



BROMLEY EDUCATIONAL TRUST

Positive Handling Policy

Responsible post holder	Executive Headteacher
Approved by / on	
Next Review	

Definition of Physical Restraint

In this policy physical restraint is defined as any method of responding to challenging behaviour of a pupil that threatens their own personal safety, or safety of others, where some degree of physical force is applied against the pupil's resistance to controlling his or her own behaviour by limiting or restricting his or her movement or mobility.

Introduction

Bromley Educational Trust is committed at all times to the highest standards in protecting and safeguarding the welfare of young people entrusted to its care and is *committed to ensuring that all our pupils and staff are able to live and work in a supportive and caring environment, demonstrating a mutual respect, so that teaching and learning can take place in order to maximise pupils' potential and achievement.*

In the circumstances that it becomes appropriate to use physical intervention, it will be used as an act of care and not punishment and staff will follow the guidelines outlined through this policy. Staff are required, while taking any of the action detailed in this policy, to ensure that the pupil(s) understand that this is a last resort and the security of the pupil(s) is continually maintained.

In our provisions, Bromley Beacon Academy (SEMH Academy) and Bromley Trust Academy (AP for primary and secondary pupils) that form part of Bromley Educational Trust, there are some young people who may not be able to control their reaction to events and who may place themselves or others at risk through their uncontrolled behaviour. This may necessitate the use of restrictive physical interventions to prevent injury, damage to property, or the breakdown of discipline.

Bromley Educational Trust Expectations

The use of physical restraint is not part of the disciplinary management process – it is a response, albeit a considered one, to an exceptional situation. The use of restrictive physical interventions should always be considered within the wider context of other measures; these include:

- i) establishing and maintaining good relationships with young people
- ii) using diversion, diffusion and negotiation to respond to difficult situations
- iii) Non-physical, non-threatening and aggression free strategies should always be tried first.

Positive Behaviour Management

All staff should adopt a positive approach to improving behaviour in order to reward effort and application, and to build self-esteem. Bromley Educational Trust work with young persons who might be at risk and therefore we look to understand the factors that influence their behaviours when they join us. A Positive Handling Plan (Appendix 1) should be used when it is apparent that physical intervention may be necessary to use with a specific student which can then be shared with all staff. This approach will help to ensure that early and preventative intervention is the norm, and formal risk assessments (Appendix 4) can also be drawn up if and when required. These should reduce the incidence of extreme behaviours and make sure that the use of physical force is rare.

General individuals

Our schools should acknowledge that some young people behave in ways that make it necessary to consider the use of restrictive physical intervention.

Use of restrictive physical interventions in unforeseen and emergency situations

Bromley Educational Trust acknowledges that, on occasion, staff may find themselves in unforeseen or emergency situations with pupils.

Staff should assess situation and try to use diversion or diffusion to manage the situation. Verbal comments should be tried to calm pupil. If this fails they should immediately send for help.

Ensure all other pupils are removed from the situation as quickly as possible.

Remove if you can any objects, equipment, furniture that you feel might pose a danger.

Use of Force or Restraint

Even trained and named persons who could intervene should not do so if they put themselves at an unacceptable risk or where they believe that attempts to restrain will exacerbate the situation.

Key point

'To be judged lawful, the force used would need to be proportional to the circumstances it is intended to prevent'.
The degree of force used must be the minimum needed to achieve the desired result.

Pupils with SEN

Those exercising the power to use force must also take account of any particular SEN and or disability that a pupil may have. Schools have 2 key duties:

- Not to treat a disabled pupil less favourably for a reason relating to the disability.
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage to pupils who are not disabled.

Common Law powers

The statutory power conferred by section 93 is in addition to the common law power of any citizen in an emergency to use reasonable force in self-defence, to prevent another person from being injured or committing a criminal offence.

On preventing injury or damage to property, the statutory power is similar in scope to the common law power except that it is only available to people authorised to have control or charge of pupils.

Reducing the likelihood of situations arising where the use of force may need to be used

Although preventative measures will not always work, there are a number of steps that are recommended to try before the use of force:

1. Endeavour to create a calm working environment that minimises the risk of incidents that might require the use of force.
2. Develop positive and effective relationships between pupils and staff
3. Adopt a whole school approach to developing social and emotional skills
4. Have effective staff development that helps staff to develop skills of positive behaviour management
5. Recognise that challenging behaviour does sometimes exist
6. Effectively manage individual incidents

Deciding if the use of force is appropriate

The judgement on whether to use force and what force should be used will always depend on the circumstances of each case.

Decisions on whether the precise circumstances of an incident justify the use of significant force must be reasonable. Typically such decisions have to be made quickly with little time for reflection. Nevertheless staff need to make the clearest possible judgements about:

- The seriousness of the incident, assessed by the effect of the injury, damage or disorder
- The chances of achieving the desired outcome by another means. The lower the probability of achieving the desired result by another means the more likely use of force will be justified
- The relevant risks associated with physical intervention compared with using other strategies

Before using force

Before using force staff should, wherever possible tell the pupil to stop misbehaving, call for assistance and communicate calm, displaying a measured manner throughout the incident.

The types of force necessary may be:

- a. Passive physical contact resulting from standing between pupils.

b. Active physical contact such as:

- leading a pupil by the arm
- ushering a pupil away by placing a hand in the middle of the back
- In more extreme circumstances, using appropriate restrictive holds, which may require specific expertise.

Staff must always ensure that every measure has been taken to reduce risk of injury. The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- The behaviour of the pupil represents a physical danger to themselves
- The behaviour of the pupil represents a physical danger to others
- The behaviour of the pupil represents a significant physical threat to property
- The behaviour of the pupil represents a serious threat to the good order of the school

Schools cannot:

- Use force as a punishment – **it is always unlawful to use force as a punishment.**

Working positively – all staff must work positively to ensure no escalation of the incident occurs, so...

- Move calmly and confidently
- Make clear, simple statements to pupil
- Keep voice quiet, firm and assured
- Lessen threat of your presence by sitting down or allowing pupil space (don't stand too close or corner pupil)
- Talk to pupil all the time
- Offer comfort, reassurance and security
- Maintain eye contact
- Where possible have help at hand
- Allow pupil to 'save face'
- Throughout restraint process tell pupil precisely what you are doing and why and remind pupil continuously that physical restraint will cease the moment they become calm and in control

What not to do

Methods or techniques that control by pain are forbidden. Use of pressure against joints e.g. fingers, wrists, elbows are dangerous and should not be used. Avoid the breast, upper thigh area when holding a pupil. Forcing a young person's arm up his/her back is forbidden as is squeezing the windpipe or lifting the person off the floor to intimidate, pulling hair, striking the pupil or causing actual injury

Safe Techniques

All Bromley Educational Trust staff are trained to use PRICE techniques for positive handling and de-escalation and the training needs of each site are regularly reviewed by the Executive Head Teacher.

Post-incident support

Incidents that require use of restrictive physical interventions can be emotionally upsetting to all concerned and may result in injuries to the pupil or staff. After any incidents staff and pupils should be allowed time to regain composure before they engage in the process of counselling, analysis and report writing. Basic first aid treatment should be given for any injuries. For serious injuries pupils and staff should be taken to hospital or an ambulance called. Parents / carers and relatives should be immediately informed. All injuries should be reported and an accident form filled in.

Reporting and recording use of restrictive physical interventions

All incidents requiring the use of physical intervention should be thoroughly and systematically documented using the Incident Report Pro-forma (Appendix 1 which should be given to the Head of School immediately. For best practice, incidents of physical intervention should be recorded in a Bound Book with any written accounts/

handling forms relating to the incident, put together in a folder and numbered to match the record page on which the school's form has been completed. All records should be signed and dated and completed on the same day that the incident occurred.

Incident reports should include:

- The name of the pupils involved, and when and where the incident took place
- The names of any staff or pupils who witnessed the incident
- The reason that force was necessary
- How the incident began and progressed, including details of the pupils behaviour, what was said by each of the parties, the steps taken to diffuse the situation, the degree of force used ,how that was applied and for how long
- The pupils response and the outcomes of the incident
- Details of any injuries suffered by the pupil, other pupils or staff members and any damage to property
- The time parent / carers / police / other agencies were alerted and notes of the telephone conversation

Planning for the needs of individual pupils

The Bromley Educational Trust aims to identify, in consultation with parents/carers, any pupil(s) whose behaviour is considered potentially to require physical or restraint intervention or response (a Personal Handling Plan Appendix 2, to be put in place after the first instance of positive intervention with a pupil and then reviewed regularly), and to consider the needs of those pupils in relation to:

- any individual medical, social, behavioural, learning or cultural factors.
- any Individual Education Plans, Pastoral Support Programmes or Personal Education Plans which support the pupil.

As far as practically possible, staff who come into contact with such pupils will be made aware of the relevant characteristics of those individuals, particularly:

- i) situations that may provoke difficult behaviour, preventative strategies and what de-escalation techniques are most likely to work.
- ii) what is most likely to trigger a violent reaction, including relevant information relating to any previous incident requiring use of force.
- iii) if physical intervention is likely to be needed, any specific strategies and techniques that have been agreed by staff, parents and the pupil concerned.

If a member of staff considers that a particular pupil may at some time need such intervention, the circumstances and needs will be presented for discussion to the SLT and behaviour leads of the school.

Other physical contact with pupils

The Bromley Educational Trust believes that some use of appropriate, positive, physical contact with pupils can contribute to its development as a safe and friendly school. Some physical contact may be necessary or unavoidable when staff are working with:

- younger children who may need encouraging or guiding.
- pupils with special educational needs who may need physical prompts or help.
- pupils requiring First Aid.
- pupils receiving coaching in sport or as part of another curriculum activity.
- pupils in distress.

Our staff will make professional and sensitive judgements about the nature and extent of their physical contact with pupils. Staff will have particular regard for cultural sensitivities and gender differences, for the needs of adolescent pupils and of those who may be particularly vulnerable following previous trauma or abuse.

Complaints

The use of restrictive physical intervention can lead to allegations of inappropriate or excessive use. In the event of a complaint being received by the Head of School(s) in relation to use of force by the trained staff member the matter will be dealt with following Bromley Educational Trust personnel procedures for handling allegations against members of staff.

Account of Behaviour-Incident (including any positive handling) Continue on numbered page(s) and affix if required.

Behaviour Lead signature:

Date:

Head of School signature:

Date:

De-escalation skills

	Try	Avoid	Notes
Verbal advice and support			
Giving space			
Reassurance			
Help Scripts			
Negotiation			
Limited Choices			
Humour			
Remind Consequences			
Planned ignoring			
Take up time			
Time-Out			
Supportive touch			
Change adult			
Success reminders			
Simple listening			
Acknowledgement			
Apologising			
Agreeing – partial consent			
Removing audience			
Other			

Most appropriate method Physical intervention?

Single Person Holds	Try	Avoid	Notes/ Comments
T-Wrap			
T-Wrap to chairs			
Help Hug			
Single elbow			
Double elbow			
Cradle Hug			
Sitting with the child			
Escorting pupil			

Two Person Holds	Try	Avoid	Notes/ Comments
Friendly hold			
Single elbow			
Double elbow			
Figure of four			
Response to spitting			
Escort to time-out			
Escort to chairs			
Sitting down			
Single elbow in chairs			
Help by changing face			

Are there any factors to consider when debriefing? E.g. Communication aids, staff etc.

Here Explain Link Plan	
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Parents/Carers:
Member of staff:

Name:
Name