

**Positive Handling  
Policy  
September 2021**



## Positive Handling Policy

At Hayfield School the safety and welfare of our pupils is of the utmost importance. The use of force to restrain or physically direct a child is regarded as a last resort when there is no realistic alternative. If a member of staff needs to intervene physically they must follow the school's Positive Handling Policy.

### Aim

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 physical intervention to support pupil and their behaviour. The term 'physical intervention' is used when force is used to **overcome active resistance**.

This policy aims to give all members of the school community clear guidance so that any physical intervention that they undertake is carried out in way that supports the school's values. In particular, it aims to describe the circumstances in which restrictive physical intervention is an appropriate response and how staff will fulfil their responsibilities in those circumstances.

This policy has been drawn up to take account of the current guidance by the Department for Education to headteachers, staff and governing bodies in relation to the use of reasonable force.

### Who can use Positive Handling

In accordance with The Department for Education's guidance, all members of staff at Hayfield School have the Headteacher's authority to use reasonable force. However it is the policy of the school to ensure that as many staff as possible are trained in the positive handling strategies and techniques of **Team Teach**.

Authorisation is not given to volunteers, students on placement, agency staff (unless they have undertaken Team Teach training) and visitors, unless they have been given express permission by the Headteacher.

It is the responsibility of the Headteacher to ensure that staff are fully informed of the school's policy and understand what authorisation entails. The Headteacher will arrange training and guidance to staff as appropriate. Where staff act in line with school policy they will always be supported by the School's Leadership Team.

### What is Team Teach

Hayfield School uses the term 'Positive Handling' to describe the need to physically intervene when there is a serious risk of harm to pupils, staff and property. The school follows the approach taken by Team Teach. Positive Handling is a holistic approach involving policy, guidance, management of the environment and the deployment of staff. The aim of the approach is to de-escalate, defuse, divert and provide security, safety and acceptance, allowing for recovery and the repair of relationships. Positive handling techniques are intended to ensure the safety and wellbeing of the child, maintain dignity for both adult and child and allow for communication.

See Appendix One for a list of Team Teach techniques and scripts used at Hayfield School.

## **Circumstances in which Positive Handling is be used**

Positive handling is used by all staff throughout the school on a daily basis to work with and to support pupils. It uses a wide range of strategies including;

- Use of space
- Change of face
- Changes in the environment
- Stance and posture
- Facial expressions
- Intonation of voice
- Simple positive messages
- Gestures
- Verbal warnings
- Encouragement and praise

In some circumstances the above approaches are not sufficient and physical intervention may be required, this includes;

- Prompts
- Guides and escorts
- Restraint / Restrictive Physical Intervention

In all circumstances and where ever possible staff are expected to follow the pupil's Individual Behaviour Plan when managing behaviour.

## **Circumstances in which Restraint / Restrictive Physical Intervention may be used**

Staff have a duty of care to intervene in order to prevent pupils from:

- Injuring themselves and others;
- Seriously disrupting good order in the school;
- Causing damage to property.

When using Restraint / Restrictive Physical Intervention staff must consider whether the action being taken is reasonable, proportionate and absolutely necessary.

There is no legal definition of what is reasonable, proportionate and necessary, however at Hayfield School all instances of Physical Intervention should:

1. Use the minimum degree of force necessary for the shortest period of time.
2. Be proportionate to both the behaviour of individual pupils and the degree of harm / damage they are likely to cause.
3. Only be used when all opportunities to de-escalate a situation have been exhausted.
4. Should only involve the use of a **Team Teach** Technique that staff have been trained in the use of. (See appendix one)
5. Avoid actions that might reasonably be expected to cause injury. E.g. Twisting limbs, circumstances that might lead to trips and falls
6. **NEVER USE FORCE TO ENSURE COMPLIANCE IN CIRCUMSTANCES WHERE THERE IS NO RISK OF INJURY, SERIOUS DISRUPTION OR PROPERTY DAMAGE**

## **Positive Behaviour Management**

At Hayfield School all physical interventions are conducted within the framework of Positive Behaviour Management.

Staff aim to minimise the likelihood of any incidents by:

- Creating a calm, orderly and supportive school climate that minimises the risk of violence and aggression of any kind;
- Providing an active approach to teaching children how to manage strong emotions;
- The effective management of individual incidents.

This is achieved through the preventative approach to risk reduction which involves staff being proactive and working closely with our children, understanding their learning and communication difficulties.

An integral part of this is risk management. All pupils who have been identified as presenting a high risk will have an Individual Behaviour Support Plan (See School Behaviour Policy). The plan details what staff think the behaviour is communicating, the strategies which have been found to be effective for that individual pupil, along with any particular responses which are not recommended. If it is appropriate pupils and their parents are encouraged to participate in the production of the plan.

## **Unplanned Use of Restraint / Restrictive Physical Intervention**

Occasionally there is a need to use Physical Intervention for pupils who do not have an Individual Behaviour Support Plan. In these circumstances the school recognises that there are unforeseen or emergency situations when staff have to react quickly to keep everyone safe. In this situation staff should inform the headteacher and supportive behaviour lead as soon as possible and an Individual Behaviour Support plan should be written up.

## **Minimising the need to use Restraint / Restrictive Physical Intervention**

Before physical intervention becomes necessary staff will take a range of effective actions including: (actions will depend on the needs of individual pupils):

- Showing they care and are concerned through acknowledging the unhelpful behaviour and requesting alternatives using negotiation, reason and distraction
- Giving clear directions and instructions for the pupil to stop
- Reminding pupils about the natural consequences of their actions
- Using language and intonation that will deescalate the situation
- Guiding pupils to one of the Quiet Zones or away from the trigger
- Making the immediate environment safer by removing furniture or objects likely to cause harm
- Using positive touch to guide or escort pupils to somewhere they will feel safer

This is not an exhaustive list.

## **What to do after the use of a restrictive physical intervention i.e. Team Teach Technique**

After the use of a restrictive physical intervention the following actions must be carried out by the staff involved:

1. A member of the School Leadership Team informed immediately: Ideally the Supportive Behaviour lead or Headteacher.
2. Notify the child's parents by **BOTH**
  - a) Telephone call home as soon as reasonably possible (Before the end of the school day). If necessary, make an appointment for them to come into school to discuss the incident with a member of the School Leadership Team.
  - b) At the end of the school day a letter should be sent home notifying the parents of the end to use a physical intervention. The templates can be found within the staff shared area, within the templates and letters folder
3. Details of the incident must be recorded using the school recording form (Hayfield School – Summary Report Following Use of Physical Intervention / Restraint). These forms can be found on the google drive/Behaviour, within the templates and letters folder
3. Email a copy of the form to:
  - a) School lead for Behaviour
  - b) Headteacher
4. Any injuries to the pupil should be recorded in the pupil accident book and the parents and SLT informed immediately.
5. Any injuries to staff should be recorded using the LA M13 form. Copies of the form are situation in the school office. The completed form should be passed to the Headteacher who will ensure that they are forwarded onto the Local Authority. Any injuries should also be recorded in the staff accident book.
6. A listening and learning activity/relationship building activity to be carried out with the pupil and staff involved in the incident.

## **Responsibilities of the School Leadership Team following the use of a restrictive physical intervention**

After the use of a restrictive physical intervention the school's Leadership Team will:

1. Where possible, immediately following the incident, arrange for the members of staff involved to have some recovery time away from their class;
2. Arrange for a debrief of the incident with all staff concerned;
3. Review the incident record;
4. Check that there are no causes for concern regarding the actions of both the pupils and staff involved.

Each term the school's Supportive Behaviour Lead will use the records from incidents of restrictive physical interventions to monitor and analyse patterns in behaviour.

The Headteacher will report incidents involving restrictive physical interventions to the school's governing body at regular intervals.

### **Malicious Allegations Made About Staff**

There are some instances when pupils at our school make an allegation that they have been harmed by staff. In these circumstances, the Headteacher will listen to the complaint and deal with it in accordance with the school's Safeguarding Policy.

### **The use of Calm Spaces or Quiet Zones**

At Hayfield we have three 'quiet zones' around school. These spaces are used for pupils to access when feeling dysregulated. They are a low arousal environments with beanbags, comfy benches, and a projector with music if required. These spaces are to be used to support the child when they need a break away. Staff should encourage use of these spaces when pupils need a break, and should always be seen as a positive step.

### **Seclusion**

**'where someone is forced to spend time alone against their will.'** Pupils should never be secluded; staff should always remain with the pupil monitoring and supporting them to regulate. Staff should never hold doors closed, lock doors or put pupils outside or in the corridor and close the doors so pupils are left alone against their will.

## **Appendix One**

1. Team Teach help scripts
2. Summary of Team Teach Positive Handling Techniques Used at Hayfield School

## **TEAM TEACH Help Scripts**

This help script is aimed at lowering/defusing anger or anxiety in our pupils.

"John"	Use the child's name
"John. I can see you are upset."	Choose your words carefully. Recognition of the child's is fine, but avoid words such as: anger or annoyed, as this may escalate the situation.
"I am here to help."	This is a statement of your intention, simply, you are there to help. It's worth remembering that a conscious effort must be made to ensure your words and body language give the same message.
"Talk and I will listen."	This statement begins to provide the pupil with some direction together with explaining our role.
"John. Come with me, let's go to the ....."	Continue to provide the pupil with some direction. Removing them to an area of neutrality to discuss the issue and continue the calming process.



This help script is aimed at offering support to a colleague.

The word “more” is very important. In TEAM TEACH the use of the word “more” is a code which means that it is time for a change.

<p>“Mr Smith, I am available to help”.</p>	<p>The member of staff makes a clear statement announcing they are there to help.</p>
<p>“Thank you Ms. Jones, you can help by .....</p>	<p>This member of staff then has the opportunity to give directions as to what type of help they require (i.e. help by watching, or help by looking after the rest of the class). But more importantly, they at this point retain autonomy over the situation.</p>
<p>“Mr Smith, I am available for more help.”</p>	<p>The word „more” should provide a pause point for the member of staff currently dealing with the pupil (in this example, Mr. Smith). At times, as professionals we need to recognise that some interventions are unsuccessful, and/or may escalate situations. Therefore, the professional judgments and support of our colleagues should be accepted.</p>
<p>“What do you suggest, Ms Jones?”</p>	<p>The focus here should be on team help, autonomy is passed over allowing the member of staff to suggest an alternative strategy.</p>
<p>“How about if I sit with John .... and I’ll catch up with you later.”</p>	<p>This example provides us a subtle way of helping a colleague out of a situation with respect and dignity. It is important that we “catch up with” them later, to provide feedback and discuss outcomes.</p>

## Summary of TeamTeach Positive Handling Techniques Used at Hayfield School

<p><u>Attitudes and Communication</u></p> <ul style="list-style-type: none"> <li>● Team Teach warmup</li> <li>● Personal space</li> <li>● Outer Circle of Danger</li> <li>● Posturing body language</li> <li>● Inner Circle of Danger</li> <li>● Experience and feelings associated with personal space and intimate space</li> <li>● Calm stance</li> <li>● Calming / scripts for service users</li> </ul> <p><u>De-escalation</u></p> <ul style="list-style-type: none"> <li>● Body language</li> <li>● De-escalation scenario or;</li> <li>● Positive handling plan</li> <li>● Scripts &amp; active listening</li> </ul> <p>Elevated risk core</p> <ul style="list-style-type: none"> <li>● Awareness of Pressure to ribcage / abdomen</li> <li>● Awareness of leaning forward</li> </ul> <p>Understanding that we do not change out prone restraints at Hayfield School</p> <p><u>Neck Safe Disengagement</u></p> <ul style="list-style-type: none"> <li>● Steering wheel</li> <li>● Fix and Stabilise</li> <li>● Windmill</li> <li>● Neck brace</li> <li>● Elbow guide</li> </ul> <p><u>Arm Safe Disengagement</u></p> <ul style="list-style-type: none"> <li>● Drop Elbow</li> </ul>	<p><u>Clothing, Hair and Bite Responses</u></p> <p>Clothing responses</p> <ul style="list-style-type: none"> <li>● Tube grips</li> <li>● Close to the neck</li> <li>● From behind</li> <li>● Hair responses</li> <li>● Opening the oyster</li> <li>● Knuckle roll</li> </ul> <p>Bite Responses</p> <ul style="list-style-type: none"> <li>● Eye bulge</li> <li>● Distraction</li> <li>● Manual manipulation of jaw</li> </ul> <p><u>Separating Fights</u></p> <ul style="list-style-type: none"> <li>● Steering away</li> <li>● Arm waltz</li> <li>● Punches and kicks</li> <li>● Half shield single person 'short distance separation' technique</li> </ul> <p><u>Body Holds Safe Disengagement</u></p> <ul style="list-style-type: none"> <li>● Prayer and Entwined fingers</li> <li>● Sweep hand away</li> <li>● Explosion</li> <li>● Surprise</li> </ul> <p><u>Two Person Holds &amp; Escorts</u></p> <ul style="list-style-type: none"> <li>● Friendly Hold</li> <li>● Single Elbow</li> <li>● Figure of Four</li> <li>● Double Elbow</li> </ul>	<p><u>Single Person Holds and Escorts</u></p> <ul style="list-style-type: none"> <li>● Physical Intervention for a smaller children</li> <li>● Help hug</li> <li>● Allowing a member of staff to leave</li> <li>● Help by replacing the legs</li> <li>● Help by replacing held wrap in chairs with legs supported</li> <li>● Help by holding along side</li> <li>● Help by taking over holding</li> <li>● Chairs to wrap with help</li> <li>● Sitting the child</li> <li>● Sitting the member of staff</li> <li>● Help by sitting alongside and holding</li> <li>● Help by taking over holding</li> <li>● Cradle hug</li> </ul> <p><u>Theory</u></p> <ul style="list-style-type: none"> <li>● Legal framework</li> <li>● Policy, guidance and practice</li> <li>● Understanding emotions and behaviour</li> <li>● Six stages of conflict</li> <li>● Pepsi challenge</li> <li>● Behaviours which challenge</li> <li>● Rights and responsibilities</li> <li>● Mission statement</li> <li>● Issues following training</li> <li>● Values exercise</li> <li>● CJ Post Quiz (individual)</li> </ul>
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