



PAPILLON HOUSE SCHOOL

POSITIVE HANDLING POLICY

Introduction

Section 93, Education and Inspections Act 2006 confirms the position about the use of reasonable force by teachers, and others authorised by the Director and Head Teacher, to control or restrain pupils. Further guidance is given in *Use of reasonable Force, Advice for Head Teachers, staff and governing bodies, July 2013*.

Any use of force by staff will be reasonable, proportionate and lawful. Reasonable force will be used only when immediately necessary and for the minimum time necessary to prevent a pupil from doing or continuing to do any of the following:

- committing a criminal offence
- injuring themselves or others
- causing damage to property, including their own
- engaging in any behaviour prejudicial to good order and discipline at the School or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

The DfE advice outlines what is meant by reasonable force:

- 1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.*
- 2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.*
- 3. 'Reasonable in the circumstances' means using no more force than is needed.*
- 4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.*
- 5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.*
- 6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.*

Guidelines detailing advice in the areas of class management, safety management, behaviour management, lunchtime supervision, adult use of language, developing social skills and developing self-esteem are also relevant and may be found within the Policy for Personal, Social and Emotional Development.

Principles

At Papillon House School we are committed to ensuring that all staff and adults with responsibility for children's safety and welfare will deal professionally with incidents of aggressive behaviour, and will only use physical intervention as a last resort, always ensuring minimal risk of injury to children and staff. Use of physical intervention, when all other strategies and approaches have failed, could reasonably be considered in situations involving risk to the safety of children, staff or visitors.

Force will never be used as a punishment.

Training

All members of staff will receive training about the use of reasonable force appropriate to their role to enable them to carry out their responsibilities. This will include training on any restraint techniques which must not be used because they are known to present an unacceptable risk when used on children and young people.

We have adopted a Team Teach Approach to behaviour management. All staff at Papillon House School are trained in the use of Team Teach (see below for further information about the Team Teach Approach).

Risk Assessments

All pupils at Papillon House School have a diagnosis of Autistic Spectrum Disorder (ASD). Many of our children/young people arrive with us with deeply entrenched challenging behaviours. These behaviours may be 'acting out' behaviours which place them and others at risk or harm or physical behaviours which place them at high risk of harm such as running away or self-harming behaviours such as head banging.

Through our initial assessments of children we identify individual pupils who have behaviours which entail risks. We undertake a full risk assessment of all individuals. This is recorded on a Risk Assessment Form (See Appendix A) All risk assessments are reviewed half-termly, or more frequently, if necessary.

The outcome of the risk assessment process will determine the proactive strategies and reactive strategies that will be included on their Individual Behaviour Management Plan (See Appendix B). These plans are reviewed half-termly, or more frequently, if necessary.

Risk Assessments and Individual Behaviour Plans are completed by a multidisciplinary team that includes the Class Teacher, Special Needs Assistants (SNAs), Speech and Language Therapists and Occupational Therapists. They are then approved by the Head Teacher and discussed with parents/carers.

Strategies and Approaches

Staff are experienced in the use of a wide range of calming, consistent behaviour management strategies intended to defuse potentially aggressive situations, for example, diversion, reasoning (remain positive), warning (staying in control and focussed) and we use these first. If these fail, one or more of the following approaches may become necessary:

- holding (for example, gentle arm around shoulder to reassure)
- blocking
- physically moving between children
- leading by the hand/arm
- shepherding away (for example by placing hand in centre of the child's back)
- more physically restrictive hold

The purpose of a physically restrictive hold would be to limit the child's ability to hurt himself/herself or others with the minimum application of force through limitation of movement. Where possible, aid is sought at an early stage from other members of staff for assistance, support and presence.

We aim to take the following actions after serious incidents which have necessitated the use of physical intervention:

- gradual release of restraint as the child regains control, with adult reassuring
- child allowed time for calm under supervision
- checks made for any injuries and appropriate medical aid provided if necessary
- Head Teacher informed as soon as possible

- member of staff involved in the restraint given time to recover, if possible
- support provided by a senior member of staff and recording process initiated
- Head Teacher or a Senior Leader to talk through incident with the child to ascertain their perception appropriate to their level of understanding
- member of staff offered counselling time.

Team Teach

This approach provides us with planned, systematic and graded strategies that are effective, safe and as least intrusive as possible. We believe that the Team Teach Approach helps our young people to learn to make choices and to begin to take control of their behaviour. There is an expectation that staff show self-restraint rather than applying physical restraint; they should seek to actively prevent and predict rather than react and respond. This is in line with the B.I.L.D (British Institute of Learning Disabilities) national guidance which states:

- Restrictive physical interventions should only be used in the best interests of the person with learning disabilities.
- Restrictive physical interventions should only be used in conjunction with other strategies to help people learn to behave in non-challenging ways.
- Restrictive physical interventions should be individualised and subject to regular review.
- Restrictive physical interventions should employ minimal force and not cause pain.

Theory of Team Teach

The Team Teach Approach is based on a philosophy of non-violent and proactive methods of dealing with situations involving young people's anger and aggression. Underlining a structured response is the acknowledgement of caring enough about our children/young people at Papillon House School not to let them be out of control. Team Teach emphasises positive relationships between staff and children/young people. It aims to protect and promote this. Team Teach stresses that 95% of crisis situations can often be resolved through appropriately calm, controlled, dignified and skilled de-escalation intervention.

Each pupil at Papillon House School has a Behaviour Management Plan, prepared in consultation with parents, which clearly indicates proactive strategies to be used in order to prevent an escalation of challenging behaviours. SCERTS (Social Communication, Emotional Regulation and Transactional Support) targets are also included in these plans to support pupils to self-regulate and support their ability to communicate. However pupils may lose control and exhibit behaviour which may lead to a risk of physical injury to themselves or others. We recognise that on occasions physical intervention may be required to help a child regain self-control.

Since it is well established that a child/young person's behaviour is often adversely affected by the presence of an audience it will generally be helpful to remove the audience or, if this is not possible, to remove the young person in question from the audience. At Papillon House School we recognise the benefit of time and space to de-escalate a crisis situation. Helping a young person to access an outdoor space or a preferred calming area may help them calm more quickly.

Staff are expected to apply professional judgment to determine the level of danger to the child/young person or to the others, including themselves. Staff should make a dynamic risk assessment during any incident for the safety of everyone involved. Physical intervention, when applied should be passive in intent. Its purpose must only be to limit the young person's ability to hurt him / herself, others or significant damage to property with minimum application of force. As soon as it is safe to do so the intervention should be gradually eased to allow the young person to regain his/her self-control.

Recording and Reporting

A written record of any incident involving the use of force is made as soon as possible afterwards using the Physical Restraint Incident Report form (Appendix C) and this is shared with the Head Teacher. Witnesses or any staff involved in providing additional support may also add signed and dated notes giving details of the incident. In the case of a child who already has an agreed individual Risk Assessment and/or Behaviour Management Plan in place, any completed Physical Restraint Incident Form should be attached to this. These records are kept in the child's file in the office.

A debrief of any incident will be held at the end of the school day where possible. This will be chaired by a Senior Leader (who was not involved in the incident). All staff who were present at the incident will attend, including the pupil's Class Teacher and Class Team.

Parental Involvement

Parents and carers are made aware of the school's Positive Handling Policy through our brochure, which is available from the school office.

While the School is not required to obtain the consent of parents to use force on a pupil, parents will be kept fully informed of any serious incidents involving the use of force.

Parents and carers of children known to behave in ways which may necessitate the use of force will be invited to attend meetings to discuss the pupil's needs, and to agree and review individual Behaviour Management Plans. All Parents/carers will be asked to support this policy by signing an agreement. (See Appendix D)

Complaints

Any complaints about the use of force will be investigated in accordance with the School's complaints procedures.

This policy should also be considered in conjunction with all other relevant policies.

This policy was reviewed and revised by Alicia Rickman Head Teacher in consultation with Katie Lonnborg Deputy Head and Liz Evans Head of Therapy. It was agreed by the Management Team in October 2017.

Policy				
Behaviour	Written	Gillian Hutton	The Management Team	September 2007
Behaviour	Reviewed	Alicia Rickman	Teacher Responsible for Behaviour	October 2009
Behaviour	Reviewed & Amended	Alicia Rickman	Deputy Head Teacher	September 2011
Behaviour	Reviewed	Alicia Rickman	Deputy Head Teacher	October 2013
Behaviour	Reviewed & Amended	Alicia Rickman	Acting Head Teacher	September 2014
Behaviour	Reviewed & Amended	Alicia Rickman	Head Teacher	September 2016
Behaviour	Reviewed & Amended	Alicia Rickman	Head Teacher	September 2017

A further review was carried out by:

**Reviewed and Revised Oct 2017: VWV Solicitors
Agreed; Gillian Hutton, Director, November 2017**