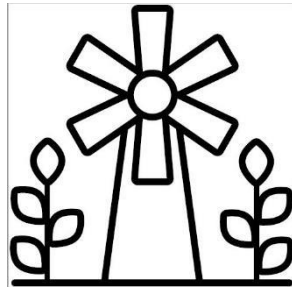


# Sibsey Free Primary School



## Positive Handling Policy

Approved by: Governing Body

Date: December 2022

Last reviewed on: December 2021

Next review due by: December 2023



### Inclusion Statement

Sibsey Free School is committed to enabling all children to reach their full potential, having full access to a broad, balanced and relevant education, to be fully included in the school community, and as a result, make a successful transition to secondary education and so into adulthood.

All pupils will learn best in a school where they are valued for who they are and for the unique contributions they make to the school community. This is part of the whole ethos of Sibsey Free School.

We promote the inclusion of all children and recognise the particular needs of those with SEND (Special Educational Needs or Disabilities), i.e. children with Specific Learning Difficulties (e.g. dyslexia), those with sensory or physical impairments, and those with speech and language difficulties.

Staff also recognise and understand the needs of children who demonstrate characteristics within the autistic spectrum, and those with Social, Emotional or Mental Health Difficulties.

The specific needs of those children with medical difficulties will also be met so far as we are able.

We will endeavour to ensure that the needs of all children are understood and met as far as is possible, and this includes the needs of Looked After children.

Staff recognise that some children are more susceptible to bullying than others, particularly those with special educational needs, those with physical difficulties, and children who are on the Autistic Spectrum. We also recognise that children may be bullied as a result of their race, culture, ethnicity or gender. All staff and children will be made aware that bullying behaviour of any kind is not acceptable at Sibsey Free School. When dealing with incidents of unacceptable behaviour or bullying, staff will make reasonable adjustments when dealing with children with special educational needs. Staff will take into account their knowledge of the child(ren) concerned (including the effect that physical intervention can have upon some children with special education needs, especially those on the Autistic Spectrum).

### Introduction

The policy has been developed in response to government guidance for the Use of Reasonable Force – Advice for Headteachers, Staff and Governing Bodies. It also acknowledges the document: Positive Environments where children can flourish produced in 2018 by Ofsted.

Physical Management is a last resort and will only be used to prevent injury to staff or pupils, to prevent damage to property or acts of vandalism.

The policy should be read in conjunction with other School policies relating to Behaviour and AntiBullying, and policy relating to Allegations of abuse made against teachers and other staff.

The Governing Body of the School has a duty to ensure that arrangements relating to Care and Control are carried out with a view to safeguarding and promoting the welfare of the children of the School.

In doing so, the school will be aware of The UN Convention on the Rights of the Child – ‘In all actions considering the best interest of the child shall be a primary consideration’ and ‘Parties shall take all appropriate measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation’.



The policy has been prepared for the support of all teaching and support staff, who come into contact with pupils and for volunteers working within the School, to explain the School's arrangements for care and control. Its contents are available to parents and pupils. A statement about the School's Behaviour Policy is made in the School prospectus.

Proper account will always be taken of any particular special educational need and/or disability than a pupil might have. Where we are aware that an individual pupil may be at greater risk of needing restrictive physical interventions, this will be planned for in consultation with the pupil and parents, following an individual risk assessment, and a Positive Handling Plan will be developed. This will reflect needs where appropriate as included in the pupils Statement/EHC Plan.

Staff who come into contact with the pupil will be made aware of the relevant information in the plan, i.e.:

- Triggers known to provoke difficult behaviour, preventative strategies, and what de-escalation tactics are most likely to work.
- Triggers known to provoke a violent reaction, including relevant information relating to similar incidents in the past.
- Where physical intervention is likely to be needed, detail specific strategies and techniques that have been agreed by staff, parents and pupil.
- Decide which staff members should be called for the individual pupil concerned – not necessarily to take action, but to be involved in the follow-up process.

Pupils known to be at risk will be taught how to communicate in times of crisis and what strategies they can use. All staff working with the pupil will be made aware of these strategies.

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 discipline and control practised by staff. This ensures the well-being and safety of all pupils and staff in School. It is also acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of reasonable, proportionate and necessary force may be required. Sibsey Free School acknowledges that physical techniques are only a small part of a whole setting approach to behaviour management.

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 use of force is necessary, and
- (ii) Are provided with appropriate training to deal with these difficult situations.

Guidance stipulates that reasonable force in the circumstances may be used to prevent a pupil from doing, or continuing to do any of the following:

- To prevent a pupil from hurting a member of staff, or another pupil, or to stop a fight between two or more pupils.
- To prevent a pupil causing deliberate damage to property.
- To prevent a pupil from hurting themselves or others.
- To prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or object.



- To ensure that a pupil leaves a classroom where the pupil persistently refuses to follow an instruction to do so.
- To prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- To prevent a pupil behaving in a way that seriously disrupts a lesson.
- To prevent a pupil behaving in a way that seriously disrupts a School sporting event or School visit.
- To prevent a pupil committing a criminal offence.
- To prevent a pupil self-harming.

As teaching and non-teaching staff work 'in loco parentis' and have a 'Duty of Care' towards their pupils, they could be liable for a claim of negligence if they fail to follow the guidance within this policy. However, members of staff should not put themselves at risk. The use of Positive Handling techniques is one of our control methods for reducing risks presented by children's challenging behaviour.

The application of any form of physical control inevitably carries an attached risk of unintended harm. Provided the force used by staff is reasonable, then staff members will have a robust defence against allegations of unreasonable or unlawful conduct in the form of a complaint or legal action.

Physical intervention can only be justified according to the circumstances described in this policy and is generally used either to control or restrain pupils. Staff, therefore, have a responsibility to follow this policy and to seek alternative strategies wherever possible in order to prevent the need for physical intervention. Staff must be aware that they are responsible for:

- assessing risks (dynamic risk assessment) related to individual circumstances which may arise in the course of their day-to-day duties, and
- making judgements about when the use of force is necessary and the degree of force which may be regarded as necessary to manage a situation.

Staff need to be aware that they are required to justify their decisions in writing through the recording and reporting procedures outlined later in this document.

## 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;
- 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;
- expect IEP's to be designed to achieve outcomes that reflect the best interests of the child whose behaviour is of immediate concern and others affected by the behaviour requiring intervention;
- be informed about the School's complaints procedure.

The School will ensure that pupils understand the need for, and respond to, clearly defined limits which govern behaviour in the School.

## Use of Physical Handling

Members of staff should not put themselves at risk. An individual will not be seen to be failing in their duty of care by not using force to prevent injury if doing so will threaten their own safety.

No legal definition of reasonable force exists. Whether the force used is reasonable will always depend on the circumstances of individual cases. School Staff can use such force as is reasonable under the circumstances to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. The use of force is reasonable if it is proportionate to the consequences it is intended to prevent. This means the degree of force used should be no more than is needed to achieve the desired result.

Reasonable force may be used to search pupils, without their consent, for prohibited items, including weapons; however, if resistance is expected in such cases, the police will be called. (Staff cannot use force to search for items banned under school rules.)

### **It is always unlawful to use force as a punishment.**

All School staff members have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others, or damaging property, and to maintain good order and discipline (as previously detailed herein).

For the purpose of this policy and the implementation of it in Sibsey Free School:

- Positive Handling uses the **minimum** degree of force necessary for the **shortest period of time** to prevent a pupil harming himself, herself, others or property.
- The scale and nature of any physical intervention must be **proportionate** to both the behaviour of the individual to be controlled, and the nature of the harm they might cause.
- Staff would be expected to follow the pupil's IEP / Risk Assessment in the first instance to manage an incident/challenging behaviour. This will also involve consideration of the child's particular needs e.g. Autistic Spectrum
- If this was unsuccessful and the situation continues to escalate, staff would then be expected to employ other Positive Handling techniques that they have been trained to use.



- Only if all of the above have been tried and are unsuccessful should staff even consider any other form of restraint. The overriding consideration should still be the reasonableness and proportionality of the force used.

All the techniques used will take account of a young person's;

- age
- gender
- level of physical, emotional and intellectual development
- special needs
- social context

They also provide a gradual, graded system of response.

Where behavioural records and/or risk assessment identifies a need for a planned approach, plans (IEP) are written for individual children and where possible, these will be designed through multi agency collaboration and, with parental consent, shared with other agencies/services supporting the child to facilitate consistency of approach so far as is possible.

## **Situations where staff should not normally intervene without help**

Help may sometimes be needed in dealing with a situation involving an older people, a large pupil, more than one pupil, or if the authorised member of staff believes they may be at risk of injury. For such situations, staff will have an agreed system of communication for summoning help quickly. Steps will also be taken to remove other pupils who might be at risk.

## **Minimising the Need to Use Force**

At Sibsey Free School we constantly strive to create a calm environment that minimises the risk of incidents arising that might require the use of force. In addition to this, pupils who present with persistent challenging behaviour are assigned a teaching assistant who will work in partnership with the SENCO and class teacher, in supporting the IEP and associated behaviour targets.

Pupils who have issues relating to sensory dysfunction or other conditions such as autism that may result in increased anxiety levels, and therefore an increase in the likelihood of challenging behaviour, may have individualised support or programmes to help them to manage this.

Through the PSHE curriculum pupils learn about feelings and managing conflict, where this is appropriate to their level of development. The ethos further promotes independence, choice and inclusion; pupils are given maximum opportunity for personal growth and emotional wellbeing.

All staff are trained in skills to help them to defuse situations before behaviour becomes challenging and how to de-escalate incidents should they arise. Reasonable force will only be used when the risks involved in doing so, are outweighed by the risks involved in not using force.

Prevention of unsafe behaviour will be enabled through:

- The deployment of appropriate staffing numbers;
- The deployment of appropriately trained and competent staff;



- Avoiding situations and triggers known to provoke challenging behaviour;
- Creating opportunities for choice and achievement;
- Developing staff expertise through a programme of Continuous Professional Development;
- Exploring pupils' preferences relating to the way/s in which they are managed;
- Staff employ 'defusion' techniques to avert escalation of behaviour into violence or aggression.

### **Definitions of Positive Handling.**

Positive Handling describes a broad spectrum of risk reduction strategies. Positive Handling is a holistic approach involving policy, guidance, management of the environment, and deployment of staff. It also involves personal behaviour, diversion, diffusion, and de-escalation. Risk assessment identifies positive prevention strategies and how a pupil may need to be supported in a crisis.

### **1. Physical Contact**

Situations in which proper physical contact occurs between staff and pupils (e.g. the care of pupils, and in order to support their access to a broad and balanced curriculum) are right and proper. It would seem reasonable that young children do require opportunities for close contact, as long as this is within public view, sensitively carried out and age/person appropriate.

### **2. 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 arm or shoulder where the pupil is compliant.

This technique cannot be emphasised enough and, in the hands of a skilful practitioner, many pupils can be deflected from a potentially volatile situation into a less confrontational situation i.e. it may be possible to "defuse" a situation by a timely intervention.

### **3. Physical Restraint (Restrictive Physical Intervention)**

Restraint is defined by Positive Handling as the positive application of force by staff, in order to overcome rigorous resistance. Restraint completely directs and controls a person's free movement.

Restraint involves the use of reasonable force when there is an immediate risk to pupils, staff or property. All such incidents must be recorded on the Positive Handling Support and Intervention Form (copy attached). If anyone is injured an accident/incident report must also be completed as per our normal procedures. Records of incidents must be given to the Headteacher as soon as possible, and by the end of the school day at the latest.

## **Types of Incident**

Government guidelines describe the Use of Force to Control and Restrain Pupils as falling into three 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 engaged in, or is on the verge of committing, deliberate damage or vandalism to property;
- 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;
- A pupil is running in a corridor or on a stairway in a way which he or she might have or cause an accident likely to injure him or herself or others;
- A pupil absconds from a class or tries to leave School (NB this will only apply if a pupil could be at risk if not kept in the classroom or at School).

Examples of situations which fall into the third category are:

- A pupil persistently refuses to obey an order to leave a classroom;
- A pupil is behaving in a way that is seriously disrupting a lesson.

Government guidelines give Schools powers to screen or search pupils for weapons. At Sibsey Free Primary School it is extremely unlikely that pupils would conceal weapons and therefore staff have not received training in weapons disarmament. Staff will not be requested to undertake searches. As the power to search should only be used where it is judged to be safe, if the School decides that a search may be necessary then the police would be called.

## **Strategies: Time-Out / Withdrawal / Planned and Emergency Physical Interventions / Recovery**

### **Time out**

This is a specific behaviour management technique and does not necessarily mean time spent out of the class/group, but rather refers to a withdrawal of attention and/or things a child finds rewarding. It could be as simple as turning away from a child who is attention-seeking, or positioning a child away from the class/group. Time out only occurs within the classroom or the teaching environment. In the case of children on the Autistic Spectrum the term 'Time Out' refers to 'withdrawal' as detailed below.

### **Withdrawal**

This involves removing the child from a situation that causes anxiety or distress to a location where they can be continuously observed and supported until they are ready to resume their usual activities. This can mean removing a child from the class/group, to allow them time to calm down or to prevent a situation from escalating. They may need time away from staff and pupils (either on their own or in another class/group) in order to break the cycle/pattern of their behaviour or to reduce their level of anxiety/distress. The arrangement of "quiet time" shall be negotiated between the child and staff involved.





## **Planned Physical Intervention**

Where this is appropriate it will be described/outlined in the pupil's IEP/Risk Assessment. This should cover most interventions, as possible scenarios will be identified and planned for when the IEP is drawn up. These interventions may include the use of Positive Handling techniques.

## **Emergency Physical Intervention**

This may be necessary if a situation arises that was not foreseen or is uncharacteristic of the pupil. Members of staff retain their duty of care to pupils and any response, even in an emergency, must be proportionate to the circumstances. Staff should use the minimum force necessary to prevent injury and maintain safety, consistent with the training that they have received. Following any such incident, a risk assessment will be devised (or the existing one updated) to support effective responses to any such situations which may arise in the future.

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

Positive Handling at Sibsey Free School (defined as the full range of strategies used to manage behaviour including where necessary physical intervention) is seen as a proactive response to meet individual pupil needs and any such measures will be most effective in the context of the overall ethos of the School, the way that staff exercise their responsibilities and the range of behaviour management strategies used.

## **Recovery**

Pupils who may be distressed by events can be offered the following support:

- Quiet time taking part in a calming activity.
- Quiet time away from the incident/trigger.
- Resuming their usual routine/previous activity as soon as possible, especially for pupils with special needs.
- Time with a member of staff to debrief the incident.

## **Injury to the Child/Staff**

Whilst the physical techniques are intended to reduce risk, there is always risk when adults use force to protect, release or restrain. Positive Handling techniques seek to avoid injury to the child, 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 child remains safe. Any such injury will be reported using the 'Positive Handling Support and Intervention Form'. Any injuries to pupils as a result of incidents involving restraint will be reported to the Headteacher and parents / carer as soon as possible after the incident.

All Teaching Assistants and Lunchtime staff are trained in First Aid, and may be called upon to implement First Aid or seek further guidance in the event of an injury or physical distress arising as a result of a physical intervention.

Where a member of staff or a pupil is injured during an incident, the school will log the incident on-line. The form to do so can be accessed as detailed in Section A12 (Positive Handling and Physical Interventions) of LCC School Administration Handbook.



## Authorised Staff

All teachers, staff and the Headteacher are authorised to have control or charge of pupils automatically. They have the statutory power to use reasonable force within the context of Government guidelines.

Supply staff must ensure that they are familiar with this School's policy. Appropriate guidance will be given if they have not undertaken Positive Handling training.

Authorisation is not given to volunteers, students on placement, visitors or parents as they will not have control of pupils who may present with challenging behaviour, but will be supervised at all times.

## 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' plans have a duty to report these to the Headteacher immediately, as there may be an impact on their own safety and that of colleagues and/or pupils.

Through the provision of Positive Handling training, the risk of harm towards staff is reduced but it is possible for some injury to be received. All such occurrences should be treated and subsequently recorded, on the Positive Handling Support and Intervention Form/Accident Form.

## Staff Training

It is the responsibility of the Headteacher to ensure that Positive Handling training and its use is available to all staff and is kept up to date. The School provides training for all staff.

No member of staff will be expected to use Positive Handling techniques without appropriate training. Prior to the provision of training, guidance will be given on action to be taken.

Arrangements will be made clear as part of the induction of staff and training will be provided as part of on-going staff development.

Most School staff working directly with pupils receive a basic course in Positive Handling as the School is considered to be a low risk setting. This is in line with the Positive Handling policy. This level of training is required for most staff as they are expected to be able to actively support each other, and pupils, if an incident occurs and a child needs physical intervention to keep themselves and/or others safe.

However, if staff are unable to support physically they are expected to support with de-escalation. Advice on de-escalation has been given to all staff and is attached and forms part of this policy.

The Headteacher will assess the frequency and severity of incidents and will use this information to inform training/risk assessment decisions.

## Support Following Incidents

Any member of staff or pupil at the School involved in or witnessing a serious incident involving the use of a physical hold, may require additional support following the incident. Staff should ensure that they are fully recovered from an incident before resuming their duties and colleagues are encouraged to seek and offer support where it is deemed necessary.

At Sibsey Free School 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



should have access to support; this will be made available/supported through the Headteacher. Staff may also contact the Directorate's Counselling Line.

Appropriate support will also be given to any pupil involved in or witnessing a serious incident involving the use of a physical hold.

## **Recording and Monitoring Incidents**

### **Recording**

Where physical control or restraint has been used, a record of the incident will be kept using the forms attached hereto. The record will be retained by the SENCO.

Appropriate documentation will be completed as soon as possible after the incident, prior to staff going off duty and be signed by all staff involved and the Headteacher.

After the review of the incident, a copy of the details will be placed on the pupil's file as part of their educational record.

When recording such incidents, staff will bear in mind that if this information is passed to the police, it may be included in a Criminal Records Bureau disclosure. We will keep such records until the member of staff involved has reached retirement age, or for 10 years from the date of any allegation if that is longer.

Where a member of staff or a pupil is injured during an incident, these should be logged on line using the P03 form.

Any injuries to staff or pupils which meet RIDDOR reporting thresholds should also be reported to the Health and Safety Executive's Contact Centre.

### **Monitoring**

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.

Monitoring of incidents will take place on a regular basis (at least termly) and the results used to inform planning to meet individual pupil and School needs. The Headteacher will present an annual summary of incidents that have involved the use of force to the Governing Body.

The Headteacher 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.

## **Reporting of Incidents to Parents/Carers**

In accordance with DFE advice, the school will speak to parents following serious incidents involving the use of force. However, the Headteacher will decide whether it is appropriate to report the use of force to parents. The Governors will be notified of such incidents. Parents/carers will be informed as soon as practical of a significant incident (but within 24 hours of the incident). When deciding whether an incident is significant, we will take into account:

- An incident where unreasonable force has been used on a pupil is always a significant incident.



- Any incident where substantial force has been used (e.g. physically pushing a pupil out of a room) is a significant incident.
- The use of a restraint technique (as described herein) is significant.
- An incident where a child is very distressed (and clearly not over reacting) is a significant incident.

In considering whether incidents are significant, we will also consider:

- The pupil's behaviour and the level of risk presented at the time.
- The degree of force used and whether it was proportionate in relation to the behaviour.
- The effect on the pupil or member of staff.

If reporting the incident to a parent/carer may result in significant harm to the pupil, then the incident must be reported to the local authority where the pupil normally lives.

Parents will not be given a copy of the incident record, but they will be informed of:

- When and where the incident took place.
- Why it was decided that force had to be used.
- The strategies used to try to avoid having to use force.
- What force was used.
- Whether there were any injuries.
- What follow-up action is to be taken in relation to the pupil (support and/or disciplinary).

Where a child has a mother and father who both have parental responsibility, and where the child is the subject of a Care Order or being accommodated under the requirements of the Children Act, the requirement will be to inform the child's mother, father and the relevant local authority.

## Visits Out of School

Our equal opportunities policy states that all pupils should be included in all curriculum activities. However, Health and Safety remains a priority and staff should carry out risk assessments for pupils that may be a possible danger prior to each visit into the community. Due consideration should be given to the following:

- Is the pupil able to cope with the demands of the proposed visit?
- Are there sufficient, suitably trained staff - particularly if there should be an incident?
- How will you contact School to get extra help if necessary and how will you get back?

## Confidential Reporting

Whilst the training in Positive Handling provided to all 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 should be raised with the Headteacher, another member of the Leadership Team or with the Chair of Governors, in order to allow concerns to be addressed and practice improved.

Concerns may relate to and may involve:

- Child Protection Procedure (this may involve investigations by Police and/or Social Services)
- Staff or Pupil Disciplinary Procedure
- School Behaviour Policy
- School Anti-Bullying Policy
- Exclusions Procedure; in the case of violence or assault against a member of staff this may be considered
- The member of staff will be kept informed of any action taken.

In the case of any action concerning a member of staff, he/she will be advised to seek advice from his/her professional association/union.

There is a Confidential Reporting Code operated by the LA should any member of staff wish to raise concerns in this way. Details of the Code and how to raise issues are displayed on the School's Notice Boards. The School also operates a 'Policy for Confidential Reporting and for Dealing with Allegations of Abuse Against Staff and Volunteers'.

## 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 physical hold within the School indicates that an allegation of mishandling by a member staff may exist, the School's complaints policy will be followed.

In such circumstances the investigation of the complaint/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 LA.

If a specific allegation of abuse is made against a member of staff, the school will follow guidance set out in the Policy 'Confidential Reporting and Allegations of Abuse against a member of staff'.

Suspension should not be an automatic response when a member of staff has been accused of using excessive force.

## The Role of Governors

The Governing Body supports the Headteacher in implementing this policy.

The Governors have a responsibility to:

- Monitor incidents of use of physical restraint that do occur (with due regard to the possible need of Governors to respond to a parental complaint).
- Require the Headteacher to keep accurate records of all incidents of use of physical intervention.
- Ensure that a procedure is in place for informing parents/carers of a significant incident as soon as practicable after that incident has taken place (with due regard to the safety of the pupil themselves).
- Review the effectiveness of this policy annually.



- Take reasonable steps to ensure that staff follow this procedure.
- Respond to parental dissatisfaction with the way the School has dealt with an incident through the School’s Complaints Procedure.

## Related Policies

This Care and Control Policy should be read in conjunction with the following: Behaviour Policy, AntiBullying Policy, E-Safety Policy, Child Protection Policy; Race Equality Policy, Community Cohesion Policy, Complaints Policy, Equal Opportunities Policy, SEN Policy, Disability and Accessibility Plan, Inclusion Policy, Public Sector Equality Duty.

# **SIBSEY FREE PRIMARY SCHOOL DE-ESCALATION TECHNIQUES Advice to teachers to read alongside the School’s Care and Control Policy De-escalation Techniques**

Pupils at our school generally cope well with conflict or to the consequences of their behaviour. De-escalation techniques are rarely required but on the occasions when such situations arise, this guidance should be followed.

Most staff know in what situations and under what circumstances a pupil is likely to become a management problem. However, staff have different thresholds and tolerances because of their personal relationships and experience with different pupils. The management of pupils should not be dependent upon personal or emotive issues that staff may have with pupils, other staff or their personal life. All our pupils need from us a positive, consistent response in modifying their behaviour.

To achieve consistency it is important that all staff should endeavour to manage the following behaviours.

Racial comments	Substance abuse
Dangerous behaviour	Loss of self control
Physical bullying	Damage of property
Negativism towards self	Chronic disobedience
Physical aggression	Mental bullying
Theft	

Staff interactions with pupils are crucial to moderating the duration and intensity of disruptive behaviours and to promoting positive behavioural growth of pupils. It is imperative that all staff try to resolve disruptive behaviour. Staff need to deploy a range of strategies and skills to diffuse situations. There is no prescriptive script to this process as all staff have different relationships techniques and status with pupils. However, a common thread in successfully managing behaviour is calmness, fairness and consistency.

The de-escalation techniques focus upon the following:

- Group control



- Attitude and approach
- Non-verbal behaviour
- Verbal behaviour

For each of the above factors there are recommended does and don'ts which are meant only as a guide. The following lists are however an indicator of the dynamic influences staff behaviour has upon pupil behaviour.

### **Group Control:**

Good group control whether it is in the classroom or activity based is an integral aspect of effective work with children. If there is no order within the group then pupils feel unsafe and behaviour will escalate. Staff need to provide boundaries and focus for the set tasks for the group so individual or group objectives can be met.

## **DO**

Be there on time. Starting and finishing on time are very important. This sends signals to children about the importance and value that the adult places on the activity/lesson.

Be efficient. The more efficient you are the higher your level of confidence; the better things are likely to go.

Focus the group to task with as little delay as possible.

Clearly state the expected task and outcomes which must be relevant to the ability and interest levels of the children.

Give positive feedback when appropriate.

Be clear and confident with instruction and guidance.

Address and resolve situations, don't let them drag on or escalate without attention.

Be alert to what is going on and ensure that your attention is focused on the individual and the group dynamics.

Relate to all the children in the group by verbal exchange and social reinforcements, such as eye contact and nods.

Make use of behaviour management systems that are already in place.

Be observant of the context in which you are working. Think about use of other staff, equipment etc.

## **DON'T**

Be unclear and hurried in speech and actions.

Overreact.

Issue complicated instructions.

Show favouritism.

Be inconsistent

Provoke by ridicule or sarcasm.

Have inappropriate expectations.

Belittle effort or endeavour.



Dismiss children from your class/activity that will cause problems for someone else.

### **Attitude and Approach:**

Staff member's attitudes and approach in all situations affects the quality of relationships with pupils and the ensuing interactions. In situations of stress or anger the approach, attitude and personal demeanour of staff is crucial to positive outcomes.

## **DO**

Appear calm and collected whenever possible.

Be clear about boundaries of acceptability.

Show a non biased nature.

Be prepared to listen.

Know when a situation is in stalemate, don't create a win/lose situation without it being a calculated decision.

Be flexible in thought and response.

Provide a range of roles from dominance to reflective support.

Value people as individuals.

Trust your colleagues; perceive them as being able to make a positive response to a potentially problematic situation.

Use non verbal communication.

Use close proximity control.

## **DON'T**

Be fooled into thinking you should always be able to deal with any situation.

Expect colleagues to do without your support.

Be insensitive.

Be unfair or hostile.

Use high status intervention when low will suffice.

Emphasise the situation out of all proportion.

Allow yourself to be stressed or out of control.

Use unnecessary peer group pressure.

## **Non Verbal Behaviour**

The reason for using and interpreting non verbal signals is to reinforce positive behaviour quietly but frequently. Non verbal signals can also be used to de-escalate at a very early stage. If these signals are sent there will be a response. Similarly acknowledging non verbal signals from within the group or from an individual enables early low status intervention to occur.

## **DO**

Make an attempt to look at an individual when you are making an important point.

Be aware of the signals which you give out by your body position and posture.

Consider your physical juxtaposition in this interchange e.g. sitting, standing.





Nod your head to indicate attentiveness.  
Smile to show agreement.  
Be aware of the physical distance between yourself and others.  
Raise your eyebrows to question.  
Seek signals that your message has been correctly received.  
Use positive touching if appropriate.

## **DON'T**

Invade personal space if inappropriate.  
Use staring threatening eye contact.  
Stand over pupils in a threatening manner.  
Appear to lack confidence.  
Appear tense.  
Be oblivious to signals within the environment.  
Retaliate with physical gestures.  
Use inappropriate physical contact with pupils.  
Appear intimidated.

## **Verbal Behaviour**

Verbal communication operates at many levels within the school. It is the most important skill that staff have in helping children towards personal growth, and employed correctly it is the most powerful de-escalation skill that staff possess.

## **DO**

Acknowledge the existence of a problem.  
Give reassurance and offer support.  
Always do what you say you are going to do.  
Always treat all involved in the situation with respect.  
Be aware of voice quality, make good use of pauses.  
Paraphrase what is being said, and check, and check back with the child that it is accurate, (do you understand?).  
Present facts or issues which may not be known to the child (if appropriate).  
Let the child know that we care.  
Put the onus on the child to resolve the situation, pointing out consequences, offering choices and alternatives. Allow the child an escape route.  
Use the word 'we' in a discussion and explain that the solution can be a 'together' solution.

Offer 'if I were you.....but it's up to you' scenarios if appropriate.  
Identify the options with the child.  
Provide a role model for how to manage conflict.

## **DON'T**

Put the child in a position of no escape.  
Use destructive criticism.  
Remind the child of previous situations that he/she would prefer to forget.



Use personal details of the child in front of the group.  
 Make unrealistic threats.  
 Make insensitive remarks.  
 Lose your temper.  
 Use 'you will' statements.

## Sibsey Free Primary School

### Physical Management Risk Assessment

Name of student: ..... D.O.B ..... Age: .....  
 Risk Assessment completed by: ..... Date: .....  
 Risk Assessment Type (please tick)

**A)**

Prior to admission/pre-placement meeting

**OR**

After 6 weeks of starting school

**OR**

On admission to the school (Date of Admission)

**B)**

At Annual Review/Planning/Case Co-ordinating Meeting (delete as necessary)  **C)**

Following a *or* a series of major incidents

**D)**

Other: .....

Incident Reports attached Yes  No

If no, located: .....  
 Teacher: ..... Date: .....  
 Assistant SENCO: ..... Date: .....



Headteacher: .....

Date: .....

Other: .....

Date: .....

Once in a situation requiring physical management the pupil is likely to fall into one of the following categories.

History of physical assault on staff and pupils

History of using equipment to harm self, others or property

Threats to kill using weapons

Out of control – endangering health and safety of others

Sporadic but violent confrontations with peers and staff

Other: .....

If one of the above boxes is ticked then this will trigger a Behaviour Management Plan.

Evidence Base

Information from statement

Information from previous schools

External agencies reports (social services, police, courts etc)

Incident reports

Pupil/Tutor report forms

Parent contact forms

Behaviour checklist





Other: .....

All the above can be located in the pupil's file

LOG NO: .....

# Sibsey Free Primary School Positive Handling Support and Intervention Form

Name of student: .....

Year: .....

Date: .....

Time: .....

Location: .....

Activity: .....

Report Compiler: .....

Position: .....

Name (s) of staff involved: .....

Name (s) of Witnesses (Staff): .....

Name (s) of Witnesses (pupils): .....

## ANTECEDENTS (A description of events leading up to the incident/behaviour)

.....

.....

.....

.....

.....

.....

## BEHAVIOUR – Highlight in numerical order

Persistent refusal to  Property damage  Verbally follow instructions  abusive lesson/activity  Disruptive to

Pushing/Nipping  Hitting  Kicking  Spitting

Biting  Head butting  Self-mutilation  Absconding



Other:.....  
 ...  
 .....

**DE-ESCALATION TECHNIQUES USED:**

Verbal advice and support  Reassurance    
 Choices/Consequences   
 Time out offered  Time out directed  Distraction   
 Change of Staff   
 Other (give details) .....

**REASONS FOR INTERVENTION**

Immediate danger of Personal Injury to:

Pupil  Other  Pupil(s)  Member of Staff   
 Disruption to Other Pupils  Bullying pupil(s)  
 To avoid damage to property  Absconding   
 Behaviour likely to comprise good behaviour  Danger to  themselves/others  
 Prevent/Disrupt a Criminal Act

**POSITIVE HANDLING STRATEGIES**

Techniques	Standing			Sitting/chair			Kneeling			Ground		
	Event	Time	Initials	Event	Time	Initials	Event	Time	Initials	Event	Time	Initials
Single arm												



<b>Double arm</b>												
<b>Wrap</b>												
<b>Shield</b>												
<b>Other</b>												

Additional comments:

.....

.....

.....

**MEDICAL INTERVENTION**

Breathing checked  Signed: .....

Checked for bruises  Details: .....

Injury to child YES/NO

If YES, Details of injury:

.....



Checked by First Aider

Referred to GP

Details:

.....

Injury to others? YES/NO

Injury to staff? YES/NO

Details of injury: .....

Details of injury: .....

.....

**RESOLUTION OF INCIDENT**

Successfully returned to class

Needs further time out

Excluded

Other

Details: .....

.....

I have read and agree with the details contained in the report (Staff)

Signed: ..... Signed: ..... Signed: .....

I do not agree

Reasons: .....

Signed: ..... Signed: ..... Signed: .....

**RESPONSE AND VIEW OF THE PUPIL:**

This report has been read by/read and discussed with the pupil

Pupil refuses to discuss incident  If so referred to Headteacher for home contact Pupil agrees

with its content YES/NO

If NO what are the pupils views?

.....  
.....  
.....

Parents Informed  Name: ..... Time: ..... Date: .....

Parental/Guardian Comments if applicable: .....

.....

**This section is to be completed by Headteacher, or member of SMT on duty**



Further action/consequence: .....  
.....

Education Welfare officer/social worker contacted YES/NO

Child protection informed YES/NO Not Applicable

Incident book completed

Headteacher/SMT Signature: ..... Date:

.....

**HEADTEACHER**

Signed: ..... Date: .....

