

Care and Control Policy
(Positive Handling)

April 2019



ARCHBISHOP
SENTAMU
ACADEMY

Church of England

Approved by Archbishop Sentamu Academy Principal; April 2019

The next 'Period of Review' will be **April 2020**

Archbishop Sentamu Academy

Christian Aims and Values

Values

Inspired by God: Father, Son and Holy Spirit we **Aspire** to be a community founded upon mutual trust where everyone is loved for who they are. We seek to **Serve** others by putting their needs before our own and believe that working together, with God's help, we can **Achieve** more than we could alone.

As a Church of England Academy, our core values are trust, love and community:

- **Trust** is essential to human life and lies at the heart of all successful relationships. With wisdom and understanding, we can learn to trust. We aim to do this by being reliable and not letting others down. In this way we, can help each other feel safe;
- Jesus has shown us love. We try to reflect that **love** to those around us by being sensitive to the needs of all members of our Academy community;
- We aim to be an inclusive **community**. Each person is needed, valued and important. When things go wrong we will forgive each other and make a fresh start. We will share what we have with those in need and try to treat others as we would like them to treat us.

Aims

As a Church of England Academy we aim to:

- Treat students, staff and visitors with respect;
- Incorporate and promote the values behind the academy motto; Aspire, Serve, Achieve in all we do;
- Instill a sense of self-worth and value in every student;
- Encourage student participation in the planning and the running of our Academy wherever possible;
- Encourage religious literacy as a way of interpreting the world around us;
- Encourage, challenge and support every person to achieve his or her potential

Archbishop Sentamu Academy

Care and Control (Positive Handling) Policy

1. Purpose of the policy

At Archbishop Sentamu Academy we work to ensure each individual student is able to reach his or her potential. Every child is entitled to learn and every teacher is free to teach in an environment that is safe, secure and free from distraction. The guiding principles to achieve this should be established in our policy on positive behaviour management.

Staff at Archbishop Sentamu Academy are committed to providing the highest standards in protecting and safeguarding the welfare of children and young people entrusted to its care. We recognise there is a need to intervene when there is an obvious risk of safety to students, staff and property.

For the most part this is achieved through the fostering of good relationships, and the normal application of positive behaviour management to support and intervene. However, in exceptional or extreme circumstances this may involve the use of reasonable force.

It should be emphasised that if used at all, restraint (referred to in this document as positive handling) should be seen in the context of a further positive action of care and concern. In line with LA guidance, it is used as a last resort option and in the most extreme cases, other strategies will always have been attempted first.

This policy aims to give all members of the Academy community clear guidance so that any physical intervention that they undertake is carried out in a way that adheres to the values and principles of the Academy for which the safeguarding of students and staff is a primary consideration. In particular it aims to describe the circumstances in which physical intervention is an appropriate response.

2. Physical contact with students

It is not illegal to touch a pupil. There are occasions where physical contact with a student is acceptable. Some examples of this are:-

- When a pupils is being congratulated or praised;
- To demonstrate the use of a musical instrument;
- To demonstrated exercises or techniques during PE or sports coaching;
- Checking safety equipment e.g. helmets, harnesses are correctly fitted;
- To give first aid.

3. Positive handling

The term '**Positive Handling**' includes a wide range of supportive strategies for managing challenging behaviour. Included in this framework are a small number of responses which may involve the use of force to control or restrain a student.

The term '**physical restraint**' is used when force is used to overcome active resistance. A clear and consistent positive handling policy supports students within an ethos of mutual respect, care and safety.

4. The use of Physical intervention

All employees of the academy have a duty of care to its students and a responsibility to ensure each other's welfare. This applies on and off site, to and from school and any school trip at any time.

All employees of the school have a legal right to use **Reasonable Force** to physically intervene or restrain in the following circumstances:

- To prevent students from harming themselves;
- To prevent harm to others (students, staff, visitors etc.);
- To prevent damage to property;
- To prevent the disruption of good order.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstance.

5. Who can use reasonable force?

Any members of school staff including authorised volunteers have a legal right to use reasonable force within school and on off site visits to prevent students:

- Causing injury to themselves or others;
- Committing a criminal offence (including behaving in a way that would be an offence if the student were not under the age of criminal responsibility);
- Causing serious damage to property;
- Causing disruption by engaging in behaviour which is seriously prejudicial to good order and discipline.

6. What is reasonable force?

Reasonable force has no legal definition but:

- Staff must take into account the circumstances of the incident, age, sex and development of the student;
- The degree of force must be proportional to the seriousness of the situation, behaviour or consequences it is intended to prevent, and always be the minimum force needed;

- Force could not be justified for a trivial misdemeanour or a situation that could be resolved without it;
- Everyone has the right to self-defence provided they do not use a disproportionate degree of force.

Therefore, 'Reasonable in the circumstances' means using no more force than is needed.

Force is usually used either to **control** or **restrain** this can range from guiding a student to safety by the arm to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

(Control means; either passive physical contact such as standing between students or blocking a students path or active physical contact such as leading a student by the arm)

(Restraint means; to hold back physically or bring a student under control – usually to prevent an action. It is typically used in more extreme circumstances for example when 2 students are fighting and refuse to separate without physical intervention).

7. Staff training

A number of staff who are most likely to be called to deal with situations where restraints may be necessary, are trained in positive handling techniques by TEAM TEACH.

All staff will be made aware of the schools policy on positive handling through CPD sessions

8. Circumstances when reasonable force might be appropriate?

At the academy we use the Team –Teach framework approach to positive handling stresses that it 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. Restraint is only a small part of the framework”.

Before using force staff should, wherever practicable, tell the student to stop misbehaving and communicate in a calm and measured manner throughout the incident. Staff should not act out of anger or frustration, or in order to punish a student, and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary.

Restrictive physical intervention is only to be used to prevent serious harm and is consistent with the promotion of an individual's welfare. The application of restrictive physical intervention must always be an option of last resort and must always be the minimum action necessary to manage the situation as safely as possible and taking account of any known health problems.

The types of force used could include:

- Passive physical contact resulting from standing between students or blocking a student's path;
- 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/shoulders;

- In more extreme circumstances, using appropriate restrictive holds, which require specific expertise or 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 onto a busy road or preventing a student from hitting someone with a dangerous object.

Staff should make every effort to avoid acting in a way that might reasonably be expected to cause injury. However, in the most extreme circumstances it may not always be possible to avoid injuring a student. Staff should always avoid touching or restraining a student in a way that could be interpreted as sexually inappropriate conduct.

We recognise that some children may not be able to control their reaction to events as well as others and at times may place themselves or others at risk through their uncontrolled behaviour. As indicated previously, reasonable force might be appropriate when action is necessary in self-defence or because of imminent risk of injury.

- Student attacks a member of staff, another student, attempts self-injury, students are fighting;
- Student running in stairway or corridor in a way that is likely to cause injury to self or others;
- Student absconds from a class or tries to leave school and who would be judged to be at risk if not kept in the classroom or at school;
- There is a serious and developing risk of damage to property, including the student's own property;
- Student is causing or about to cause deliberate damage or vandalism;
- Student is causing or at risk of causing injury or damage by accident, rough play, misuse of dangerous materials or objects;
- Where student's behaviour is seriously prejudicial to good order and discipline e.g:-
- Student persistently refuses to obey an order to leave the classroom;
- Student is behaving in a way that is seriously disrupting a lesson.

NB Wherever possible early support from colleagues will be sought. Single handed intervention increases the risk of injury to both parties and does not provide the person intervening with the support of a colleague acting as a critical friend.

9. Strategies other than force will be considered

Examples:

- Providing the disruptive student with a choice of locations to exit to;
- Giving clear directions;
- Allowing "take-up" time thus allowing a "face-saving" opportunity;
- Removing the audience, i.e. requesting that other students leave the room;
- Implementing Team Teach help protocols so that another member of staff takes over the strategic lead of the incident, if he/she feels it is appropriate to do so.

10. Procedures and practical considerations during specific incidents

Wherever practicable staff are expected to:

- Use a calm and measured approach;
- Tell the student to stop, remind them of consequences, tell them what will happen if she/he does not stop;
- Seek assistance from other colleagues at as early a stage as possible;
- Staff who become aware that another member of staff is intervening physically with a student have a responsibility to provide a presence, and to offer support and assistance should this be required;
- Try to defuse the situation orally and prevent escalation;
- Try to remove the student from the peer audience;
- Attempt to communicate with the student throughout the incident;
- In as calm a manner as possible, explain that the reason for intervention is to keep the student and others safe;
- Make it clear that positive handling will stop as soon as the student calms and the risk assessment indicates it is no longer necessary;
- If it is not possible to control the extreme student without risk of injury to yourself or others, remove the other students who may be at risk and summon assistance.

It is good practice to:

1. Give the impression you are in control;
2. Give the impression you have not lost your temper or are not acting out of anger or frustration;
3. Give the impression you are not trying to punish the student;
4. Call for assistance;
5. Intervene with the support of a colleague acting as a critical friend.

11. Application of force during specific incidents

Methods that staff may use in appropriate circumstances where a risk assessment judgement supports this:

- Physically interposing themselves between students;
- Blocking a student's path;
- Using classroom furniture to restrict movement;
- Leading by the arm;
- Shepherding a student away by a light touch on the elbow or near the shoulder.

“Assertive guiding” – remembering this is the positive application of force to control a student and would be used in rare circumstances, e.g. if the student is in extreme danger and no other alternative is available, or where reasonable force is used to assist a student's movement.

Holding – for security and to reduce anxiety where there is potential risk, even if the student is not yet out of control. The purpose is to defuse or prevent escalation.

When intervening staff should take care that their actions should in no way be capable of being interpreted as aggressive. They must comply with Team-Teach training techniques.

All holds are devised to minimise the risk of injury. They should not cause pain.

Where students are presenting with more challenging behaviour which may require more restrictive holds, it is important that these techniques have been delivered by appropriately qualified Team Teach instructors in line with Team teach protocols.

12. Situations where staff should not normally intervene without help

A member of staff should not intervene in an incident without help, unless it is an emergency. The Academy does have communication systems that enable a member of staff to summon rapid assistance when necessary. Help may be needed in dealing with a situation involving an older or physically stronger student, a large student, more than one student or if the authorised member of staff believes he or she may be at risk of injury. In these circumstances he or she 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.

13. Reporting and Recording Incidents

Should an injury occur as a result of an incident at school, immediate steps will be taken to secure appropriate medical attention.

All incidents that result in restraint (where a child has to be held) will be recorded in detail using the ASA Incident Form, or if a Positive handling plan is in place, then a record of the incident will be recorded and the Positive handling plan reviewed accordingly.

The member of staff concerned will report the matter orally to the Principal or SLT member as soon as possible. If needed, the staff member should be provided with an appropriate amount of time to complete the documentation. The incident will be recorded in the Incident Book by staff at the earliest opportunity.

Staff may wish to seek advice from a senior colleague or their professional association when compiling a report. A written report should be completed within 24 hours of the incident's occurrence, and should be signed and dated. Staff are advised to keep a copy of the report for themselves.

The Principal or delegated member of SLT will inform parent(s) about the incident by the end of the school day. However, if parents cannot be reached a letter will be sent to inform them of the incident and offer them the opportunity to discuss the matter.

Other witnesses to the incident, staff, students, will also complete reports. These will be signed and dated.

An incident report will be kept of any occasion when positive handling is used (except minor or trivial incidences). Incidents should be recorded and kept in the Positive Handling folder in Student Service.

When positive handling has been used and students have been held the incident report will also be completed and signed by the member(s) of staff involved. Reports will also be completed and attached from other members of staff present and the student(s) involved.

14. Debrief Following Serious Incident

Students and members of staff will be checked for any sign of injury and medical help will be administered if required.

The student and staff member/s involved will be given time to become calm while staff continue to supervise him/her. When the student regains complete composure, a senior member of staff will discuss the incident with the student and try to ascertain the reason for it.

The student will be given the opportunity to explain things from his/her 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, the debrief will occur as soon as possible after the student returns to school.

All members of staff involved will be allowed a period to debrief and recover from the incident. This may involve access to external support. This will include a process of reflection and discussion about what lessons can be learnt from the handling of the incident.

A senior member of staff will provide support to the member of staff involved.

15. Other Procedures Concerning Incidents

The Board of Trustees should be informed of incidents on, at least, a termly basis.

Help, support and reassurance will be given where appropriate to any individual/s involved.

Where possible an attempt will be made to help the student modify their behaviour. Referral to an appropriate support agency should be considered to help this process. Where appropriate, the student should apologise, this should be meaningful or appropriate. If this cannot be undertaken then other consequences/sanctions preparations and monitoring should take place.

In extreme cases exclusion could be considered.

16. Planning for incidents and meeting training needs

If we are aware that a student is likely to require positive handling on more than one occasion we will plan how to respond in line with Team teach protocols and guidance.

This will include involving the parents and any other relevant person to ensure they are clear about what specific action we might need to take and obtaining medical advice if the child has any specific health needs.

A risk assessment and a positive handling plan will be drawn up, in consultation with all concerned and included as part of the student's Individual Learning Plan (ILP) or Pastoral Support Plan (PSP). It will be regularly reviewed by the AVP of AEN and Inclusion or an assigned member of staff on a termly basis.

Staff involved will, through risk assessment, have identified their training needs in this area. In cases where it is known that a student will require positive handling appropriate training will be provided.

17. Arrangements for Informing Parent(s)

At the outset of the introduction of this policy, all parents/carers will be sent a letter outlining its introduction with information about how they can obtain their own copy.

For some children there may be the need to use specific techniques to routinely manage their challenging behaviour. This will be recorded in their ILP Positive Handling Plan or Pastoral Support Plan (PSP). Such arrangements will be fully discussed with parents/carers, on an individual basis, in advance of their implementation. All intervention will be routinely recorded and monitored.

All parents will be informed by telephone and in writing after an incident where positive handling is used with a student.

The school will ensure that a record of the communication is made, with a copy of the written communication kept in the student's file.

18. Complaints procedures.

Any complaint should be dealt with in line with the schools established complaints procedures and policies.

19. Statement of Policy Review

The Board of Trustees has agreed that this policy will be reviewed on an annual basis. This review will take into consideration all aspects of applicable legislation and advice current at the time of the review.

Archbishop Sentamu Academy

Care and Control Incident Form (Positive Handling)

This physical intervention pro forma must be completed by the member of staff involved in the incident. (This form records details of the incident as well as any contact made with parents or any outside agencies). A record must also be made in the bound book.

Any incident involving physical restraint must be reported immediately to at least one of the following:-

- VP Behaviour and Attitudes
- AEN Lead
- Inclusion Coordinator
- Academy Principal

You must include the following information (add additional sheets where necessary):

The name(s) of the student(s) involved: _____

The date, time and location of where the incident took place

Why the use of force was deemed necessary

A detailed account of the incident, including all steps taken to diffuse the situation and resolve it without force and the nature of the force used:

The student's response:

The outcome of the incident:

A description of any injuries suffered by the student or others and/or any property damaged during the incident.

Form completed by:

Name: _____

Job Title: _____

Date: _____