



Positive Handling Policy

Article 3 – The best interests of the child must be a top priority in all actions concerning children.

Article 19 – Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and mistreatment by their parents or anyone else who looks after them.

Nova Primary School Governor Information	
Model Policy	No
Local Changes	
Customisation*	
Originally Adopted	Autumn 2019
Last Review Date	September 2021
Next Review Date	September 2023
* additions made to policy (eg local detail) but not a change to any policy structure	

History of most recent Policy changes – Must be completed

Date	Page	Change	Origin of Change e.g. TU request, change in legislation
28.9.21	2	Changed term discipline to behaviour management	Improved terminology
28.9.21	5	Changed term passport to plan	School change in terminology

1 Rationale

This policy is intended to outline our school's philosophy and practice in handling challenging behaviour, namely that involving necessary physical intervention or positive handling. All interactions with children should be carried out in a planned and thoughtful way. **Physical intervention is always a last resort.** The policy addresses circumstances where physical intervention may become necessary and looks at physical restraint. It is essential that the approach to handling difficult behaviour is matched to the individual child's level of understanding and ability to make use of the approach. This requires staff teams to know, discuss and plan appropriate, helpful approaches to individuals within each setting. We are committed to providing, maintaining and positively promoting a healthy and safe environment. This policy should be read in accordance with our Behaviour, Safeguarding, Exclusion and Anti-Bullying Policies. This policy uses information from DfE draft guidance – "Reducing the Need for Restraint and Restrictive Intervention" January 2017.

2 Definitions

(a) Physical Contact

Situations in which proper physical contact takes place between staff and pupils, e.g. in sports/PE or to comfort pupils.

(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 pupil

3 Aims

At Nova Primary, we believe good professional relationships between staff and children are vital to ensure good order in school. We have a positive approach to managing behaviour with the aim of children demonstrating behaviour that is ready, respectful and safe towards others. It is recognised that the majority of pupils in school respond positively to the behaviour management 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 where the use of positive handling may be required.

Behaviour is a means of communication and all behaviour has a purpose. Behaviour that challenges may signal a need for support. This policy and our practice should recognise this and support children and young people to develop alternative ways of expressing

themselves that achieve the same purpose but in more appropriate ways. (DfE guidance – p10)

Every effort will be made to ensure that all staff in Nova Primary 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 and may only be carried out by adults that are trained. 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.

4 Core Values

At Nova Primary School, we have two golden rights:

- ✓ Everyone has the right to learn
- ✓ Everyone has the right to feel happy and safe

These are achieved by all stakeholders upholding our school values of Trust, Friendship, Discovery and Success. The school will ensure that all pupils understand the school's behaviour policy and that it is applied fairly. Parents should have committed themselves through the Home-School agreement to ensure the good behaviour of their child and that their child demonstrates safe and respectful behaviour.

5 Training and Guidelines

All staff receive in-school training in managing challenging behaviour. However positive handling training will be made available to designated staff and will be the responsibility of the Headteacher. No member of staff will be expected to undertake positive handling without appropriate training.

At Nova we support the Team-Teach approach. Team-Teach are an education training provider specialising in behaviour management with the aim to safeguard people and services whilst helping to reduce risk, restraint and restriction. 95% of the Team-Teach approach involves de-escalation which places emphasis on interpretation and evaluation to defuse and pre-empt potentially difficult situations, thus relegating the role of actual physical interventions to that of a "last resort".

Team-Teach techniques are safe and humane, with a clear emphasis on holding “long strong” bones, avoiding joints, the genital area and respiratory tracts. It relies more on principals of body alignment and “gradient control” than the use of physical strength. Team-Teach consists of positive and protective verbal and physical handling strategies.

Following this method, it is acknowledged that:

- The majority of crisis situations can be resolved through calm, controlled de-escalation intervention.
- Planning and the risk assessment of a situation can reduce vulnerability and potential necessary physical intervention.
- The importance of all staff recognising their own emotional involvement in a situation.

5 Strategies for Dealing with Challenging Behaviour

We place high emphasis on the anticipation and prevention of difficult behaviour. Staff use strategies to encourage positive behaviour and good order, including:

- Be clear: children need to be aware of what is expected of them. Problems often occur when we are unclear or unreasonable.
- Be consistent: as far as possible;
- Know each child well: a strong relationship based on trust and respect is one of the most effective preventative measures;
- Involve the children: in decisions about their behaviour appropriate to each child's age and understanding;
- Teach by example: model respect for the children and for each other in all of our work;
- Encourage age appropriate behaviour: notice and respond when children are being helpful, friendly and co-operative

Every effort will be made to resolve conflicts positively. Where unacceptable behaviour threatens good order and discipline and provokes intervention, some or all of the following approaches will be taken according to the circumstances of the incident:

- a) Scripted behaviour intervention including acknowledgment of unacceptable behaviour, reminder of school rules and previous successes as well as an outline of behaviour expected.
- b) Further verbal intervention as above with explanation of why observed behaviour is unsafe/ unacceptable and an explanation of what will happen if the unacceptable behaviour continues.
- c) Warning of potential need to intervene physically and that this will cease when the pupil complies. If possible, summon assistance.

- d) Physical intervention. Reasonable physical intervention using the minimum degree of contact to prevent a child harming him or herself, others or property.

Children demonstrating unsafe or consistently challenging behaviour will have a positive behaviour plan which outlines their behaviour targets and strategies to support them at home and school. These targets will be discussed and reviewed in termly meetings with the child's parent/carer and a senior leader. Where appropriate, a child's pupil passport with also contain a risk assessment as well as a de-escalation plan (including behaviours exhibited by child and helpful and unhelpful strategies for that individual in stages of trigger, escalation, crisis, recovery, depression and follow up). It is the responsibility of adults involved with child to update their plan when new risks and strategies have been identified.

6 Escalating Situations

The 1996 Education Act (Section 550A) stipulates that reasonable physical intervention may be used to prevent a pupil from doing, or continuing to do any of the following;

- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils; whether the behaviour occurs in a classroom, during a teaching session or elsewhere (this includes authorised out-of-school activities)
- self-injuring or placing himself or herself at risk
- injuring others
- causing damage to property, including that of the pupil himself or herself
- committing a criminal offence (even if the pupil is below the age of criminal responsibility)

7 Types of Incidents

Incidents described above fall into 3 broad categories:

- Where action is necessary in self-defence or because there is an imminent risk of injury
- Where there is a developing risk of injury, or significant damage to property
- Where a pupil is behaving in a way that is compromising good order or discipline

Examples of situations which fall within one of the first two categories are:

- a pupil attacks a member of staff or another pupil
- pupils are fighting
- a pupil is causing, or at risk of causing injury, damage by accident, by rough play, or by misuse of materials or objects

- a pupil is running in a corridor or in a way which he or she might have or cause an accident likely to injure him or herself
- a pupil absconds from a class or tries to leave the school

Examples of behaviour which fall into the third category are:

- a pupil persistently refusing to do as requested
- a pupil is behaving in a way that is seriously disrupting a lesson

8 Acceptable measures of Physical Intervention.

Positive handling can only be deemed reasonable if:

- It is warranted by the particular circumstances of the incident
- it is delivered in accordance with the seriousness of the incident and the consequences which it is desired to prevent
- it is carried out as the minimum to achieve the desired result
- the age, understanding and the gender of the pupil are taken into account
- it is likely to achieve the desired result

Wherever possible, assistance will be sought from another member of staff before intervention.

The form of physical intervention may involve staff doing the following:

- physically interposing themselves between pupils
- blocking a pupil's path
- escorting a pupil
- shepherding a pupil away

Any such measures will be most effective in the context of the overall ethos of the school, the way in which staff exercise their responsibilities and the behaviour management strategies used.

Whenever positive handling is used, staff will keep talking to the pupil.

9 Recording

Where positive handling has been used by staff a record of the incident always needs to be kept in a numbered bound book and parents/carers must be informed. All recording needs to be completed within 48 hours of incident and needs to include the following details: (See Appendix A for physical intervention record template)

- name of pupil
- date, time and place of incident
- a brief description of the incident and actions taken, including details of holds
- attempts made to calm the situation and deescalate the child
- names of people who witnessed the situation
- any damage/harm to persons or property
- pupil voice
- signature by staff involved

Following an incident, a pupil's passport should be updated to include a current risk assessment and overview of helpful and unhelpful strategies to help the child de-escalate.

The Senior Leadership Team will monitor the physical interventions book at least termly to review incidents, identify trends and check children's risk assessments.

10 Monitoring and Evaluation

The Senior Leadership Team will monitor this policy bi-annually and report to Governors and staff on its progress and effectiveness.

A behaviour team, consisting of Head teacher, Deputy Headteacher, Inclusion Lead and Lead Learning Mentor, will monitor the impact of the policy and ensure key actions are carried out effectively through a rigorous behaviour tracking system. Staff will be updated where necessary.

This policy applies to all children in school. For children with additional needs, the policy may be adapted in order to be inclusive and support the success of teaching good behaviour.



Nova Primary School

Physical Intervention Record

Child's name:	Year Group/Class:
Date:	Start time of incident:
Duration of incident:	Location:
Names of those using physical intervention techniques:	
Names of those supporting/witnessing the incident (including young persons):	
Name of person completing the form:	

Describe what led up to the incident. (*Consider: was it a normal day? Are there any potential contributing external factors? Are there any known conditions?*)

Describe the incident in detail (continue on next page if needed)

Describe the incident in detail (continued)

Reason for physical intervention ☒De-escalation techniques prior to restraint ☒

Immediate danger of personal injury to self		Verbal advice and support	
Immediate danger of personal injury to another pupil		Humour	
Immediate danger of personal injury to a member of staff		Negotiation/ options offered	
Severe disruption of pupil learning		Reassurance	
Absconding		Distraction	
To avoid damage to property		Calm talking	
To prevent a series situation occurring		Withdrawal offered	
Other please specify		Other please specify	

Nature of Physical Intervention used (please state duration in minutes) ☒

One person single elbow (standing/walking)			Min/Sec	Names of those using physical intervention techniques (if different to those above or a change of face used):
Two person single elbow (standing/walking)			Min/Sec	
One person double elbow (standing/walking)			Min/Sec	
Two person double elbow (standing/walking)			Min/Sec	
T-Wrap (standing/walking)			Min/Sec	
T-Wrap (seated)			Min/Sec	
Two person single elbow (seated)			Min/Sec	Names of those supporting/ witnessing including pupils (if different to those above):
Disengage from headlock or strangle			Min/Sec	
Disengage from bite			Min/Sec	
Disengage from hair pull			Min/Sec	
Other (specify)			Min/Sec	

Injuries and Damage ☒

Injuries to pupil		Injuries to staff		Damage to property	
Brief description		Brief description		Brief description	
Has SLT been informed		Has SLT been informed		Has SLT been informed	

What was the effectiveness of the intervention? How did the intervention end?
How was the physical intervention in the best interest of the child? (In your opinion what do you think might have happened if the intervention had not occurred)

Debriefing and Evaluation

	Yes	No	When
Has the pupil been de-briefed / incident reviewed?			
Do the staff involved need to have a formal debrief?			
Have parents/carers been notified?			
Has the social worker been informed?			
How was the social worker informed	Phoned	Email	Both
	By who	When	
Amending or completion of the supportive behaviour plan			
Amending the risk assessment			

Pupil's voice during incident/ debrief (Use IESCAPE)

Tell me...	Explain...	Describe...	What helped you?	What can we do differently?

Who completed this report:

	Print name	Signature
This report was completed by		
All other witnesses to confirm this is an accurate record		

By signing this as a witness you are in agreement with all information contained on this form. If you do not agree with the information or have additional information to add, please make comment in the box below and sign.

SLT actions

Are there any further actions following this incident? E.g. referral to another agency

SLT:

Monitored by _____ (Sign and initial)

Appendix B – Pupil Plan example

This is an example and is not a real portrayal of a specific child. Nova Primary's' Pupil Plans will display the Nova Primary School logo.

Learning Plan for Sean Abbey 1



Learning Plan for Sean Abbey

Date of birth: 19/9/2002 Gender: Male Tutor group: H Year group:

Teacher: Mr Rob Codd Start date: 1/10/2021 Review date: 17/12/2021 Plan number: 1

Gifted & talented: N First language: English Free school meals: N Medical needs: N In care: N
Ethnic background: White - English Pupil Premium: Y Armed forces: N Year 7 catch up: N
Attendance: 98.7% Multiple areas of need: N Vulnerable child: N Child with poor attendance: N
House: Speech therapist involved: N CAMHS involved : N CCN : N



Assess

Areas of strength: Sean Loves technology - particularly playing Minecraft and also making his own Vlogs demonstrating Minecraft skills.

Sean enjoys Maths, particularly challenging himself with missing number problems.

Sean is keen to contribute to class discussions.

Areas of concern: Sean finds writing and reading a challenge and regularly lacks focus and attention during these lessons.

Sean can find it difficult to manage conflicts with his friends during unstructured times. This can lead him to feel angry and become distressed.

Sean struggles to know when it is appropriate to interrupt others to add to conversations and can become angry if he is unable to add his opinions during these times.

Plan

Area of concern	Target	Success criteria	Strategies & Provisions	Key staff
SEMH	To be ready for the start of the lesson with all books and equipment on the desk 75% of the time	Achieved on a regular basis for the period of 8 weeks.	Clear written and visual instructions provided as well as delivered verbally. Timer provided to help him know when to be ready by e.g. 5 minutes	• Classroom Teacher
Cognition and Learning	To consistently spell words ending in -ed during independent writing 80% of the time.	To show ability to spell words ending in -ed 80% of the time by the end of term 2.	Differentiated spellings provided for home to focus on -ed words. Access to spelling bookmark to offer support with -ed words. Feedback for spelling to focus on -ed words. 2 x weekly 10 minute 1:1 flashcard spelling intervention.	• Mr James Brown
SEMH	To be able to identify 3 key strategies he can use to support regulating his emotions when feeling Anger/Red.	A decrease in behaviour incidents and step 3's by the end of term 2. Increased engagement in learning and completion of classroom activities.	1 x weekly Anger Management intervention in a small group for 45 minutes. Access to Zones of Regulation within the whole classroom. Monday morning mindfulness sessions to model strategies. Small Zones display on desk to remind of strategies he can use once identified in intervention.	• Mrs Abigail Buxton

Summary	Sean made some good progress last year, particularly in Maths. However he did also show that, with some of the additional support in place, he was able to focus on complete a good level of work in all other subjects. We hope to see the same improvement from Sean this year.
Parent / Guardian contribution	Parents are happy with the support that will be put into place for Sean and look forward to reviewing the plan before Christmas to see what progress he has been able to make.
Pupil contribution	Sean said he likes his new teacher and is looking forward to some challenging Maths. Sean said he would like to not be as angry all the time so is looking forward to learning how he can manage this better.

Provisions

Name	Area of concern	Provision Wave	Start date	End date	Session frequency	Session length
Anger Management KS2	Social, Emotional and Mental Health Difficulties	2	19/9/2021	5/12/2021	1 time per week	45 min
1:1 Focused Spelling	Cognition and Learning Needs	2	19/9/2021	17/12/2021	1 time per day	10 min

Signature

Teacher

Signed

Date
____/____/____

SENCO

Signed

Date
____/____/____

Risk assessment of known risks:

Hazards and Risks	Existing Control Measures	Risk Level (Very High, High, Medium, Low)	Further Actions

Calm to Crisis plan:

Stage	Behaviours exhibited	Helpful strategies	Unhelpful strategies
1 Anxiety / Trigger			
2 Defensive/ Escalation			
3 Crisis			
4 Recovery			
5 Depression			
6 Follow up			

1