

KINGSDOWN SECONDARY SCHOOL

POSITIVE HANDLING POLICY

Policy Statement

Staff at Kingsdown Secondary School are trained to look after the pupils in their care. Staff have a duty to intervene in order to prevent pupils from hurting themselves or others. There may also be situations in which a child seriously disrupts good order in the school or causes damage to property. If a member of staff ever needs to intervene physically they will follow the school's Positive Handling Policy. Any parents wishing to view this policy may do so on request.

Introduction

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 pupil. The term 'physical restraint' is used when force is used to overcome active resistance. These are referred to as 'Restrictive Physical Interventions' in national Guidance (DfES/DoH 2002) and in DCSF Guidance on the Use of Force to Control or restrain pupils <http://www.teachernet.gov.uk/doc/12187/ACFD89B.pdf> with which this policy complies. A clear and consistent positive handling policy supports pupils who have social, emotional and behavioural difficulties within an ethos of mutual respect, care and safety.

Pupils with sometimes present a risk to themselves and others. Section 93 of the Education Act 2006 teachers and others authorised by the Headteacher may use reasonable force to control or restrain pupils in order to prevent a pupil from committing an offence: causing injury to him/herself, others or property or prejudicing good order or discipline.

This policy details how we implement the guidance in Kingsdown Secondary School. It is designed to help staff to ensure that any actions they take are reasonable, proportionate and absolutely necessary.

School Expectations

The management takes seriously its duty of care towards pupils, employees and visitors to the school. Staff protection is an important part of child protection; both depend on confident and competent

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staff who feel supported by the management. This policy has a clear focus.

- The first and paramount consideration is the welfare of the pupils in our care.
- The second is the welfare and protection of the adults who look after them.

Positive Behaviour Management

All physical interventions at this school are conducted within a framework of positive behaviour management. The school behaviour policy is intended to reward effort and application, and encourage pupils to take responsibility for improving their own behaviour. Part of our preventative approach to risk reduction involves looking for early warning signs, learning and communicating any factors which may influence bad behaviour and taking steps to divert behaviours leading towards foreseeable risk. Pupils are encouraged to participate in the development of their own Positive Handling Plans by focusing on positive alternatives and choices. Parents are also encouraged to contribute. However, if problems arise, staff have an additional responsibility to support all pupils when they are under pressure and safely manage crises if, and when, they occur.

Alternatives to Physical Controls

A member of staff who chooses not to make a physical intervention can still take effective action to reduce risk. They can:

- Show care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiation and reason.
- Give clear directions for pupils to stop.
- Remind them about rules and likely outcomes.
- Remove an audience or take vulnerable pupils to a safer place.
- Make the environment safer by moving furniture and removing objects which could be used as weapons.
- Use positive touch to guide or escort pupils to somewhere less pressured.
- Ensure that colleagues know what is happening and get help.

Modifications to Environment

Ideally, staff will not be waiting until a crisis is underway before conducting a risk assessment of the environment. We know that some pupils at this school may exhibit extreme and possibly

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dangerous behaviour. In general it is a good rule to keep the environment clutter free. This may mean giving consideration to secure storage for a range of everyday objects when they are not being used. For example:

- How is the availability of pointed implements (including pens, pencils, compasses and darts) controlled?
- What small items are available to an angry pupil who may be tempted to use them as missiles?
- What objects are available to be used as blunt instruments?
- Do they all need to be left out all the time?
- Are there sharp edges or corners which present a risk?
- Is the design arrangements or furniture safe and appropriate for pupils who exhibit extreme behaviour?
- Is there a comfortable place to sit with an agitated pupil?
- Are protocols in place to encourage angry pupils to take themselves to a safer place?

Help Protocols

The expectation at Kingsdown Secondary School is that all staff should support one another. This means that staff always offer help and always accept it. Help does not always mean taking over. It may mean just staying around in case you are needed, getting somebody else or looking after somebody else's group. Supporting a colleague does not only mean agreeing with their suggestions and offering sympathy when things go wrong. Real support sometimes means acting as a critical friend to help colleagues become aware of possible alternative strategies. Good communication is necessary so that colleagues avoid confusion when help is offered and accepted. They need to agree scripts so that all parties understand what sort of assistance is required and what is available.

Well Chosen Words

A well chosen word can sometimes avert an escalating crisis. When pupils are becoming angry there is no point in getting into an argument. Telling people to calm down can actually wind them up. Pointing out what they have done wrong can make things worse. The only purpose in communicating with an angry person is to prevent further escalation. It is better to say nothing and take time to choose your words carefully than to say the wrong thing and provoke a further escalation.

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The Last Resort Principal

At Kingsdown Secondary School we only use physical restraint when there is no realistic alternative. This does not mean that we always expect people to methodically work their way through a series of failing strategies, before attempting an intervention in which they have some confidence. Nor does it mean always waiting until the danger is imminent, by which time the prospect of safely managing it may be significantly reduced. National guidance is clear on this point.

"If necessary staff have the authority to take immediate action to prevent harm occurring even if the harm is expected to happen some time in the predictable future."

Para 10 Page 4 Department of Health – 1997 – "The Control of Pupils in the Public Care: Interpretation of the Pupils Act 1989" – London: H M S O

It does mean that we expect staff to conduct a risk assessment and choose the safest alternative. It also means that we expect staff to experiment and think creatively about any alternatives to physical intervention which may be effective.

Proactive Physical Interventions

It is sometimes reasonable to use physical controls to prevent extreme behaviour from becoming dangerous provided that it is an agreed part of the Positive Handling Plan. Examples of this are where a pupil has shown ritual patterns of behaviour, which in the past have led to the child becoming more distressed and violent. In such circumstances it may be reasonable to withdraw the child to a safer place when the pattern of behaviour begins, rather than wait until the child is distressed and out of control. The paramount consideration is that the action is taken in the interest of the child and that it reduces, rather than increases, risk.

Reasonable and Proportionate

Any response to extreme behaviour should be reasonable and proportionate. Staff should not react in anger. If they feel they are becoming angry they should consider withdrawing to allow someone else to deal with the situation. Where staff act in good faith, and their actions are reasonable and proportionate, they will be supported.

When physical controls are considered staff should think about the answers to the following questions:

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- How is this in the best interest of the pupil?
- Why is a less intrusive intervention not preferable?
- Why do we have to act now?
- Why am I the best person to be doing this?
- Why is this absolutely necessary?

If staff can answer these questions it is more likely that a physical intervention will be judged to be reasonable and proportionate.

Unreasonable use of Force

It is not reasonable to use force simply to enforce compliance in circumstances where there is no risk. Nor is it reasonable to use any more force than is necessary to achieve a reduction in risk. Under no circumstances should pain be deliberately inflicted or should pupils be deliberately subjected to undignified or humiliating treatment (this should not be confused with the unavoidable discomfort associated with some approved techniques for disengaging from assaults such as bites and grabs). Other than as a one-off emergency measure to protect health and safety, force should never be used to keep a pupil secluded. Seclusion is only lawful by specific court order and cannot become part of a planned strategy Kingsdown Secondary School.

Health and Safety

If dangerous behaviour presents a significant risk of injury to people, there is a legal Health and Safety issue to be addressed. Dangerous behaviour should be regarded just as seriously as dangerous equipment. Dangerous occurrences should be reported to the person responsible for Health and Safety in the school. We all have shared responsibility to identify risk, communicate potential risks and take active steps to reduce risk wherever possible. We recognise that it is not possible to entirely remove risk. Sometimes things go wrong even when we make our best efforts to do the right thing. Sometimes we are faced with unpalatable choices. In these circumstances we have to try and think through the outcomes of the options available, balance the risks and choose whatever course of action which seems to involve the least risk.

As a minimum requirement, in order to comply with health and safety legislation, each employee has a responsibility to ensure that they are conversant with the School's policy and guidance, and to cooperate to make the school safer. It is also a requirement that staff participate in training if they are directed to do so. This does not necessarily mean that all staff can be involved in all the physical

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activities. The non physical aspects of positive handling training are crucially important to.

When considering a pupil's behaviour staff should think about the following questions:

- Can we anticipate a Health and Safety risk related to this pupil's behaviour?
- Have we got all the information we need to conduct a risk assessment?
- Have we provided a written plan as a result?
- What further steps can we take to prevent dangerous behaviour from developing?

Risk Assessment

Informal risk assessments should be a routine part of life for staff working with pupils who may exhibit extreme behaviour. Responsible staff should think ahead to anticipate what might go wrong. If a proposed activity or course of action involves unacceptable risk the correct decision is to do something else.

Factors which might influence a more immediate risk assessment, and therefore a decision about how to intervene, might include the state of health and fitness of the staff member, their physical stature, competence, confidence and relationships with the pupils concerned. Confidence and competence are often related to the level of staff training. Other than in an emergency, staff should only attempt physical controls when they are confident that such action will result in a reduction of risk. When faced by extreme behaviour, or even in a fight situation, the judgement may be that by becoming involved, the member of staff will increase the chance of somebody getting hurt. In this situation the correct decision is to hold back from the physical controls. Kingsdown School has a robust risk assessment procedure which may result in an individual risk management/positive handling plan being considered necessary. The procedure for completing these is attached as Appendix C.

Getting Help

At Kingsdown Secondary School the following support structures are in place:

- IEP's and Individual Risk Management Plans kept on file in each classroom to ensure all relevant information about each pupil is available to all members of staff working with them.

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- Discussions on students' behaviour during staff meetings to update staff on current issues and share information.
- Use of help protocols and language to remind all staff of availability of colleagues to offer help including change-overs of staff during a crisis situation with a pupil.
- Debrief sessions after a crisis with the pupil(s) involved, reflecting on how crisis was managed by all involved and identifying any points for review or learning.

Positive Handling Plans

Risk management is regarded as an integral part of behaviour management planning. All pupils who have been identified as presenting a risk should have a Positive Handling Plan. The plan details any strategies which have been found to be effective for that individual, along with any particular responses which are not recommended. If particular physical techniques have been found to be effective they should be named, along with alerts to any which have proved ineffective or which caused problems in the past. Positive Handling Plans should be considered alongside the Statement and any other planning documents which relate to the pupil. They should take account of age, sex, level of physical, emotional and intellectual development, special need and social context. Positive Handling Plans should result from multi-professional collaboration. (see Appendix C)

Responding to Unforeseen Emergencies

Even the best planning systems cannot cover every eventuality and the school recognises that there are unforeseen or emergency situations in which staff have to think on their feet. It is not enough to thoughtlessly apply rules without thinking through the likely consequences. The key principals are that any physical intervention should be:

- in the best interest of the child;
- reasonable and proportionate;
- intended to reduce risk;
- the lest intrusive and restrictive of those options available which are likely to be effective.

Whenever a physical intervention has to be made there should be a verbal warning. Where possible, staff should always attempt to use diversion or defusion in preference to physical interventions. They should only use the techniques and methods approved for use in Kingsdown Secondary School. In general, if staff act in good faith and their actions are reasonable and proportionate, they will be supported.

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The Post Incident Support Structure for Pupils and Staff

Following a serious incident, it is the policy of Kingsdown Secondary School to offer support for all involved. People take time to recover from a serious incident. Until the incident has subsided the only priority is to reduce risk and calm the situation down. Staff should avoid saying or doing anything which could inflame the situation during the recovery phase. Immediate action should be taken to ensure medical help is sought if there are any injuries which require more than basic first aid. All injuries should be reported and recorded using the school's systems. It is important to note that injury in itself is not evidence of malpractice. Even when staff attempt to do everything right, things can go wrong. Part of the post incident support for staff may involve a reminder of this, as people tend to blame themselves when things go wrong. Time needs to be found to repair relationships. When careful steps are taken to repair relationships a serious incident does not necessarily result in long term damage. This is an opportunity for learning for all concerned. Time needs to be given to following up incidents so that pupils have an opportunity to express their feelings, suggest alternative courses of action for the future and appreciate other people's perspective. When time and effort are put into a post incident support structure the outcome of a serious incident can be learning, growth and strengthened relationships.

Pastoral Care Support System

After an incident in order to foster relationships, the staff involved should send a copy of the incident report to the Form Tutor who will take the pupil through counselling during tutorial session (after enough time has elapsed to avoid escalation). The outcome of the counselling session should be recorded on the pastoral care forms (see Appendix b) and handed in to the staff responsible for behaviour management. Pupils may be referred to an external support such as therapist if the need arises.

Support for Staff after Incident

Headteacher and senior staff will give support to staff involved in the incident. Support will vary depending on the incident. Police, parents, social workers may be called for further discussions.

Complaints

It is not uncommon for pupils to make allegations of inappropriate or excessive use of force following an incident. Kingsdown

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Secondary School has a formal Complaints Procedure. Pupils should be reminded of the procedure and encouraged to use the appropriate channels. The complaints policy applies equally to staff. We are an open school and promote transparent policy and practice in order to protect the interests of staff and pupils alike. Any staff concerns regarding the welfare of pupils should be taken to the designated person for child protection. Any safety concerns should be reported to the designated person for Health and Safety (Headteacher).

Training

Teachers and anyone authorised by the Headteacher who are expected to use planned physical techniques will be trained. This school has adopted the Team Teach Model of training. All training courses have been fully accredited by the British Institute of Learning Disabilities (BILD) in accordance with DfES and Department of Health guidance. Positive handling training is always provided by qualified instructors with rigorous guidelines.

The level of training recommended is related to the level of risk faced by the member of staff. Our preferred approach is for whole staff team training. Office staff may not require the same level of training in physical techniques as those working directly with the most challenging pupils, however all staff benefit from the whole school training. The level of training required is kept under review and may change in response to the needs of our clients. Once trained, staff should practice regularly guidance of our in-house instructors and bring any problems or concerns to them.

All teachers, teaching assistants, therapists and the site manager are authorised by the headteacher to use force to control pupils if in their professional judgement it is necessary to do so. It is for the individual concerned to decide whether they could or should intervene in this way.

Recording

Whenever force is used the incident must be recorded using the approved forms. The Incident log/Concerns books are kept in the administrative office, and the incident/restraint sheets can be found on 'general accounts' for staff. All staff involved in an incident should contribute to the record which should be completed by 10.Oclock in the following morning. Electronic copy should also be kept in the pupil's concerned file in 'general accounts'. Two copies should be given to the staff responsible for behaviour management to be forwarded to the headteacher. In addition, staff should write

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the incident in the 'incident log book' Staff can also contact the administrative secretary for help. (see appendix A for copies of recording forms.

Staff should:

- Read through the school recording form carefully
- Take time to think about what actually happened and try to explain it clearly.
- Complete all names in full.
- Sign and date all forms.

Bear in mind these records will be retained and cannot be altered. They will be kept for many years and could form part of an investigation at some time in the future.

Serious Incident Reports should not be completed until the individuals concerned have recovered from the immediate effects of the incident. They should not be rushed. A record is written into the Incident Book. This refers to supporting sheets and other relevant information.

Monitoring and Evaluation

The Headteacher and the staff responsible for behaviour management will ensure that each incident is reviewed and instigate further action as required. The school incident log is open to external monitoring and evaluation.

Follow Up

Following an incident, consideration may be given to conducting a further risk assessment, reviewing the Positive Handling Plan or behaviour management policy. Any further action in relation to a member of staff, or an individual pupil, will follow the appropriate procedures.

Other Relevant Policies

This policy should be read in conjunction with:

Behaviour Policy

Health & Safety Policy

Safeguarding Policy

Screening/Searching pupils for weapons Policy

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Appendix A

USE OF REASONABLE FORCE TO CONTROL OR RESTRAIN PUPILS' INCIDENT SHEET

Name(s) of pupil(s) involved:

Time and date of incident:

Name of Staff or other authorised adults involved:

Name of witness(es):

Staff:

Pupil(s):

Reason for force being used:

Description of the way in which the incident developed:

Pupil's Response:

Outcome of incident (injury/damage):

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Appendix B

PASTORAL CARE REPORTING FORM

Date:

Name of Tutor:

Name of Student:

Report of Counselling/Pupil/Meeting with Parent/Social Worker:

Outcome/Action:

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Appendix C

PUPIL RISK MANAGEMENT/POSITIVE HANDLING PLAN

NAME		
DOFB		AGE
DATE		PLAN NO:
REASON FOR PLAN	Pre Admission Following review Following major incident Requested by o/s agency	
SIGNED PUPIL		
SIGNED PARENT/CARER		
SIGNED OTHER (specify role)		
SIGNED OTHER (specify role)		
SIGNED HEADTEACHER		
Staff	Signature	Comment
Steve Asibuo		
Meera Jamkee		
Yusif Assim		
Barbara Ofori Kyereth		
Sam Rigg-David		
Nadine Wilkinson		
Luke Bradford		
Miriam Eisele		
Gwen Li-Ying		
Steph Henry		
Mark Courtney		
Lisa Courtney		
Other		

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RISK ANALYSIS

RISK	Opinion/ known O/K	Deliberate Accidental Involuntary D/A/I	Seriousness of Outcome A (1-5)	Probability of risk B (1-5)	Severity risk score AxB	Plan needed
Harm to self						
Harm to peers						
Harm to staff						
Damage to property						
Harm from disruption						
Criminal offence						
Harm from absconding						
Other (specify)						
Other (specify)						

Risks scoring 10 or less are managed using school's normal policy and procedures. Scores of 10+ (high risk) require Individual risk management plan

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RISK SCORE:

Health of pupils and other factors to be considered (eg understanding, disability, personal history etc.)

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DETAILED ANALYSIS OF RISK

INFLUENCING FACTORS		EVIDENCE	NOTES
Frustration			
Conflict with staff			
Conflict with peer in school			
Conflict with peer outside school			
Conflict at home			
Unstructured time			
Change to routine			
Response to request to work			
Response to reprimand			
Response to consequence			
Control issues			
Substance abuse			
Not getting own way			
Other			

TIMES OF RISK		EVIDENCE	NOTES
Persistent & continuous			
Pre school			
Tutorial			
Assembly			
Lessons before break			
Break			
Lessons after break			
Lunchtime in dining room			
Lunchtime outside dining			

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room			
Afternoon lessons			
After school			
Out of school			
Monday mornings			
Friday afternoons			
Off site			
End of term			
Other			

LOCATIONS		EVIDENCE	NOTES
All locations			
Corridors			
Toilets			
Dining room/hall			
Games room			
Lobby			
Outside play area			
Cab			
Minibus			
Cookery room			
Art Room			
Gym			
Science Room			
Maths Room			
ICT Room			
English Room			
PSHE Room			
Other			
Other			

FOCUS OF RISK		EVIDENCE	NOTES
Self			
All staff			
Specific staff groups: Gender Age Ethnicity Authority Other			
Specific individual staff 1. 2. 3.			
All Peers			
Specific peer groups: Gender Age Ethnicity			

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Vulnerable Other			
Specific individual peers 1. 2. 3.			
Own property			
Peers' property			
School property			
Staff property			
Public property			
Other			
Other			

RISK REDUCTION (CONTROL) MEASURES

Proactive Interventions 1. 2. 3.	Notes
Developing Interventions 1. 2. 3.	Notes
Reactive Interventions 1. 2. 3.	Notes

Debrief arrangements after incident/restraint (nb Incident sheet(s) must be completed.

Preferred staff

Preferred location

Preferred time

Notes:

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Planned Review date:

(NB serious incident may result in plan being reviewed before this date)

Signed..... Designation.....
Individuals to be notified if serious incident occurs or physical restraint is required
.....

NB All parties involved in drawing up a risk management/physical intervention plan must be given a copy of the Kingsdown Positive Handling Policy (April 2008)

INDIVIDUAL PUPIL RISK MANAGEMENT/POSITIVE HANDLING PLANS – INSTRUCTIONS FOR COMPLETION

In the context of the Kingsdown Positive Handling Policy April 2008.

Why?

- All of our pupils present with challenging behaviour
- Some of our pupils' past histories suggest that they might pose a serious risk to themselves/to staff/to their peers/to others or to property.
- As part of our duty of care we need to realistically appraise the risk and take steps to minimise or control the risk
- If we cannot control the risk we may need to consider withdrawing the pupils' place in which case we will require evidence to support this decision.

When?

- On admission
- As part of a regular review
- After a serious incident in school
- At the request of a parent/carer after an incident outside school
- At the request of another agency after an incident outside school

Who?

- Headteacher
- Tutor

How?

1. Complete risk analysis. Use the Risk Rating/Level Estimation Guidance to determine the Risk Score. Scores of 10+ require a plan.
2. Analyse the risk using the boxes – triggers or influencing factors, times, locations and person likely to be harmed. This will enable you to select suitable control measures.
3. Choose the measures that you think might effectively control the risk – eg if the risk only occurs off-site it would be sensible to curtail off site activities for a period. There are some suggested interventions attached but you might be able to think of something different and better or the pupil himself or the parent/carer might be able to suggest something.

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4. Consider the debrief arrangements. Advise pupil and parent/carer that if we cannot control the risk we may need to discontinue the placement.
5. Ensure pupil, parents/carers and other involved adults sign the plan
6. Circulate to all staff so everyone is aware of the plans to manage the risk
7. If required **IMPLEMENT THE PLAN!!!!!!!**

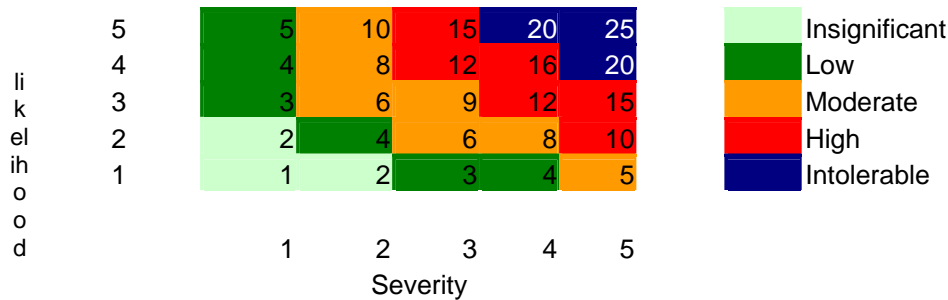
Review

- At least half termly
- Reassess risk
- Discontinue plan if risk reduced to below 10.
- Maintain plan if risk still present
- Make sure everyone knows whether plan is continuing or not. The danger is when people forget or become complacent.

RISK RATING GUIDANCE

Likelihood		Severity	
1	Improbable	1	Trivial injury/illness
2	Unlikely	2	Minor illness/injury
3	Even chance	3	3+ days lost time injury/illness
4	Likely	4	Major injury/Severe incapacity
5	Almost certain	5	Death

RISK LEVEL MATRIX



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POSSIBLE PROACTIVE INTERVENTIONS

- Pupil withdrawn from certain lesson(s)
- Pupil has reduced timetable (comes in late/goes home early/does not attend on certain day)
- Pupil withdrawn from some activities (eg off site)
- Pupil does not travel in minibus
- Parent/carer escorts to/from school
- Art therapy
- Other therapeutic intervention
- Increased 1:1 times
- Increased supervision
- Restricted access to certain rooms/areas
- Pupil group changed for part/all of timetable
- Etc etc

NB It will be important to put in notes column the arrangements to be made to effect intervention eg who is responsible, where pupil will go etc etc

POSSIBLE DEVELOPING INTERVENTIONS (ie if situation occurs how it will be handled)

- Verbal advice and support
- Reassurance
- Negotiation
- State boundaries
- State consequences
- Planned ignoring
- Distraction
- Contingent touch
- Removal of peers
- Removal of staff
- Allow to leave
- Send out of room
- Send for named member of staff to remove from room

POSSIBLE REACTIVE INTERVENTIONS (ie managing crisis)

- Allow pupil to leave classroom/building
- Remove other pupils from room
- Remove staff from room
- Remove objects
- Remove weapon (if safe to do so)
- Guide away
- Shepherd away
- Hold/restrain using TEAM TEACH techniques
- 999 Call to appropriate emergency service

NB It will be vital to ensure parent/carer & other relevant agency is informed if a reactive intervention is required. Plan will then require reviewing.