

ROWLEY VIEW NURSERY
POSITIVE HANDLING POLICY

2023 - 2024

Positive Handling Policy



Rowley View Nursery School

Our vision is to develop happy, confident and
Secure learners in a safe and
Stimulating environment where all children thrive through working in partnership with parents and our local community.

This policy adheres to Equality Duty Legislation published in May 2014.

Positive Handling Policy

(Use of Reasonable Force Policy)

The use of positive handling to manage physically challenging behaviour

Introduction

The policy should be read in conjunction with other school policies relating to interaction between adults and pupils (for example, Code of conduct for staff and behaviour policy.

The policy has been prepared to assist all teaching and support staff that come into contact with pupils and for volunteers working within the school to explain the school's arrangements for the use of reasonable force, care and control. Its contents are available to parents and pupils. A statement about the school's 'Discipline and Behaviour Policy' is made to parents in the school prospectus. This statement includes information on the use of reasonable force to control or restrain pupils.

Purpose of policy

Good personal and professional relationships between staff and pupils are vital to ensure good order in our school. It is recognised that the majority of pupils in our school respond positively to the school behaviour code and follow staff directions. This ensures the well-being and safety of all pupils and staff in Rowley-View Nursery School. It is also acknowledgedthat in exceptional circumstances, staff may need to take action in situations where the useof reasonable force may be required. There may be:

Every effort will be made to ensure that all staff in this school:

i) clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where reasonable force is necessary and

ii) are provided with appropriate training to deal with these difficult situations.

All members of school staff have a legal power to use reasonable force. However, teaching and non-teaching staff should always operate with an appropriate duty of care. They could be liable for a claim of negligence if they fail to follow this school policy.

The application of any form of physical control 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 physical intervention.

Reasonable force will only be used as a **last resort** when all other behaviour management strategies have failed, when pupils, staff and property are at risk or in order to maintain good order.

Underpinning Values

Everyone attending or working in this school has a right to:

- recognition of their unique identity;
- be treated with respect and dignity;
- learn and work in a safe environment; and

- be protected from harm, violence, assault and acts of verbal abuse.

Pupils attending this school and their parents have a right to:

- individual consideration of pupil needs by the staff who have responsibility for their care and protection;
- expect staff to undertake their duties and responsibilities in accordance with the school's policies;
- be informed about school rules, relevant policies and the expected conduct of all pupils and staff working in school; and
- be informed about the school's complaints procedure.

The school will ensure that pupils are given support to understand the need for clearly defined limits which govern behaviour in the school and their responsibility for complying with the behaviour code.

Authorised Staff

In this school all staff are authorised to use reasonable force within the context of DfE (Guidance) 'Use of Reasonable Force Advice for head teachers, staff and governing bodies July 2013'. This is set within the context of Health and Safety at Work Act 1974.

The school provides briefings for all staff as awareness of this policy is relevant to all. Training is provided to all staff and the headteacher retains a list of staff training which includes the names of those trained and the extent of their training. Staff have taken part in Positive Handling Training in September 2023.

Staff from the LA Working Within the School

Support services will have their own policies for the use of reasonable force and the care and control of pupils. When working within school it is the headteacher's responsibility to make sure that support services staff are aware of the school policy and practice.

The staff were trained by Jeaninne Law

The governors of the school are committed to establishing training in the context of:

- an annual review of its behaviour policy;
- a needs based assessment and ensuring that procedures are in place to monitor incidents, audit behaviour and implement appropriate risk management procedures.
- All training for authorised staff will include at least the following areas:
    - awareness and understanding of this "Use of Reasonable Force in the Care and Control of Children and Young People" policy;
    - causes of challenging behaviour;
    - prevention strategies;
    - positive behaviour management;
    - intervention;
    - de-escalation;
    - risk-assessment;
    - behaviour support planning;
    - recording and monitoring incidents; and
    - de-brief following incidents.

Risk assessment and positive handling plans

A general risk assessment has been carried out to identify the likelihood and severity of disruptive or destructive behaviour in the school generally. In addition, a specific assessment of risk will be made for each child when physical restraint may need to be used, in the context of the identified target behaviour(s) and environments in which they occur. The assessment should identify the benefits and the risks associated with the strategies being proposed.

Individual risk assessments, where applicable, will be designed through multi-professional collaboration. These should be included in any pastoral support plans or SEN support plan.

Any interventions used will take account of a young person's:

- age;
- gender;
- level of physical, emotional and intellectual development;
- special needs; and
- social context including attachment awareness.

Interventions and plans are based on a gradual, graded system of responses as follows:

- verbal acknowledgement of unacceptable behaviour with request for the pupil to stop (this includes negotiation, care and concern) using emotion coaching techniques and conflict resolution.
- further verbal reminders using age appropriate, nurturing language:
    - that this is the second request for compliance;
    - an explanation of why observed behaviour is unacceptable;
    - an explanation of what will happen if the unacceptable behaviour continues.
- warning of intention to intervene physically and that this will cease when the pupil complies, if possible summon assistance from other staff.
- physical intervention as a last resort. Reasonable force being used to prevent a child harming him or herself, others or property.

Recording

Where physical restraint has been used a record of the incident will be kept. This record will be made in the school serious incident book in the Headteacher office. This is a hard-backed book, with numbered pages, retained by the headteacher containing a brief reference to the:

- detailed restraint incident form, and
- health & safety Accidents & Aggressive Incident form – if appropriate.

The restraint incident form will be completed as soon as possible after the incident, normally prior to staff going off duty and be signed by all staff involved and the headteacher.

After the review of the incident, copies of the restraint form will be placed on the pupil's file and a copy to the headteacher to be retained in the Positive Handling file.

A health & safety Accidents & Aggressive Incident form will need to be completed and returned to Walsall Children's Services –Health & Safety Team if injury has occurred to either members of staff or pupils. Where staff have been involved in an incident involving reasonable force they should have access to counselling and support.

Whenever a member of staff has occasion to use physical restraint, this will always be recorded and documented following agreed procedures. Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert the headteacher to the needs of any pupil(s) whose behaviour may require the use of reasonable force.

After an incident, the Head Teacher will review and further investigate it if required. If further action is needed in relation to a member of staff or a pupil, this will be pursued through the appropriate procedure:

- review of behaviour programme;
- child protection procedure (this may involve investigations by police or social services);
- staff or pupil disciplinary procedure;
- school behaviour policy;
- exclusions procedure (in the case of violence or assault against a member of staff).
- parents will be notified of any recorded incident on the same day (as far as is reasonable).

11 Monitoring incidents

A review of all incidents will be carried out (at least on an annual basis) by the headteacher and the governing body. The results will be used to inform planning to meet individual pupil and school needs. The outcomes of review will be incorporated in a revised risk assessment.

Physical interventions are not treated in isolation and the school is committed to ensuring that following incidents, learning opportunities are created for children that allow them to reflect on and take responsibility for their behaviour.

Procedures are also in place to ensure that appropriate support is provided for staff and that following any incident, pupil and staff relationships are repaired (wherever possible) to ensure that a positive learning environment is maintained.

13 Other relevant policies

Other relevant school policies that cross reference with this one are:

, Behaviour Policy, Local Authority Exclusion Policy, Health & Safety Policy, and Child Protection Policy

Model Statement for Parents on the Use of Reasonable Force for Inclusion in School Prospectus

If staff become aware of, or have a need to become involved in, situations where a child may be at risk of hurting themselves or others, or if the behaviour of a child seriously disrupts good order in the school or causes damage to property, staff may need to take steps to intervene physically. In such circumstances staff will follow the school's policy for dealing with such situations. Any parent wishing to view this policy may do so on request.

E Aning
A Bowater
J Brookes
A Bucknell
A Choudry
V Dallow
K Darby
D Dhillon
A Fitzgerald
N Gregory
D Griffiths
L Heath
S Hughes
N Iqbal
S Jordan
L Jukes
J Mahmood
L Mayne
I Morris
A Patel
S Peek
T Richards
S Sierzega-Przychodzien
M Wilkes
C Wilcox

General risk assessment
Care and control strategies must be based on risk-assessment and schools are required to assess the general likelihood and severity of disruptive or dangerous behaviour in their schools and develop a graduated behaviour management action plan that only uses physical intervention and restraint as a last resort.

Individual risk assessment
In addition, schools must carry out a specific risk assessment when disruptive or dangerous behaviour is reasonably expected in an individual student. The purpose of the risk assessment is to reduce the likelihood of the requirement to use physical intervention andto create a safer environment for staff and pupils.

The Risk Assessment should provide the information required for schools to employ:

- proactive measures to support the child effectively and prevent difficulties emerging,
- early interventions to help the child in difficult situations and avert problems, and
- planned measures to manage the child and others safely, when unavoidable difficulties arise.
- Plan to call for assistance from staff if needed and parents if necessary
- Another member of staff to assist and witness events

There is a model risk assessment at Appendix 3.

Priorities and action plans

Priorities and action plans will be based on the results of the general risk assessment, defining measurable aims, identifying people responsible and the resources needed; with the overall aim of reducing the number of disruptive or dangerous behaviours in school.

This behavioural management action plan should be discussed with the Board of Governors who may want to include its active monitoring as part of their routine health and safety reviews.

Employee assistance programme

In addition to the school supporting an individual staff member, where schools have purchased this service, we also provide access to a 24 hour telephone counselling and employee advice service (Positive People Company) which schools should include in their plans for helping staff deal with their feelings and any distress following incidents. This confidential service can be accessed free of charge by calling 08000 282850.

Monitoring performance

The headteacher should monitor whether their school is meeting this standard by reviewing any incident reports, sharing findings and monitoring areas and teams after incidents.

Identifying the basic cause that leads to the use of a control technique is essential to future learning and improving performance as it highlights any problems and any improvement plans that can be put into practice.

This will allow for improvements to the school's behaviour management action plan and risk assessments.

Appendix 2: Model intervention and restraint record form (with body map)

Walsall Council

serco

School:	Number:

Injured Person/ Incident Details	
Pupil's name:	Class:
Place:	Where it happened:
Reporting Staff:	Date/time:
Witness name:	Witness name:

1. Antecedent (what conditions led up to the incident)

2. Record of Incident (reason why physical intervention or restraint was required) *see Guidance

	Yes	No	Occurred
Was the child liable to self-injury?	☐	☐	☐
Were other children liable to injury?	☐	☐	☐
Were adults liable to injury?	☐	☐	☐
Was property about to be damaged?	☐	☐	☐
Was good order/safety prejudiced?	☐	☐	☐

Other substantive reason: (give details) .....

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3. Description of Intervention

Duration

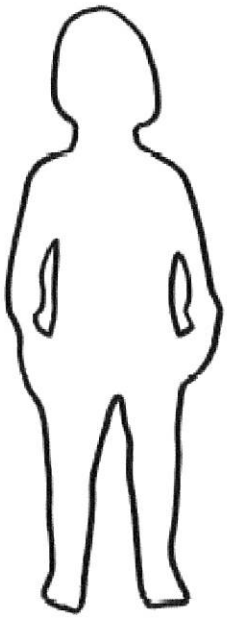
4. Record of injuries to pupils or staff (use body map to record area of injury)

Name:	Designated	Incident Form Number
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....

5. Record any damage to property (include estimated cost of repair/replacement)

6. Measures taken to ensure that the pupil was calmed after the incident

7. Report administration	Discussed with senior staff
Name:	Name:



Position: Signature: Date: - - Time:	Position: Signature: Date: - -

8. Action taken by headteacher/deputy/senior manager (initial action taken)

*see Guidance

Name: Position:

Incident recorded signed by head/deputy ☐

Serious Incident Book record made ☐

Accident/aggressive incident report processed ☐

Parent informed – letter / phone / meeting ☐ Date: - - Time:

Other professionals/agencies informed ☐

Name	Position	Date Informed	How

9. Action log (any other actions taken/follow up from other professionals)

Date: Summary of actions/reports

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Appendix 3: Model Risk Assessment

Name of pupil:	Name of Assessor:
Year/Class/Form:	Assessment date:
SEN Details:	
Other Details:	

RISK (Potential Triggers)	RISK GROUP	CONTROL MEASURES (Describe the existing workplace precautions and risk control systems in place)	Likelihood	Severity
Potential Triggers. Including likely times of day, involvement of medical condition or medication, other circumstances known to increase risk	T – teachers S – support staff P – Pupils V – Visitors E – equipment or property	• Control measures should be fully integrated into SEN documentation (for example, the IEP or IBP), updated where necessary and disseminated to all staff, including temporary, supply or students. • Likelihood & Severity are subjective assessment scores. (Details are found in the corporate risk assessment SMS). • Likelihood is scaled 1-6, from almost impossible to very high likelihood of risk causing an injury Severity is scaled 1-4, from a negligible injury to fatality		
Afternoons; consuming high sugar food or drink In the presence of any member of the Smith family (KS2)	All (T,S,P,V,E) P	• Withdrawal from practical activities in affected lessons until half term, then re-integrate with LSA. Long term attempts to address sugar consumption • Change classes so that (pupil name) and the Smith pupils are not taught together. Watch for playground aggression	5 6	2 2

RISK (Potential Triggers)	RISK GROUP	CONTROL MEASURES (Describe the existing workplace precautions and risk control systems in place)	Likelihood	Severity
Exit Plan	•	•		

Signed ..... Date .....

(Chair of Governors – Julie Jasper)

Review date .....