



## **Liskeard School and Community College**

# **Positive handling policy**

July 2021

### **Notice to staff using a paper copy of this policy**

The school website and Learn Liskeard hold the most recent procedural version of this guidance. Staff must ensure they are using the most recent guidance.

### **Related Policies**

- Child Protection Policy
- Confidentiality Policy
- Control of Substances Hazardous to Health Policy (COSHH) (Health and Safety)
- Behaviour for Learning Policy
- Educational Visits Policy
- Health & Safety Policy (including medicines procedures)

### **Glossary of abbreviations/acronyms**

- CALM – Crisis, Aggression, Limitation and Management
- IBP – Individual Behaviour Plan
- ILP – Individual Learning Plan
- BAALPE - British Association of Advisers and Lecturers in Physical Education

Rewritten October 2005

Updated December 2008, September 2010, October 2011, October 2012, September 2013, November 2014, November 2015, September 2016, November 2016, November 2017, July 2019

### Reader Information and Asset Registration

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# Contents

1	<b>Rationale .....</b>	4
2	<b>Policy Statement.....</b>	4
3	<b>Documentation .....</b>	5
4	<b>Telling parents that force has been used against their child.....</b>	6
5	<b>Complaints .....</b>	6

## **APPENDIX**

<b><u>Appendix 1:</u></b>	<b>Incident Record.....</b>	<b>7</b>
<b><u>Appendix 2:</u></b>	<b>Recording events and actions .....</b>	<b>8</b>
<b><u>Appendix 3:</u></b>	<b>Format for Incident Record for Team Teach Staff .....</b>	<b>10</b>
<b><u>Appendix 4:</u></b>	<b>Behaviour Management Plan Proforma .....</b>	<b>13</b>
<b><u>Appendix 5:</u></b>	<b>Examples of Caring, Supportive and Therapeutic Contacts and Non Acceptable Responses.....</b>	<b>14</b>
<b><u>Appendix 6:</u></b>	<b>Emergency Protocol Poster .....</b>	<b>16</b>

# Liskeard School Policy on Positive Handling

## 1.0 Rationale

- 1.1 Physical control or the restraint of pupils is fraught with difficulties. This policy provides a framework and guidance for staff which is designed to ensure the safety of both pupils and adults in such circumstances.
- 1.2 The term physical intervention is, as it suggests, any method of intervening physically with a young person in order to resolve an unsafe situation. For example, techniques of guiding a young person from one place to another, or of escaping from a young person's grasp, are methods of physical intervention but are not restraint techniques. Restraint involves the use of techniques of physical intervention that involve restraining the movement of a young person in order, for example, to prevent them assaulting another person or injuring themselves.
- 1.3 This policy is based on guidance from teachernet online publications, Department for Education Advice (July 2013) and Cornwall Council guidance (April 2012). Staff should also refer to the school's policies on behaviour for learning, child protection, safety and special educational needs.

## 2.0 Policy Statement

- 2.1 References to 'staff' in this policy applies to all **employed** adults on site, both paid and voluntary. All **teachers** are empowered to restrain. This does not, however, include prefects or peer tutors.
- 2.2 Staff who have received specific training called "Team Teach" are: Mr C Knipe, Mr T Davies, Mrs S Racca, Mrs J Kelly, Mrs W Birkbeck (as per 5<sup>th</sup> July 2021 subject to change). These staff will be alerted to an incident as a priority and they receive update training every two years.
- 2.3 At Liskeard School and Community College we believe that the use of reasonable force is only necessary to prevent a pupil from:
  - i) Causing harm to self
  - ii) Causing harm to others
  - iii) Causing damage to property, including their own
  - iv) To avoid an individual committing or being a victim of a crime
  - v) Engaging in behaviour prejudicial to maintaining good order and discipline at the school among any of its pupils, in the classroom during a teaching session or elsewhere, such intervention would only occur if normal positive behaviour management has not worked.
- 2.4 Circumstances which potentially justify the use of force to restrain pupils:
  - i) A pupil attacks a member of staff or another pupil
  - ii) Pupils are fighting, causing risk of injury to themselves or others
  - iii) A pupil is committing, or on the verge of committing deliberate damage to property
  - iv) A pupil is causing, or at risk of causing injury or damage by accident, by rough play, or by misuse of dangerous materials or objects
  - v) A pupil absconds from a class or tries to leave school other than at the authorised time and this entails serious risk to the pupil's safety, the safety of other pupils or staff and/or damage to property, and/or leads to behaviour that prejudices good order and discipline such as disrupting other classes
  - vi) A pupil persistently refuses to follow an instruction to leave a classroom
  - vii) A pupil is behaving in a way that seriously disrupts a lesson, school sporting event or school visit
- 2.5 The use of restraint should always be a **last resort**. If practical before intervention, a calm warning or instruction to stop should be given using non-threatening verbal and non-verbal body language. Every effort

should be made to achieve a satisfactory outcome without physical intervention. **In all circumstances help must be sent for, even when immediate intervention is necessary.**

2.6 Try to seek the support of another adult before intervening. Restraint can take a variety of forms and staff should observe the following points:-

- i) Staff should **NOT** act in a way that might reasonably be expected to cause injury.
- ii) Staff should **NOT** slap, punch, kick or trip a pupil.
- iii) Limbs should **NOT** be twisted or forced against joints.
- iv) Staff should avoid touching/holding a pupil in a way that might be considered inappropriate.
- v) Pupils should **NOT** be held or pulled by the hair or ear.
- vi) Any incident involving a significant level of force must be reported directly to The Senior Safeguarding Manager, New County Hall, after consulting with the Headteacher.
- vii) Staff should not ignore an incident. If you do not feel able to intervene you should seek help immediately.

2.7 **“Reasonable Force”** should not be used for trivial misdemeanours and should always be proportionate to the circumstances of the incident. It should be used only to control or restrain and never with the intent to cause pain or harm. Use of force against a pupil must always be reasonable, proportionate and necessary. **It must, therefore, be the minimum needed to achieve the desired result.**

- i) In any action, due regard has to be taken to the age, understanding, gender and special needs/disability of the pupil. Specific individual pupils may have risk assessments and positive handling plans which offer specific advice and guidance.

2.8 Examples of the types of force which could be used include:

- i) Leading a pupil by the arm;
- ii) Ushering a pupil away by placing a hand in the centre of the back;
- iii) The use of restrictive holds known as Team Teach. These will require specific expertise and training.

2.9 Team Teach techniques seek to avoid injury to the person being the subject of physical control or restraint. 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 the pupil remains safe.

2.10 **The school accepts and understands that in accordance with the law corporal punishment is forbidden.**

2.11 This policy recognises the legal duty to make reasonable adjustments for disabled children and children with special educational needs. (See 2.7 i))

### 3. Documentation

3.1 Individual risk assessments (known as Team Teach Plans) will be carried out on specific pupils who are more likely to require physical restraint.

3.2 Where physical intervention is a likelihood for specific pupils a Team Teach Plan will be devised. This plan will be shared with relevant staff. These identified pupils will be placed on the school SIMS electronic database.

3.3 Where restraint has been necessary, the incident must be reported to the member of the SLT with responsibility for safeguarding children. This is currently Wendy Birkbeck. A report should be written using the enclosed proformas (see Appendices) which can be obtained from the SEND Administrator or the school website. Separate proformas are used for team teach trained members of staff. Hard copies will be kept on personnel/pupil files. In all cases a log book is kept of reported incidents.

3.4 In the event of any incident involving control or restraint, the appropriate proforma in the appendices should be completed. Parents of the pupils involved will always be advised of an incident and it may be necessary for it to be followed up by other disciplinary action or pastoral support. This should be overseen by a member of the Senior Leadership Team.

3.5 All members of staff and part time staff will be familiarised with this policy on at least an annual basis.

3.6 Physical contact in other circumstances

3.6.1 There are occasions when physical contact is proper or necessary:

- i) PE lessons, sports coaching
- ii) Technology and Music
- iii) Administering first aid
- iv) Specific SEND needs
- v) Touching may also be appropriate when comforting a pupil or when being congratulated or praised.

See PE Dept policy and Professional Conduct Guidance in staff handbook.

4.0 **Telling parents that force has been used against their child**

4.1 If an incident occurs which requires the use of force, parents/carers will always be informed. This should be overseen by a member of the Senior Leadership Team.

5.0 **Complaints**

5.1 When a complaint is made the school will refer to the Department for Education guidance relating to "Dealing with allegations of abuse against teachers and other staff".

5.2 This does not mean that a member of staff will be suspended automatically.

**Appendix 1****FOR NON TEAM TEACH TRAINED STAFF  
USE OF FORCE TO CONTROL OR RESTRAIN PUPILS: INCIDENT RECORD**

Details of pupil or pupils on whom force was used by a member of staff (name, class)	
Date, time and location of incident	
Names of staff involved (directly or as witnesses)	
Details of other pupils involved (directly or as witnesses), including whether any of the pupils involved were vulnerable for SEN, disability, medical or social reasons.	
Description of incident by the staff involved, including any attempts to de-escalate and warnings given that force might be used.	
Reason for using force and description of force used.	
Any injury suffered by staff or pupils and any first aid and/or medical attention required.	
Reasons for making a record of the incident.	
Follow up, including post-incident support and any disciplinary action against pupils.	
Any information about the incident shared with staff not involved in it and external agencies.	
When and how those with parental responsibility were informed about the incident and any views they have expressed.	
Has any complaint been lodged (details should not be recorded here)?	
Report compiled by: ..... Report countersigned by: .....	
Name and role: ..... Name and role:.....	
Signature: ..... Signature: .....	
Date: ..... Date: .....	

## **Appendix 2**

### **Recording Events and Actions**

Governing bodies / schools / settings should establish arrangements to ensure that all incidents of restraint are logged by the member(s) of staff involved as soon as possible after the event. This should take the form of a special 'log book' or file which has numbered and bound pages. Cornwall Team-Teach have published a log book and this is available through Cornwall's Team-Teach training. The information should also be included in the child / young person's file.

<b><u>Level or severity of incident</u></b>	<b><u>Level of reporting required</u></b>	
	<b><u>School/Setting Incident Log Book</u></b>	<b><u>Copy of Incident Log sent to Senior Safeguarding Manager Safeguarding Children Unit</u></b>
1) Incident dealt with using/following existing ILP, IBP, Care Plan or Individual Safety Plan and was resolved without distress to child/young person and member(s) of staff	No (note frequency & duration in ILP, IBP, CP, ISP)	No
2) Incident required action in addition to existing ILP, IBP or Care Plan but was resolved without distress to child or young person.	Yes	No
Incident was not planned for and action undertaken led to: 3a) no apparent injury or distress to child/young person and member(s) of staff	Yes	No
3b) no apparent injuries but need to identify and analyse trends and patterns	Yes	No
3c) significant level of force during restraint was required or duration of restraint exceeded 15 minutes which may need to be justified	Yes	Yes (if judgement is finely balanced)
3d) injury or distress to child and/ or member(s) of staff	Yes	Yes
3e) other agencies being involved e.g. police, ambulance	Yes	Yes If residential setting-[Ofsted regulation 30(1) schedule 5 notification]
4.) Incident led to Ground or Prone holds being used	Yes	Yes

**All incidents 3c, 3d, 3e, & 4 above must be reported to the Head teacher and Governor with Safeguarding responsibility or manager/ head of setting. This information should be reviewed along with all other statistical returns and may form the basis of a request for further Local Authority support. The Local Authority will undertake periodic reviews of Incident logs as part of C, S & F rolling review programme.**



### **Witness Statements**

Immediately after the incident has been resolved, the headteacher/head of centre or senior member of staff should be verbally appraised of the situation.

When taking a witness statement from another child/young person it may be necessary to contact Children, Young People and Families Personnel before proceeding. A member of the senior leadership team should make this decision. The following points should be considered:

- Avoiding the risk of collusion;
- Having a quiet place in which to record the statement;
- The language skills of a child / young person witness.

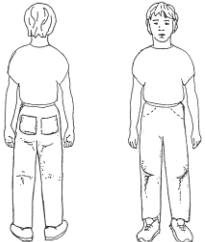
### **Appendix 3**

#### **FORMAT FOR TEAM TEACH INCIDENT REPORT**

**(This is kept as a bound copy in the offices of the Assistant Headteacher –Inclusion, and the Head of the South East Cornwall Area Resource Centre)**

This form is to be completed by the member of staff involved in the incident, where appropriate, with support from a senior colleague and in accordance with the school Behaviour for Learning Policy and Local Health and Safety policy. It should be noted that this is a legal document and is designed to protect the interests of children/young people and staff. Any incident involving handling a child/young person as a result of a crisis MUST be recorded within 24 hours and given to the Headteacher.

Child/Young Person's Name:		Date of Birth/NC Year Group:	
Class:		Tutor:	
Date of Incident:		Time of Incident:	
Reported by:		Location:	
Staff involved:			
Others present:			
<b>Antecedent</b> (situation prior to incident and details of incident)			
<b>Behaviour</b> (describe the actual behaviour of those concerned)			
<b>Assault on Child / Young Person</b>		<b>Injury to Adult</b>	
Serious assault / police involvement		Accidental	
Physical Harm		Deliberate assault by pupil	
<b>Damage to Property</b>		<b>Absconding</b>	
Accidental		Within the grounds	
Intentional		Off premises	
<b>Sexualised Behaviour</b>		<b>Substance Abuse</b>	
All categories		All categories	
<b>Threatening Behaviour</b>		<b>Staff</b>	<b>Pupils</b>
Verbal abuse towards			
Physically threatening behaviour towards			
<b>Accident/Injury to Pupil</b>			
During incident		First Aider	
During handling		Body Map used	
		Hospital	
		Accident Log	
		GP	
		Other	

Positive Handling Strategy {In accordance with policy guidance}					
Held by 2 or more		Friendly hold		Kneeling hold	
Holding only		Single elbow		Wrap – for smaller child	
Guided		Double elbow		Shield	
Consequences					
Follow Up Action Taken ~ Strategies Used				Identify any visible injuries	
Individual counselling		Removal of privilege			
Removal from area		Letter home			
Young Person/Pupil Comment					
Debrief of Staff Involved					
Senior Staff Comment ~ Further Action Required ~ Lessons Learnt					
Does this child / young person have a behaviour improvement plan / IEP / IBP?					Y/N
Is one needed / or needs amending?					Y/N
Agencies informed:			Comment		
Police Involvement					
Social Care					
Safeguarding Unit					
Parents					
Local Authority					
Other					

## Appendix 4

### BEHAVIOUR MANAGEMENT PLAN PROFORMA

Behaviour Management Plan (Including Positive Handling Strategies)		
<b>Name of Client:</b>	<b>Date of Birth:</b>	
<b>Trigger Behaviours</b> (describe common behaviours / situations which are known to have led to positive handling being required. When is such behaviour likely to occur?)		
<b>Topography of Behaviour:</b> (Describe what the behaviour looks/sounds like?)		
<b>Preferred Supportive Strategies:</b> (other ways of CALMing such behaviours) (Describe strategies that, where and when possible, should be attempted before positive handling techniques are used) eg		
Verbal advice and support	Reassurance	Planned ignoring
CALM talking / stance	Take up time	Time out offered
Choices / Limits / Consequences	Negotiation	Transfer Adult
Humour	Success Reminder	Distraction (known key words, object, etc)
Others		
<b>Preferred Handling Strategies:</b> (describe the preferred staff responses/holds, standing, sitting, ground, stating numbers of staff, what "gets out" that can be used when holding etc)		
<b>De-briefing process following incident:</b> (what care is to be provided)?		
<b>Recording and notifications required:</b>		
<b>Signatures</b>		
Manager / Designated member of staff: .....		
Parents / Carers: .....		
Date: ..... / ..... / .....		
Renewal Date: ..... / ..... / .....		

\*Acknowledgements to Pencalenick School, Truro for this form

## Appendix 5

### EXAMPLES OF CARING, SUPPORTIVE AND THERAPEUTIC CONTACTS AND NON ACCEPTABLE RESPONSES

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#### **CARING RESPONSES**

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- |     |               |                          |   |
|-----|---------------|--------------------------|---|
| (a) | Greetings     | <input type="checkbox"/> | Handshake, hand on hand, arm on shoulder and spontaneous hug!   |
| (b) | Personal Care | <input type="checkbox"/> | Washing hands / face, brushing / combing hair, cleaning wounds on head / limbs  |
|     |               | <input type="checkbox"/> | Assistance with toileting, clothing, cleaning and general washing and drying for the very young and as appropriate for some young people with special needs<br><b>with due respect for personal privacy and dignity</b> |
|     |               | <input type="checkbox"/> | Assistance with mobility for some young people as required  |

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#### **SUPPORTIVE RESPONSES**

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- |     |                     |                          |  |
|-----|---------------------|--------------------------|--|
| (a) | Accident Prevention | <input type="checkbox"/> | Holding forearms or elbows, eg to support balance  |
|     |                     | <input type="checkbox"/> | Supporting body, head and limbs for disabled young people to meet individual need  |
|     |                     | <input type="checkbox"/> | Adjusting equipment and outer clothing   |
| (b) | Skill Promotion     | <input type="checkbox"/> | Correcting hand, finger, arm and body position in the use of instruments, tools and implements                               |
|     |                     | <input type="checkbox"/> | Correcting body position in the acquisition of a sporting skill, eg holding a racket or performing a headstand in gymnastics |
|     |                     | <input type="checkbox"/> | Preventing inappropriate body movements and facilitating appropriate ones for some young people with special needs           |
|     |                     | <input type="checkbox"/> | Physical prompting techniques in modelling behaviour   |

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#### **THERAPEUTIC RESPONSES**

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- |     |                     |                          |   |
|-----|---------------------|--------------------------|---|
| (a) | Comforting Contact  | <input type="checkbox"/> | Holding hands, hands on shoulders, arms around shoulders                                  |
|     |                     | <input type="checkbox"/> | Sitting on one's lap (as appropriate to the child / young person's age, gender and needs) |
| (b) | Therapeutic Contact | <input type="checkbox"/> | Physiotherapy   |
|     |                     | <input type="checkbox"/> | Hydrotherapy  |

- ☐ Holding techniques
- ☐ Halliwick method (swimming)
- ☐ Sherbourne technique (movement)
- ☐ Administration of medication

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#### NON ACCEPTABLE RESPONSES

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##### **Avoid**

Contact with parts of the body other than shoulders, arms and hands in all but exceptional circumstances, eg staff working with physical disabled pupils. Teachers responsible for physical education should refer to BAALPE - Safe Practice in Physical Education.

##### **Avoid**

Contact when a child / young person is in a reactive emotional state unless essential for reasons of safety.

##### **Avoid any contact**

When alone with a child / young person unless it is clearly relevant

(a) to teaching a skill eg individual instrumental tuition;  
or

(b) to the need for dignity of disabled young people eg when helping with toileting

##### **REMEMBER**

**the way our behaviour is experienced and interpreted may not match our intentions, however well meaning! Children / young people should always be helped to understand the purpose of physical contact**

# EMERGENCY PROTOCOL FOR SERIOUS INCIDENT

## **Staff**

Tell pupils to stop fighting – keep requesting that they stop

Blow whistle 3 times to summon staff support

Inform pupils that they must move away from the area immediately

Send for help via reception who will priority call team teach trained member of staff

Don't physically intervene unless absolutely necessary

## **Team Teach trained staff:**

Christopher Knipe – DHT

Wendy Birkbeck – AHT / Senco

Jo Kelly – Emotional Health and Well-being Champion

Terry Davies – Learning Support

Silvia Racca – Learning Centre

July 2021