



The Belsteads School

Positive Handling Policy

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GENERAL STATEMENT

The proprietor and management of The Belsteads School recognise the serious implications for all concerned when the use of physical intervention becomes necessary. They acknowledge the stress and very real anxiety that such actions can and do generate in students, parents / carers and staff.

The purpose of this policy is to provide guidelines intended to protect students from the risk of abuse / harm, to help staff minimise the risk of being accused of improper conduct towards students and to provide a supportive framework in which they can act with confidence. The Belsteads School acknowledge that guidelines cannot anticipate every situation; the sound professional judgement of staff at all times is crucial.

This policy has been formulated to ensure that students, parents / carers, staff and other agencies are fully aware of the context for response to behaviour that requires physical intervention. Further it is designed to provide detailed guidance for all concerned regarding the use of holding, escorting and restraint, including when it is appropriate to physically intervene, and what strategies must be used in so doing.

Employment with The Belsteads School, places on staff a duty of care, which includes maintaining an acceptable level of safety. Staff must therefore seek to protect students from harm to the same extent, as would a caring parent. The duty of care is owed to the individual student rather than the 'ordinary' or 'reasonable' student, it is therefore important that staff take account of the individual needs of each student.

All staff have a legal obligation to safeguard the welfare of students in their care (Refer to Safeguarding Policy). Providing they follow guidelines and act in good faith they should not hesitate to act in an emergency. However, this is not to say that the use of physical contact will not be questioned by others including, students, parents / carers, social services and the police.

Training will be provided for all staff to ensure they are confident to use appropriate methods of holding and restraint, and will be expected to apply them to the best of their ability. Staff will be expected to undertake such training as provided and to keep themselves up to date with the methods prescribed by that training.

It is recognised that positive handling strategies, that may or may not result in restraint, are normally only applied when all forms of de-escalation and attempts to defuse situations have been unsuccessful.

The Belsteads School Positive Handling Policy should be read in conjunction with the Behaviour Management policy and the stated aims and objectives, contained within our prospectus and Admissions policy.

EVERY CHILD MATTERS

The Belsteads School wholeheartedly support the sentiments of the Every Child Matters framework. All students whatever their background or circumstances need to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

We are proactive in encouraging outside agency input where it will be of benefit to the wellbeing and progress of our students.

CONTEXT

The Belsteads School is an approved independent special school, specialising in working with students who have learning difficulties, Autism spectrum disorders and challenging behaviour. The school provides a lively and thriving community dedicated to the provision of high quality teaching, where sound management and high standards of professional practice ensure a calm and purposeful learning environment. Within this, the importance of safety and consistency are recognised as being paramount in encouraging students to develop a wider horizon of potential, achievement and ambition.

Pupils referred to the school have Statements of Special Educational Needs/EHCPs maintained under Section 324 of the Education Act 1996, some of whom may 'Looked After'/'Children in Care'. Previous life experiences have necessitated placement within a specialist educational provision.

Students, wherever possible, will be appropriately involved in formulating any plans that are made to meet their individual needs. Such plans will also detail how specific behaviours will be managed. The use of positive handling will be detailed as an integral element of the plan.

Examples of situations where positive handling maybe appropriate include:

- Student attacks another student or member of staff
- Students are fighting
- Students are engaging in, or on the verge of, committing deliberate damage or vandalism to property
- Student is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects
- Student absconds from school or room (this only applies if student could be at risk if not kept in school or a room).
- A student persistently refusing to leave a classroom
- A student behaving such that the lesson is being seriously disrupted.

The following approaches are regarded as reasonable in appropriate circumstances:

- Holding for security and to reduce anxiety where there is potential risk, even if the student is not yet out of control. This is best used when the student is anxious or confused. Its purpose is to defuse or prevent escalation. Staff should take care that their actions should in no way be capable of being interpreted by the student as aggression.
- Physically interposing between students.
- Blocking a student's path.
- Escorting a student by the hand or arm

IMPLEMENTATION

The Positive Handling policy will be implemented and maintained through:

- The recruitment and selection of staff, which will be governed by the principles, enshrined in the Warner report "Choosing with Care." as well as guidance from the DfE (Keeping Children Safe in Education).
- As a minimum, the selection process will ensure that relevant pre-appointment checks are made including those relating to DBS.
- Interview techniques go beyond the standard formal interview and include opportunities for candidates to engage in focused debates designed to provide insights into their individual values and beliefs.
- The provision to every member of staff a copy of the policy document
- Induction of all new staff to ensure that there is an opportunity for detailed study and discussion of the policy with senior staff, and ongoing discussion within the staff group;
- Regular training activities both in-house, and reinforcement by external trainers as appropriate.

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- (a) committing any offence,
- (b) causing personal injury to, or damage to the property of, any person (including the pupil himself), or
- (c) prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

The staff to which this power applies are defined in section 95 of the Act. They are:

- a. any teacher who works at the school, and
- b. any other person whom the head has authorised to have control or charge of pupils.
This:
 - i) includes support staff whose job normally includes supervising pupils such as teaching assistants, learning support assistants, learning mentors and lunchtime supervisors.
 - ii) can also include people to whom the head has given temporary authorisation to have control or charge of pupils such as paid members of staff whose job does not normally involve supervising pupils (for example catering or premises-related staff) and unpaid volunteers (for example parents accompanying pupils on school-organised visits).

The power may be used where the pupil (including a pupil from another school) is on school premises or elsewhere in the lawful control or charge of the staff member (for example on a school visit).

There is no legal definition of when it is reasonable to use force. That will always depend on the precise circumstances of individual cases. To be judged lawful, the force used would need to be in proportion to the consequences it is intended to prevent. The degree of force used should be the minimum needed to achieve the desired result.

Those exercising the power to use force must also take proper account of any particular special educational need (SEN) and/or disability that a pupil might have. Under the Equality Act 2010 schools have a duty to make reasonable adjustments for disabled people.

The statutory power conferred by section 93 of the Education and Inspections Act 2006 is in addition to the common law power of any citizen in an emergency to use reasonable force in self-defence, to prevent another person from being injured or committing a criminal offence. So section 93 makes it clear that authorised staff may use force to prevent behaviour that prejudices the maintenance of school discipline regardless of whether that behaviour would also constitute a criminal offence.

The 2006 EIA guidance acknowledges that reasonable force may also be used in exercising the statutory power, introduced under section 45 of the Violent Crime Reduction Act 2006, to search pupils without their consent for weapons. This search power applies to head teachers and staff authorised by them. The Department strongly advises schools not to search pupils where resistance is expected, but rather to call the police.

It is always unlawful to use force as a punishment. This is because it would fall within the definition of corporal punishment, abolished by section 548 of the Education Act 1996.

This policy takes account of the following legislation:

- The Children's Act 2004
- The Human Rights Act 1998
- The Equality Act 2010

UNDERPINNING VALUES

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

- 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.

Students attending this school and their parents / carers have a right to:

- individual consideration of student 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 students and staff working in school;
- be informed about the school's complaints procedure.

The school will ensure that students are given support to understand the need for and respond to clearly defined limits, which govern behaviour in the school

PRINCIPLES

It is recognised that good behaviour must be acknowledged and celebrated as a matter of course, and that this in itself is a primary tool in managing behaviour. Additionally the management of behaviour at The Belsteads School is based on the belief that students have the right to learn from their experiences of life, which will, at times, involve testing the clearly defined boundaries established by the behaviour management system adopted.

Staff must make critical judgements before employing agreed physical intervention strategies.

Decisions on whether the precise circumstances of an incident justify the use of significant force must be reasonable. Typically such decisions have to be made quickly, with little time for reflection. Nevertheless, staff need to make the clearest possible judgements about:

- a. the seriousness of the incident, assessed by the effect of the injury, damage or disorder which is likely to result if force is not used. The greater the potential for injury, damage or serious disorder, the more likely it is that using force may be justified.
- b. the chances of achieving the desired result by other means. The lower the probability of achieving the desired result by other means, the more likely it is that using force may be justified; and
- c. the relative risks associated with physical intervention compared with using other strategies. The smaller the risks associated with physical intervention

compared with other strategies, the more likely it is that using force may be justified.

In addition, it is important:

- For staff intervening with students to seek assistance from other members of staff as early as possible, since single-handed intervention increases the risks of injury to both parties and does not provide a witness.
- That a member of staff recognising that a situation is escalating to a point demanding positive handling yet feeling unable to carry this out must, as part of their duty of care, clearly tell the student(s) to stop the behaviour and seek help by any means available.
- That staff who become aware that another member of staff is intervening physically with a student recognise that they have a responsibility to provide a presence and to offer support and assistance should this be required.
- That where possible, staff who have not been involved in the initial confrontation leading up to an incident may be in a better position to intervene or restrain the student if this proves necessary.
- To understand that a student's behaviour may be adversely affected by the presence of an audience. Wherever possible, the audience will be removed, or if this is not possible, the student and member(s) of staff will withdraw to a quiet, but not completely private, place (e.g. two members of staff should be present or a door left open so that others are aware of the situation).
- For staff to be aware of the need to tell the student being restrained, in a calm and gentle manner, that the reason for the intervention is to keep the student and others safe. Staff will explain that as soon as the student calms down, she/he will be released.

It is the responsibility of everyone to ensure that the environment is calm and safe for all. Students have the responsibility to recognise when their behaviour is likely to compromise this situation, and to have due regard for the comfort, safety and well being of all within the school. Parents / carers will be encouraged to support the school by discussing with their child the need to be sensitive to the needs of others. Learning Opportunities home school agreement is one way that this is achieved, as it sets clear expectations for parents/carers, students and Learning Opportunities, from the point of admission.

DEFINITIONS

No legal definition of reasonable force exists, however, for the purpose of this policy and the implementation of it in The Belsteads School:

- Positive Handling uses the minimum degree of force necessary for the shortest period of time to prevent a student harming himself, herself, 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.

For the purposes of this document the terms holding, escorting and restraint will be defined by the outcome, which is intended when the physical intervention is applied.

Source (DoH 'Permissible Forms of Control' 4/93 Section 5.2)

- **Escorting** – (*“Accompanying another for protection or guidance”*)
The intention to move a student away from a particular area, the degree of force will determine when this becomes a restraint i.e. when the student has no choice but to move under the directions of staff.
- **Holding** – (*“To assert authoritatively”*) the intention is to keep the student in A particular place; see below for when this becomes restraint.
- **Restraint** – (*“Physical control is the positive application of force with the Intent of overpowering the student. The proper use of physical Control requires judgement, skills and knowledge of non-harmful methods of control*) the use of overpowering force (Permissible forms of Control 1993), the intention is to overpower the student because they have lost all control and are a danger to themselves, others or property, and when a student’s behaviour is prejudicial to the good order of the group.

TRAINING

We are committed to providing ongoing, comprehensive training programmes which encompass all aspects of behaviour management. Such programmes aim to develop relevant skills and knowledge in order to ensure that staff are fully conversant and confident in their ability to skilfully and effectively implement agreed techniques.

Qualified trainers deliver programmes, which detail the context for physical intervention and practical guidance on the application of a range of strategies to keep everyone safe during the physical management of behaviour. The programme used at The Belsteads School is **Team Teach** (www.team-teach.co.uk) and is recognised by The Institute of Conflict Management (ICM).

Team Teach has been developed by George Matthews, an experienced teacher who has worked extensively with EBD/SEMH students. The training emphasises the range of strategies available to defuse situations and stresses that positive handling must always be a last resort. The techniques taught are age appropriate and help students to retain their dignity.

Key aspects of the training include:

- 95% of behaviour management involves de-escalation, distraction and diversion.
- Physical intervention techniques including: holding, escorting and restraint
- Clear and unequivocal emphasis on the rights of students to be kept safe at all times
- Physical intervention should only be used when all else has been tried and the situation is likely to become dangerous for students and staff

- Staff need to keep themselves safe at all times
- Past experiences of students will affect the way they respond to physical interventions. Those with a history of physical or sexual abuse will often have painful and disturbing memories triggered by such interventions. As a result holds and restraints will be as least invasive as possible
- Students with the above experiences could also experience adverse reactions to witnessing physical interventions
- All actions must be conducted in the context of The Belsteads School's policies
- Staff have a right to be trained in the use of diffusion and de-escalation skills, as well as the more serious response of physical intervention
- Clear and accurate records of the antecedents, behaviour and consequences must be maintained.

Training Objectives specific to Team Teach

- To learn about the development of training in positive handling and the background of Team Teach
- To learn about the attitudes, values and key ideas which underpin Team Teach Training
- To learn about the legal framework, relevant guidance and good practice
- To gain knowledge and understanding of the psychology and philosophy which underpin the Team Teach approach
- To learn about the conflict spiral and the stages of crisis
- To develop skills and knowledge in verbal and non-verbal communication, diversion and de-escalation
- To develop skills and knowledge concerning personal safety responses, holds, escorts and other techniques relevant to the school setting
- To raise awareness about the elevated risks associated with some technique
- To improve active listening skills and raise awareness of the importance of the process of debrief, repair and reflection

The Belsteads School recognises its responsibility to ensure, so far as practically possible, that all staff authorised to use physical management are enabled to manage such situations with maximum efficiency and safety.

DE-ESCALATION AND PREVENTION

Primary prevention of the need for physical intervention is achieved by:

- Ensuring that the number of staff and level of competence meets the needs of the groups.
- Actively looking to avoid placing students in situations which are known to provoke aggressive behaviour or high levels of anxiety.
- Assessing and reducing unavoidable but foreseeable risks by putting into a place restrictive physical intervention as part of a behaviour modification plan.
- Creating a calm, orderly and supportive school climate that minimises the risk and threat of violence of any kind.
- Developing effective relationships between students and staff that are central to good order
- Adopting a whole-school approach to developing social and emotional skills.

- Taking a structured approach to staff development that helps staff to develop the skills of positive behaviour management; managing conflict and also to support each other during and after an incident.
- Effectively managing individual incidents. It is important to communicate calmly with the student, using non-threatening verbal and body language and ensuring the student can see a way out of a situation.
- Wherever practicable, warning a student that force may have to be used before using it.

These elements of behaviour management are structured using the **5P approach (Linda Miller, 2009)**.

In the first instance staff should always attempt to defuse the situation by:

- Appropriate use of voice, in terms of pace volume and tone
- Adjustment of body position to ensure minimum threat to the student,
- Appropriate eye contact and a positive and calming stance achieved by; blocking the way
- Appropriate use of humour
- Making clear the expectations of all concerned in the incident, and the likely consequences if behaviour deteriorates further
- Isolation of peers
- Seeking help from other staff to diffuse the situation

HOLDING & ESCORTING

To be used to discourage and redirect from unwanted behaviours which are likely to lead to a loss of control by the student, resulting in severe disruption to the orderly environment, damage to property, damage to self and / or others.

Staff should use their judgement in using this method as to whether it is likely to lead to a full-scale restraint. Factors for consideration will be the likely reaction of the student based on the most recent and accurate information available, and the content of any plan; the environment i.e. the impact of onlookers, events immediately preceding the incident and whether the student has been involved in substance abuse (drugs, alcohol or solvents).

It is important that the students are made aware of what is expected of them, and that as soon as there is a genuine attempt to comply with such expectations the hold be released. The amount of force that is used should be the minimum necessary to successfully achieve the desired outcome as defined above.

PHYSICAL RESTRAINT

Physical restraint should only be used when all other strategies have been tried and found to be unsuccessful.

When restraint is used it should always be **USED WITH CARE**

U RGENTLY	required to prevent immediate possibility of harm or damage to self, others or property, or the disruption of the group.
S AFE	using only the minimum of force necessary.
E FFECTIVE	not if it will make the situation worse.
D ECENT	great care must always be taken to avoid sensitive areas of the body, the risk of cultural offence, or the risk of sexual arousal.
W ITNESSED	every effort must be made to ensure the presence of another member of staff as a witness and assistant.
I NDEPENDENT	of size, the method of restraint used must depend for its efficacy on the technique, and not the relative sizes of staff member and student.
T IMED	the restraint should only continue for the minimum time for it to be effective.
H ARMLESS	it must always be an act of care and control, never punishment.
C ALMING	the intention is to help the student regain their self-control, there should always be a calming dialogue to that end.
A PPROPRIATE	to the circumstances, only when all else has failed, only for as long as necessary.
R ECORDED	all incidents of restraint must be recorded using The Belsteads School pro-forma.
E XPLAINED	reasons for the restraint and resolution of the incident should be conducted with the young person, as soon after the incident as will be effective. All restraints should be discussed at the

earliest opportunity by the staff concerned, and a senior member of staff.

The above has been adapted from material used by the Hesley Group.

Using Force

The types of force used could include:

1. passive physical contact resulting from standing between students or blocking a student's path.
2. active physical contact such as:
 - leading a student by the hand or arm
 - ushering a student away by placing a hand in the centre of the back
 - in more extreme circumstances, using appropriate restrictive holds, which require specific expertise / training

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 student running off the pavement into a busy road or preventing a student from hitting someone with a dangerous object such as a glass bottle or hammer.

Situations where staff should not normally intervene without help:

There may be occasions where an authorised member of staff should not intervene in an incident without help, unless it is an emergency.

In circumstances where staff judge that they are unable to apply restraint, satisfying the above condition of safety, they should quickly send for another member of staff and do what they can to contain the situation. It should be remembered that the students at The Belsteads School are active members of the community and as such should be encouraged to assist staff when so directed by seeking help or speaking to peers.

Help may be needed in dealing with a situation involving an older student, more than one student or if the authorised member of staff believes they may be at risk of injury. In these circumstances the member of staff should take steps to remove other students who might be at risk and summon assistance from other authorised staff, or where necessary phone the police.

CONTINGENT TOUCH

A fundamental issue to be considered in the use of any form of physical contact with a student is their absolute right to be both "touched" and "not touched". It is clear that for some students who may have had experiences of abuse in the past, the issue of being touched in any way must be managed sensitively. Similarly for some students their need

for emotional support and comfort may at times extend to being physically comforted and this too must be managed appropriately.

Physical interventions which do not amount to restraint – these are physical actions, which do not carry the force of physical restraint. Such actions include holding a student who is very distressed, placing a hand around the student's shoulder to comfort them or to discourage or divert him away from danger, or standing in the way to discourage them from leaving. All of these actions cover contact, which staff might commonly expect to have with students in the course of their professional duties, for example:

- To guide actions in gymnastics or PE
- To offer comfort, reassurance, praise and to relieve distress
- Placing a hand on a student's arm to discourage or direct him from disruptive or destructive behaviour
- Taking the hand or arm of a student to lead, guide or escort him away from danger
- Standing in the way to discourage them from leaving
- When administering first aid

Some students only regain calm when they are held closely by an adult. There may therefore be occasions where a distressed student needs comfort and reassurance which may include physical comforting such as a caring parent / carer would give. Staff use their own professional judgement when they feel a student needs this kind of support.

The need for this type of physical closeness will be discussed with parents / carers and staff will make clear the amount of contact there is likely to be. The important issue here is the well-being of the student. Acting in Loco Parentis we are required to assist the student as a good parent / carer would and understand that distressed students need to be taken care of. This kind of physical contact will be written as part of the management plan for that student and may be reflected in an IBMP.

Where a member of staff has particular concern about the need to provide this type of care and reassurance they should seek the advice of the headteacher.

We recognise that there may be some students for whom touching is particularly unwelcome. For example, some students may be particularly sensitive to physical contact because of their cultural background, or because they have been abused. It is important that all staff receive information on these students. Staff will receive information, (normally from the head teacher) about these students.

Physical contact with students becomes increasingly open to question as students reach and go through adolescence, and staff should also bear in mind that even innocent and well-intentioned physical contact can sometimes be misconstrued. However, we recognise that many of our adolescent students have similar needs to our younger students and as such may require appropriate physical actions e.g. for a student who is distressed, requiring comfort, discouraging / diverting away from danger.

ABSCONDING (Refer to Missing Person Policy)

A student may decide to leave the school whilst it is still in session. Staff should not let students go without trying to reason with them and it is reasonable to stand in their way

when they attempt to leave the building. However, if the student insists on leaving the school grounds physical restraint is not an option except in special circumstances.

In extreme cases, where it is thought that the student may be an immediate threat to him / herself or others, it is reasonable to use physical restraint to prevent them leaving.

The age and understanding of the student has to be taken into account, as it is age and competence that will determine how far control should be enforced.

A student who may be in real danger due to lack of road sense or not being able to find their way home can be physically restrained from leaving. If forced to restrain a student and the restraint is prolonged, ensure that someone contacts and if necessary brings the parent / carer into the school in order that they may assume parental responsibility and the student can then be handed over to their care.

POSITIVE HANDLING PLANS

Where a student is assessed to be at risk of needing physical intervention this should be formally recorded using The Belsteads School Positive Handling Plan format. This document outlines appropriate strategies for diffusing situations, as well as detailing the physical intervention techniques that staff aim to use, should the need arise. Incorporated within this plan are relevant risk assessments, which identify the benefits and risk associated with the application of different intervention techniques.

Proposed strategies are discussed with parents, carers and social workers where applicable. Where appropriate, students are also involved in this process.

These plans are regularly reviewed involving all staff and with input from other people involved in their care and education.

Examples of the need for a Positive Handling/Behaviour Support Plan:

- Any student for whom there has been a regular need to physically intervene
- A student who regularly needs to be physically escorted to a quiet area when emotionally upset for the protection of other students.
- A student whose records display that if intervention is not put into place they will begin to place themselves more and more at risk over time.

RECORDING

The Belsteads School ensure that all incidents requiring physical intervention are thoroughly and systematically recorded. Staff are expected to provide detailed, written reports, ideally on the day the incident occurred, but certainly within 24 hours.

Procedures

All incidents that result in non-routine interventions will be recorded in detail in the school Physical Intervention Record Book.

The record will contain the following information:

- The name(s) and the job title(s) of the member of staff who used reasonable force
- The name(s) of the student(s) involved
- When and where the incident took place
- Names of staff and students who witnessed the incident
- The reason that force was necessary
- Behaviour of the student which led up to the incident
- Any attempts to resolve the situation
- The degree of force used
- How it was applied
- How long it was used for
- The students response and the eventual outcome
- Details of any injuries suffered by either staff or students
- Details of any damage to property
- Details of any medical treatment required (an accident form will be completed, where medical treatment is needed).
- Details of follow-up, including contact with the parents/carers of the student(s) involved.
- Details of follow up involvement of other agencies – police, Social Services
- Student witnesses may also be asked to provide a written account if appropriate.

The Belsteads School will report injuries to students or staff in accordance with RIDDOR (HSE Regulations 1995)².

DEBRIEF

Procedures

- The student and the member of staff will be offered a check for any sign of injury after an incident. First aid will be administered to anyone who requires it, or medical treatment obtained.
- The student will be given time to calm while staff continue to supervise her/him. When the student regains complete composure, a senior member of staff (or her/his nominee) will discuss the incident with the student and try to ascertain the reason for its occurrence. **This may be a significant time after the incident.** The student will be given an opportunity to explain things from her/his point of view. All necessary steps will be taken to re-establish the relationship between the student and the member(s) of staff involved in the incident.
- In cases where it is not possible to speak to the student on the same day as the incident occurred, the debrief will take place as soon as possible after the student returns to school. **The debrief must be viewed by all concerned as a restorative process.**
- All members of staff involved will be allowed a period to debrief and where necessary time-out of the class setting to recover from the incident. This may involve access to external support. A senior member of staff (or her/his nominee) will provide support to the member(s) of staff involved.

- A member of the SMT will be informed at the earliest possible opportunity of any incidents where positive handling was used. A member of SMT will initiate the recording process if not already underway and review each incident to ensure that any necessary lessons are learned.

SUPPORT FOR STAFF

Staff that have had to use physical intervention will be offered the opportunity to discuss their feelings about the incident as soon after completion of the recording pro-forma as is helpful. It is an expectation that all staff acknowledge the importance of using a senior member of staff to discuss the issues raised by the use of restraint. An important part of staff debrief will be the reassurance for The Belsteads School in establishing that procedures were adhered to, and that the actions were in accordance with the policy.

Staff who are able to express doubts about their performance during an episode of physical intervention will be offered help in the form of a refresher course in the use of physical techniques.

The Belsteads School accept their responsibility to ensure that professional behaviour applies to relationships between staff and students. It is acknowledged however, that there may be occasions when students accuse staff of abuse. Procedures for dealing with such incidents are designed to minimise the damaging affects of false allegations. Details of which can be found within other relevant policies.

The Proprietor and Headteacher will support the actions of staff in the use of physical intervention, provided that they have been conducted in the context of this policy and the methods drawn from the ***Team Teach programme*** have been used.

COMPLAINTS (Refer to Complaints Policy)

The Belsteads School is committed to establishing a clear, simple and accessible complaints procedure, which aims to resolve issues as quickly as possible.

Any problem or concern should be raised promptly with the Headteacher. If the concern is more serious an appointment can be made to discuss it with the proprietor. Where appropriate, The Belsteads School Complaints Recording Form will be completed.

Refer to The Belsteads School Complaints & Safeguarding Policies for more information.

MONITORING

We will conduct audits of incidents involving positive handling / physical intervention, the purpose being to identify trends and to assess the impact of training.

Following evaluation, we will notify service users of any significant changes to the policy on the use of physical force, or to the way procedures are implemented.

It is our expectation that in accepting an offer of a place, the placing authority / person with parental responsibility accepts our policies and procedures.

LINKS WITH OTHER POLICIES

The best practice regarding positive handling outlined in this policy should be considered alongside other relevant policies in the school, specifically the following:

- Behaviour Management
- Anti-Bullying
- Safeguarding
- Health & Safety
- Complaints

APPENDIX A: THE POSITIVE HANDLING OF A VIOLENT STUDENT

It is considered that action under this heading will normally only be necessary in a very small number of incidents.

1. Prior to exercising containment, the staff should advise/warn the student this is about to happen.
2. If it becomes necessary to physically hold a student, the amount of force used must be reasonable, proportionate and absolutely necessary to hold the student safely. Any offensive acts towards a student such as punching, hitting or slapping is unacceptable. Sudden violent pushing is also unacceptable, whereas a steady push or pull to separate aggressor from victim may be appropriate. Trained staff will be operating within specified guidelines and their actions evaluated in this context.
3. The length of time the student is constrained / held and the degree of force used should be the minimum necessary to achieve the immediate objective of regaining control of the situation. As soon as it is safe, positive handling should be gradually relaxed to allow the student to regain self-control.
4. Whenever possible, a member of staff faced with a situation where physical intervention is thought necessary, should call for assistance so at least two members of staff are present. If more than one person exercises positive handling, less strength is required and the risk of injury reduced. However, it is important to remember that the greater the number of staff involved, the less efficient the procedure may become. Communication is vital.
5. Throughout the positive handling, the student should be spoken to in a quiet and soothing manner, encouraging the return to self-control. The staff holding should make it clear that the student will be released as soon as calm is restored.
6. Staff should have very clear reasons for forcibly removing clothing, as there is a high risk of injury. This should only ever include outer garments such as coats/fleeces and never involve any garment being removed over the head, covering the lower part of the body, or those next to the skin.
7. Footwear may need to be removed to prevent damage/injury.
8. Data analysis of records will be made at regular intervals and appropriate evaluations discussed with all staff.

APPENDIX B: TEAM TEACH

Team Teach is a structured, non-violent staff development programme that promotes techniques that are effective with anger and aggression management, utilising therapeutic educational awareness, communication and handling strategies.

Intervention Approaches

C.A.L.M.

Communication	Para verbal skills Remember your body language and personal space Appear calm and confident
Awareness	Don't corner or threaten a student Avoid an audience if possible and summon assistance Remember their triggers and separate the student from their behaviour
Listening	Let someone else take over if you think it is personal or you start to lose control Leave the student a choice; give time and space, restating expectations Let the student express verbally, do not become defensive
Making Safe	Where possible, adults must exhaust all agreed behavioural management strategies before using an accepted and endorsed physical intervention Warn the student before physically intervening

Early Intervention Strategies

Positive Crisis Behavioural Management Strategies

Restructuring the environment / programme

Classroom conditions might well be responsible for encouraging or reinforcing appropriate behaviour. Does the physical arrangement of the classroom provide proper seating arrangements and free flowing movement patterns for students? Are students in a position to see and hear when staff speak? Are the instructional materials and objectives appropriate for individual students? Is interest level high?

If inappropriate behaviour is occurring, then it is necessary to determine if events or conditions in the classroom environment are reinforcing these behaviours.

Planned Ignoring

Some behaviours (example blowing bubble gum) have limited power and will fade away if it is not nourished nor replenished.

Simply ignoring these attention-seeking behaviours will stop behaviours. The teacher must however, know the student and know that the behaviour will not spread to other students.

Signal Interference

Many teachers use non-verbal signs to show disapproval of certain behaviours. Some non-verbal techniques are:

- *Eye contact*
- *Hand gestures*
- *Tapping or snapping fingers*
- *Coughing or clearing the throat*
- *Facial expressions – frowning*

These non-verbal techniques seem to be most effective at the beginning stages of the misbehaviour.

Proximity Control

By standing near a student who is having some difficulty, the student will gradually control his / her impulses. The teacher becomes a source of protection and strength. This makes identification easier.

Note: A good thing about ***Planned Ignoring, Signal Interference*** and ***Proximity Control*** is that these techniques are not embarrassing to the student. All three can be used while carrying on the regular class programme.

Interest Boosting

Showing interest in classroom assignments or saying something quietly about the student's personal interest could help to change poor behaviour. This shows the student that the teacher is a real person.

Tension Reduction Through Humour

A humorous comment can break through a tense situation. This clears the air and makes everyone feel more comfortable.

Hurdle Help

Disturbing behaviour is not always the result of an inner problem. Sometimes the student is frustrated by the immediate classroom assignment. Provide the student with help before he / she starts to act out and the situation gets out of control. A good technique is to ask the student that has a confused or puzzled look on his / her face if he / she understands the question.

Support Through Routine

Students need structure in order to feel comfortable and secure. Without structure they become anxious and active. Students also need a daily schedule or routine. It helps to calm and relax them. A schedule also helps the transition from one activity to another.

Removing Seductive Objects

A teacher cannot compete with a football or basketball in a regular class setting. Either the objects will go or the teacher will accept the disorganised state of the group.

Antiseptic Bouncing

There are times when a student may not respond well to verbal controls. When this happens, a good idea is to ask the student to leave the room for a few minutes, maybe to deliver a message or get a drink of water.

This technique is called 'Antiseptic Bouncing' because there is no intent to punish, but it protects and helps the student get over feelings of anger, disappointment or even uncontrollable laughter.

Positive Listening Skills

- Do not be judgemental
- Do not ignore fake attention: eye contact matters
- Carefully listen to what a person is really saying
- Use silence and restatement to clarify messages
- Reflection can be used to clarify

Short Term Goals

- To establish trust with the adult, to co-operate and respond positively
- To gain some degree of awareness of what affect the behaviour has on themselves, others and the situation
- To make a plan to solve the next problem in a more socially appropriate manner
- To assume responsibility for their own role in the situation
- To continue the calming process with the student so that he / she can return to the level at which he / she can function appropriately
- To explore with the student his / her responsibility for what has happened
- To identify alternative behaviour for the student to use
- To develop a plan to re-enter the student back into the class / school

APPENDIX C: DE-ESCALATION AND PREVENTION

Do's	Don'ts
Give clear Instructions	Give orders
Use a calm voice	Raise your voice or shout or argue.
Stand to one side of the student	Stand face on
Leave a personal gap	Get in their face
Bring in humour if appropriate	Be sarcastic or caustic
Allow a certain amount of choice	Be rigid
Offer supported time out	Demand they leave without support
Offer to listen somewhere else, at another time (be clear when).	Forget to see them when you said you would
Change the staff dealing with the issue	Try to carry on if someone else can help
Ask them what happened	Ask them why they did.....
Be fair	Use automatic punishments without knowing all circumstances.
Follow incident up- so we can learn from each one.	Forget about it until it happens again then say Oh that happened last week too.
Use accepted physical restraints only if absolutely necessary.	Keep using them longer than needed
Ask for help from other staff	Think you are on your own.
Ensure you know triggers on individuals	Make students do things that raise their anxiety without an agreed plan of how to do it by decreasing anxiety levels.
Remember they may have their own agenda and you do not know what happened to them today/last night.	Make assumptions.