

# Haveley Hey Community School

## Positive Handling Policy

*Haveley Hey Community School is committed to placing the Convention on the Rights of the Child at the heart of its ethos and values. This policy is underpinned by respect and promotion of the following Articles from the United Nations Convention for the Rights of the Child:*

**Article 19:** You should not be harmed and should be looked after and kept safe

**Article 3:** Everyone who works with children should always do what is best for each child

**Article 36:** You should be protected from doing things that may harm you

**Article 12:** Your right to say what you think should happen and be listened to

**This policy has been written building on guidance from Team Teach tutors and with reference to the following:**

**Health and Safety at work act 1974; The Children Act 1989 & 2004; Mental Health act 1988; Manual Handling regulations 1992; Human Rights act 1998; Disability Rights act 2001; Violence at Work act 2003; DfE Guidance on the Use of Reasonable Force July 2013; DfE Guidance behaviour and discipline in schools September 2020**

### 1. Aims

Good professional relationships between staff and pupils are vital to ensure good order in school. It is recognised that the majority of pupils in school respond positively to the behaviour policy practised by the staff. This ensures the well-being and safety of all pupils and staff. It is also acknowledged that in exceptional circumstances staff may need to take action in situations and the use of positive handling may be required. Every effort will be made to ensure that all staff in Haveley Hey Community School:

- Clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where positive handling is necessary and
- Are provided with appropriate training to deal with these difficult situations should they occur.

The application of any form of positive handling places staff in a vulnerable situation. It can only be justified according to the circumstances described in this policy. Staff, therefore, have a responsibility to follow the policy and to seek alternative strategies wherever possible in order to prevent the need for positive handling. Positive

Handling will only be used as a last resort when all other behaviour management strategies have failed or when pupils, staff or property are at risk.

## 2. Definition of positive handling and reasonable force

Positive handling is the positive application of force with the intention of protecting the child from harming himself or others or seriously damaging property.

Positive handling could also be defined as:

(a) Physical Contact - Situations in which proper physical contact takes place between staff and pupils, e.g. in games/PE, to comfort pupils or in supporting toilet training in EYFS.

(b) Physical Intervention - This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the hand, arm or shoulder with little or no force.

(c) Positive Handling - This will involve the use of reasonable force when there is a risk to pupils, staff or property or if good order is being seriously prejudiced. All such incidents will be recorded and shared with parents.

### **Reasonable force**

No legal definition of “reasonable force” exists; however, for the purpose of this policy and the implementation of it in Haveley Hey Community School, the clarification provided in the DfE guidance document ‘use of reasonable force’, 2013 is used:

What is reasonable force?

a) The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

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

c) Reasonable in the circumstances means using no more force than is needed.

d) As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

e) Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

f) School staff should always try to avoid acting in a way that might cause injury.

g) It is acknowledged that in extreme cases it may not always be possible to avoid injury as an accidental consequence of the intervention.

### 3. Minimising the need to use force

The staff at Haveley Hey Community School work together to create a calm environment that minimizes the risk of incidents requiring the use of force to control or restrain pupils (see appendix 1). The school behaviour policy promotes de-escalating incidents if they do arise and members of staff including behaviour support Teaching Assistants, counsellors from Place2Be and senior staff are available to offer their expertise in dealing with pupils with social and emotional needs. All staff have been trained to use basic strategies for minimising risk and scripts available to support in these situations.

Pupils who display behaviours which may result in the use of 'reasonable force' are identified and have risk assessments in place as early as possible. Staff also use 'Jigsaw' materials to teach children how to manage conflict and strong feelings.

All staff will consistently use the behaviour policy and will judge situations that arise dynamically. They will only use force when the risks involved in not doing so outweigh the risks of using force.

### 4. Authorised staff

The school takes seriously its duty of care to pupils, employees and visitors to the school.

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

Section 93 of the Education and Inspections Act 2006 enables a school's staff to use such force as is reasonable.

All school staff receive regular behaviour management training and training on the social, emotional and mental health needs of children. Every effort will be made by staff to apply de-escalation techniques to support children who are struggling emotionally. This approach is used to reduce the need for physical intervention. However, reasonable force may sometimes be required to maintain the safety of pupils and adults in school.

All members of staff have a duty of care to the children and may be required to use physical intervention to keep children safe.

## 5. Deciding when to use force

Staff must use their professional judgment to decide whether reasonable force is necessary. Situations resulting in use of reasonable force to restrain, control or guide pupils could include:

- Leaving a room without permission, thus being unsafe due to inadequate supervision
- Violent behaviour
- The pupil placing themselves in an unsafe position
- Causing or attempting to cause serious damage to property

A physical intervention is the last resort and staff are trained to use a variety of non-invasive techniques first. Staff will always try to give a clear oral warning to the pupil that force may have to be used, should they choose not to modify their behaviour.

### **Reasonable and proportionate**

Any response to extreme behaviour should be reasonable and proportionate. People 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:

- 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.

Whilst the physical techniques are intended to reduce risk, there is always risk when two or more people engage to use force to protect, release or restrain. The physical intervention techniques used seek to avoid injury to the pupil, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the staff member remains safe.

## 6. Recording and reporting incidents

Any incident where positive handling has been used should be recorded on CPOMS as soon after the incident as possible. All staff members involved in the incident or witness to the incident should record their recollection of the incident with accurate dates, times and events included. Parents will be informed that their child has needed to be restrained and a meeting can be requested with the Head of School or a senior member of staff to discuss further if required.

## 7. Post incident support

Each person involved in any incident should be allowed appropriate time and support to ensure that their immediate physical needs are taken care of and that a chance is given to rebuild relationships. Pupils should also be given a chance to reflect on their behaviour and think about how they could handle the situation more effectively in the future. Staff should also reflect on the part they played by talking to another member of staff about the event. Positive steps will be made to make sure that relationships at school do not suffer. If a pattern of this kind of behaviour emerges or it is deemed possible that this incident may re-occur a risk assessment will be put into place through consultation with the child and parents. Other actions may need to be taken in line the school's behaviour pathway to offer further support to the pupil.

At Haveley Hey we have a debrief procedure which should be utilised if staff need to debrief after an incident. Where staff have been involved in an incident involving reasonable force, they will have access to counselling and support. Within the School, staff have access to a range of support including senior colleagues, therapeutic supervision, Place2Be and Health Assured.

The Head of School will ensure that each incident is reviewed and investigated further as required. If further action is required in relation to a member of staff or a pupil, this will be pursued through the appropriate procedure:

- Review of Communication Chart
- Child Protection Procedure (this may involve investigations by Police and/or Social Services)
- Staff or Pupil Disciplinary Procedure
- Exclusions Procedure

## 8. Health and safety of staff

Under the Health and Safety at Work Act, employees have a responsibility to report any circumstances which give rise to an increased risk to their Health and Safety. Staff who have, or acquire, permanently or temporarily, any medical condition that may impact on their ability to carry out pupils' Communication Charts and risk assessments, have a duty to report these to the Head of School immediately as there may be an impact on their own safety and that of colleagues and/or pupils.

## 9. Complaints

The availability of a clear policy about reasonable force and early involvement of parents should reduce the likelihood of complaints but may not eliminate them. Where the nature of any complaint made by a pupil, parent or other person in relation to the use of positive handling within the school indicates that an allegation of mishandling by a member of staff or volunteer is being made, this will be investigated by the Head of School (or another senior member of staff). If required, the incident will be dealt with through the 'Dealing with Allegations Against Staff and Volunteers Policy' and will be referred to the Local Authority Designated Officer if deemed necessary. In such circumstances, the investigation of the allegation and any resulting action in respect of child protection, disciplinary or other procedures will be carried out in accordance with the guidance received from the Local Authority. Once conducted, investigations relating to allegations against staff and volunteers will be referred to the Trust Board.

*Further information can be found in the 'School Complaints Procedure' and the 'Dealing with Allegations Against Staff and Volunteers Policy'.*

## 10. Whistleblowing

Whilst the physical intervention training provided to staff, encourages the use of help protocols and reflective practice, it is acknowledged that under some circumstances, physical intervention can be misapplied. Staff are reminded that part of their duty of care to pupils includes the requirement to report any such matters which cause them concern in relation to pupil management and welfare. Any such concerns, (short of immediate Child Protection concerns which should of course be passed to the DSL), should be raised with the Head of School or with the Chair of the Governors in order to allow concerns to be addressed and practice improved.

## Appendix 1: Behaviour Management Expectations

# Haveley Hey Behaviour Management Expectations

### We expect all adults to...

- greet all children with a **smile** and say a **positive** goodbye
- be calm, consistent and fair
- catch children, 'doing it right'
- be relentlessly positive
- Use 'rights respecting' language for **positive** and **negative** conversations

### Whole Staff Non-Negotiables

- 'Meet and Greet' at the door
- QUIDOS activity ready
- RIP/ PIP (reprimand in private, praise in public)
- Use whole school rewards- 'ClassDojo', class compliments (for children around school), 1 postcard home per week
- Follow behaviour policy

### Over and Above

- Phone calls home
- Positive messages on Dojo
- Individual class rewards/ prizes

### Stepped Sanctions

- Numerous positive incentives used before sanctions started: praise behaviour you want to see! (3:1 positive: negative)
- Warning whisper (RIP)
- 5 minute time out
- 10 minute reflection
- Restorative conversation (What do you think about the choice you made today? What could you have done differently? What needs to happen now?)

### Common language

- If you choose to keep doing that, \_\_\_\_ if you choose to stop- no issue!"
- Are you OK?
- What should you be doing now?
- KISS (Keep it Short & Simple) "John. Chair. Thank you."
- 1...stop what you're doing. 2...pens down. 3...eyes on me.
- Maybe you do, but...
- Visual reminders

**Don't** over promise on punishments!

**Don't** focus on the negative!

**Don't** deal with challenging behaviour with an emotional response- take some time to breathe!

**Always** have the restorative conversation yourself!

**Always** get to know the child and work on relationships

### Reminders

- Teach the behaviour you expect to see
- Focus on one behaviour at a time

## Appendix 2: SEMH Teacher Guidance



## Social, Emotional and Mental Health

Identified Concern (BIG worry)	What have we tried? (QFT)	Small step (SMART target)	Resources
<input type="checkbox"/> Low self-esteem and reluctant to engage in learning activities	<input type="checkbox"/> Introduce nurturing provision and 'downtime' to pupil's timetable	<input type="checkbox"/> I will be able to engage in an activity for <b>10/15</b> minutes for <b>4 out of 5</b> tasks.	<input type="checkbox"/> <b>In Class:</b> -Emotional literacy ELSA activities - Zones of regulation - Mindfulness - Cosmic yoga - Feelings thermometer - Worry monster - Individual pupil signals/signs to indicate difficulty - Allocated play buddy/structured games in free periods.
<input type="checkbox"/> Easily distracted by others	<input type="checkbox"/> Adapt learning activities to individual interests and differentiate tasks that incorporate open ended investigations/different roles/ outdoor learning/ choice of challenge level.	<input type="checkbox"/> I will attempt all work given to me within <b>5</b> minutes over a period of ___ days/weeks.	<input type="checkbox"/> <b>Targeted interventions:</b> - Lego therapy - CBT (Think good, feel good) - Lunch time clubs
<input type="checkbox"/> Attention seeking from adults and peers	<input type="checkbox"/> Use of visual timelines and prompts/images such as social stories to support understanding & reinforce rules.	<input type="checkbox"/> I will be able to select an appropriate strategy from my toolkit when I feel angry to help me feel better for ___% of the time.	<input type="checkbox"/> <b>Assessments:</b> Boxall Profile SDQ Spence anxiety scale Leuven Scale
<input type="checkbox"/> Disruptive towards own and others learning	<input type="checkbox"/> Use of a feelings tracker.	<input type="checkbox"/> I will be able to use <b>3</b> different calming techniques in class to reduce my level of anxiety from _ to _ on the feelings thermometer.	<input type="checkbox"/> <b>Referrals:</b> CAMHS/ Point 1/ SRB /School2school/ ATT
<input type="checkbox"/> Difficulty identifying emotions and regulating these	<input type="checkbox"/> Ensure the classroom has an allocated calm corner/ space to pause and get 'back on track'.	<input type="checkbox"/> I will sit at my table place within <b>2</b> minutes of being asked over a period of ___ days/weeks.	
<input type="checkbox"/> Difficulty accepting a lack of control/managing unknowns	<input type="checkbox"/> Careful consideration is given to how to frame verbal questions/ present statements – use of de-escalation scripts/ say what you want to do/address the behaviour. not the child.	<input type="checkbox"/> I will use kind <b>feet/hands/words</b> when playing with my friends for ___ consecutive break times.	
<input type="checkbox"/> Refusal to comply with classroom rules/ challenges authority	<input type="checkbox"/> Consistent application of behaviour policy/ reward system; award praise for right choices & have clear expectations for learning.	<input type="checkbox"/> I can make a positive contribution to <b>4 out of 5</b> class sessions by: <b>putting my hand up/ answering a question/ listening to others ideas/ sharing my work/ helping a partner</b>	
<input type="checkbox"/> Withdrawn and introverted; quiet with few friends	<input type="checkbox"/> Planned opportunities for guided discussion & positive partner work through circle time/ peer conversations and PSHE lessons.	<input type="checkbox"/> I will be able to identify <b>3</b> things that have gone well in my day on <b>10</b> consecutive occasions.	
<input type="checkbox"/> Difficulties with making and/or maintaining friendships	<input type="checkbox"/> Growth mind-set approach with recognition on effort rather than achievement.		
<input type="checkbox"/> Struggles to accept responsibility for own actions			
<input type="checkbox"/> Can be verbally or physically aggressive towards others			

### Appendix 3: Team Teach scripts

**C** ommunication

- stance - posture - gesture - facial expression
- intonation - scripts

**A** wareness and Assessment

- reading behaviour - anticipating what might happen next

**L** istening and learning

- knowledge of handling plans
- give time and space - allow pauses for take up time

**M** aking Safe

- objects - space - hotspots - safety responses

## Defusing Body Language Responses

A non threatening stance is characterised by:

- Social distance.
- Sideways stance, step back.
- Intermittent eye contact .
- Relaxed body posture.
- Palms open.

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## Non-confrontational positive teacher language

- Language of choice and consequence: Well done - good choice when you ...../ Think about your choices
- Is there anything I could do that would help you to manage your own behaviour better?
- When ....., then ...
- Let's ....
- Take the blame (if appropriate/true)
- Refer to the expectations
- Prompts to remind
- Broken record
- Thank you: name, direction, thank you
- Maybe but ...

## Non- Confrontational Positive Teacher Language

- I want to listen to you; let me know when you are ready to talk
- We all get it wrong sometimes
- Welcome back
- Recognise and praise all positive behaviours
- Teachers should use encouraging language and comments to pupils regarding their individual positive behavioural choices
- Everyone in the class should be praised everyday
- Every child should have at least one meaningful conversation with an adult every day

## Help Script

- Connect by using the individual's name.
- Recognise the difficulty
- Tell them that you're there to help.
- Direct them to talk and say you will listen.
- Give direction and be positive about the management of the difficulty.

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