
- Screening, searching and confiscation – advice for headteachers, staff and governing bodies.
- Dealing with allegations of abuse against teachers and other staff – guidance for local authorities, headteachers, school staff, governing bodies and proprietors of independent schools
- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Approved by Staff:
Approved by Governors:
Review Date:

Assessment and Management of Foreseeable Risks for Pupils who present Challenging Behaviour

Child:

Class:

Teacher:

Key worker:

Identification of Risk	
Describe the foreseeable risk	
Is the risk potential or actual?	
Who is affected	
In which situations does the risk usually occur/triggers?	
How likely it is that it will arise?	
Who is likely to be injured or hurt?	
What kinds of injuries or harm are likely to occur?	

Assessment completed by:

Signature:

Date:

Having completed this form now complete risk management plan and/or behaviour plan.



At Chellaston Infant School, we believe that everyone should reach their full potential in a safe, fun and happy environment which promotes independence, self-worth and excellence. Everyone is a learner whose values are respected.

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RISK MANAGEMENT PLAN FOR*****

HAZARD	RISK CONTROL	SEVERITY (OUT OF 5)	LIKELIHOOD (OUT OF 5)	RISK (OUT OF 25)
	•			
	•			
	•			
	•			

Signed:

Headteacher

Headteacher

Date:

The following risk rating technique has been used to carry out the risk assessment above:

		Severity of the potential injury/damage				
		Insignificant damage to Property, Equipment or Minor Injury	Non-Reportable Injury, minor loss of Process or slight damage to Property	Reportable Injury moderate loss of Process or limited damage to Property	Major Injury, Single Fatality critical loss of Process/damage to Property	Multiple Fatalities Catastrophic Loss of Business
0 – 5 = Low Risk						
6 – 10 = Moderate Risk						
11 – 15 = High Risk						
16 – 25 = extremely high unacceptable risk						
Likelihood of the hazard happening	Almost Certain 5	5	10	15	20	25
	Will probably occur 4	4	8	12	16	20
	Possible occur 3	3	6	9	12	15
	Remote possibility 2	2	4	6	8	10
	Extremely Unlikely 1	1	2	3	4	5

Report of Incident of Physical Restraint or Removal

Date	Recorded by	Location	Time
Pupils involved		Adults involved	
ANTECEDENT: Incident prior to physical restraint or removal:			
BEHAVIOUR: Reason for decision to implement physical restraint or removal:			
CONSEQUENCE: Follow-up to physical restraint or removal:			
Any injuries sustained as a result of the Physical Restraint:			
Pupil:		Adult:	
First Aid given?		First Aid given?	
Signed:		Date:	
Detail any follow on actions that need to be taken e.g. complete a risk assessment; involve behaviour support team; review/generate behaviour plan; make environmental changes etc. To be completed by Headteacher and/or SENCO			
Other agencies incident reported to:		Parents/Carers informed:	
Signed:		Date:	

This report will be kept in the Headteacher's Behaviour Log, and a copy also filed with the child's SEND records