



# Positive Handling

September 2023

## **CONTEXT**



It is advised that all staff should be familiar with the Government Guidance on the use of reasonable force in Schools. (July 2013) Reference: DFE-00295-2013 The Policy is best placed within the Behaviour Policy; it will be part of a graded response, and needs to be agreed in consultation with staff, management, management committee parents/carers, and pupils. It also connects to, and should be consistent with, policies on Health and Safety, Child Protection and Safeguarding, Equal Opportunities, Pastoral Care and Special Educational Needs.

## **OBJECTIVES**

Within World we believe that pupils/young people and staff need to be safe, pupils/young people need to know how to behave, know that the adults around them are able to manage them safely and confidently. For a very small minority of incidents only will RPI (Restrictive Physical Intervention), be needed, and, on such occasions, acceptable forms of intervention are used. This policy should be used in conjunction with the school/house Behaviour Policy and with any other relevant documents ie, Team Teach Workbook, Behaviour Management Plans.

The majority of pupils/young people behave well and follow expectations of our school/house. We have responsibility to operate an effective behaviour policy that encompasses preventative strategies for tackling inappropriate behaviour in relation to the whole school/house, each class/property, and individual pupils, thereby preventing serious breaches of school/house discipline and serious damage to property.

All staff need to feel able to manage inappropriate behaviour, and to have an understanding of what challenging behaviours might be communicating. They need to know what the options open to them are, and they need to be free of undue worries about the risks of legal action against them if they use appropriate physical intervention. Parents need to know that their children are safe with us, and they need to be properly informed if their child is the subject of the use of RPI including the nature of the intervention and the rationale for its use.

## **MINIMISING THE NEED TO USE RPI**

Within World we aim to:

- create a calm, atmosphere of safety and mutual respect, that minimises the risk of incidents arising that might require using RPI
- use Restorative Approaches to teach pupils/young people how to manage conflict and strong feelings
- de-escalate incidents if they do arise
- only use RPI when the risks involved in doing so are outweighed by the risks involved in not using RPI
- use Risk Assessments and Positive Handling Plans for individual pupils

## **STAFF AUTHORISED TO USE RPI**

All teachers and staff whom are authorised to have charge of pupils automatically have the statutory power to use RPI. In some circumstances, staff whose jobs do not normally involve supervising pupils and volunteers, working with pupils/young people will be authorised to be in charge of pupils/young people and therefore have statutory power to use RPI. In these cases, the Director will inform the teachers and other staff (with permanent authorisation) who has temporary authorisation.



Within World authorised staff will only use RPI when:

- the potential consequences of not intervening are sufficiently serious to justify considering use of RPI
- the chances of achieving the desired result by other means are low
- the need for a dynamic risk assessment if deemed necessary and
- the risks associated with not using RPI outweigh those of using RPI

Staff (including people with temporary authorisation to have charge of pupils/young people) will be kept informed about and advised how to deal with pupils/young people who present particular risks to themselves or others (as a result of SEN and/or disabilities and/or other personal circumstances, such as domestic violence) by appropriate handover and liaison. Staff will minimise the highest risks, for example by calling the police if a pupils/young people suspected of having a weapon seems likely to resist a search.

### **USING RPI**

Before using RPI within World, staff will engage the pupils/young people in a calm and measured tone, making clear that their behaviour is unacceptable and setting out how the pupil could choose to change their behaviour. The use of RPI will only be proportionate to the level of risk and will be reduced at the earliest possible time. Staff will only use methods they are trained to use unless there is an extreme emergency and where there is no viable alternative. Staff are advised that, as far as possible, they should not use RPI unless or until another responsible adult is present to support, observe and call for assistance.

### **STAFF TRAINING**

In our school, we have adopted the Team Teach approach to staff training. All staff are fully accredited and update their skills/re-accredit every 2 years. We consider all staff to have a responsibility for pupil behaviour. The Team Teach training includes de-escalation techniques which introduce the use of RPI at an appropriate time, based on a range of other options. Staff working closely with pupils/young people with SEN or disabilities will undertake risk assessments to inform decisions regarding levels of staff training required. These staff will also inform the circumstances in which the school/house will temporarily authorise staff or volunteers to have control of such pupils/young people.

### **RECORDING and REPORTING INCIDENTS**

It is World Policy that incidents where a member of staff has used RPI on a pupils/young people are recorded and reported. Within World we document and log incidents.

If it is likely that reporting the incident will result in significant harm to the pupil, then the incident will be reported to the Director.

### **POST-INCIDENT SUPPORT**

Members of staff who have been assaulted may wish to report the incident to the police and/or seek advice. If staff or pupils/young people have been injured, immediate first aid will be provided and medical help accessed, if necessary. Staff and pupils/young people will also receive emotional support. If necessary World will also inform

*Headquarters: Moor House Adventure Centre; Rainton Gate, West Rainton, Houghton le Spring, Tyne & Wear. DH4 6QY.*

## COMPANY NUMBER I038594I

local authority children's services (Youth Offending Team; Educational Psychology Service; Child and Adolescent Mental Health Service; Social, Emotional and Behavioural Support Service). Staff will aim to help the pupils/young people to develop strategies to avoid repeating the difficult behaviour.



World will provide ongoing support for staff and pupils/young people as long as necessary in respect of: physical consequences, emotional stress/loss of confidence, opportunity to analyse, reflect and learn from the incident.

## COMPLAINTS AND ALLEGATIONS

Parents and pupils/young people have a right to complain about actions taken by staff including use of RPI. If a specific allegation is made against a member of staff, then World will follow the complaints and allegations procedure.

## POST INCIDENT

Inform the host school regarding the incident.

## Appendix 1

Important Definitions:

Seclusion - Forced to spend time alone against will

(requires statutory powers other than in an emergency)

Time out - Restricting positive reinforcement as part of a planned behavioural programme

(requires written agreed plan)

Withdrawal - Removed from the situation but observed and supported until they are ready to resume

## Appendix 2

Example of Accurate and Clear Descriptions:

I have avoided the temptation to include teaching points, explanations, technical arguments and rationale. This is supposed to be an accurate and clear descriptive framework. Staff should report any deviation from the standard technique they can recall but not feel obliged to invent them. If the truth is that the people involved do not have an accurate and clear memory of the events, they should be encouraged to tell the truth and admit it.

### T Wrap

Standing, sitting or kneeling behind a small person, holding the small person's hands crossed in front of their hips, leaving elbows apart with ribs and abdomen clear.

### Single Elbow

Standing, sitting or kneeling alongside the person, holding the nearest forearm drawn back to be parallel to the ground with hands close to the chest and supporting pressure through the hip. The nearest hand holds the forearm with the other supporting the shoulder.

### Double Elbow

Headquarters: Moor House Adventure Centre; Rainton Gate, West Rainton, Houghton le Spring, Tyne & Wear. DH4 6QY.

Tel: 01915841703 (Opt. 5) Mob: 07792834117 Email: [abworld365@gmail.com](mailto:abworld365@gmail.com) Web: [www.worlds.org.uk](http://www.worlds.org.uk)

**COMPANY NUMBER I038594I**

Standing alongside the person, holding both forearms drawn back to be parallel with the ground with hands close to the chest and supporting pressure through the hip. One arm is supporting the person's back.



Figure of Four

Standing, sitting or kneeling alongside the client with the hand of the outer arm holding underneath the person's nearest forearm and the other passing under the armpit, across the top of nearest forearm to hold own wrist.

Back Ground Recovery

Kneeling alongside a supine person, entirely supporting own weight, securing the person's elbows at sides with hip and heel of hand on the floor. Ribs and abdomen are left clear.

Front Ground Recovery

Kneeling facing towards a prone person securing the wrist and elbow, limiting movement of the shoulder, but leaving ribs and abdomen clear.

Legs

Sitting or kneeling, entirely supporting own weight, using hip, arm and forearm to limit the range of kicking.

**Policy Review**

This policy will be reviewed annually or in light of any changes in legislation and/or guidance.

This policy document will be reviewed in September 2024.

Signed by:

A handwritten signature in black ink, appearing to read 'AB Burlison', written over a faint red stamp.

Andrew Burlison (Managing Director)