



**LAYFIELD PRIMARY
SCHOOL**

Positive Handling Policy
June, 2017

Review Date: June, 2019

1. Aims

- To implement the Team Teach method at Layfield Primary School, ensuring the safety of children and staff.
- To ensure intervention is tailored to meet the needs of each individual.
- Ensure all documentation to be used in relation to Team Teach will be recorded in the incident report book. (Please refer to the example at the end of this policy)

2. Introduction

This policy provides a framework for the use of Physical Intervention within Layfield Primary School. It takes into account information provided in Circular 10/98 (Section 550A of the Education Act 1996) as well as the DFES Guidance on the "Use of Restrictive Physical Intervention for Staff Working with Children and Adults who Display Extreme Behaviour in Association with Learning Disability and /or Autistic Spectrum Disorders". It also follows the Guidelines on Physical Control and Restraint by Stockton-on-Tees Education Department.

All teachers and teaching assistants at Layfield Primary School are trained in Team Teach. Aims and guidelines to the Team Teach approach are incorporated within the policy. Central to this policy is the understanding that any physical intervention used by staff must be in accord with the idea of "**Reasonable Force**" and used only as a last resort once all other strategies have been exhausted. **There is no legal definition of reasonable force.** The use of force can only be regarded as reasonable if the circumstances of the particular incident warrant it and the degree of the force employed is proportionate to the level of challenging behaviour presented or the consequences it is intended to prevent.

Any intervention should always be preceded by clear verbal instructions relating to the consequences or ignoring them and then accompanied by attempts to de-escalate and calm the situation. It is essential that any discussion of physical intervention is set in the wider context of education and behaviour management. It should not be seen as an isolated technique. **95% of the time, there will be no need for physical intervention** and other methods can be used.

3. The Legal Context

Section 550A of the Education Act 1996 led to Circular 10/98 which sets out guidelines for the use of reasonable force. A calm considered approach to the situation is always needed. When circumstances justify, staff can:

- Physically interpose between pupils
- Lead a pupil by the arm
- Shepherd a pupil away by placing a hand in the centre of the back
- In extreme circumstances, use more restrictive holds and any necessary action consistent with the concept of 'reasonable force'.

The types of incident where the use of reasonable force may be necessary fall into three categories:

- 1) Action due to imminent risk of injury
- 2) Action due to developing risk of injury or significant damage to property
- 3) Action where a pupil is behaving in a way that is compromising good order and discipline.

4. Examples

- A pupil attacks another pupil or a member of staff
- A pupil is engaged in or on the verge of starting to damage property
- A pupil is running up and down a corridor in a way that could cause injury
- A pupil is absconding (this only applies if the child is at risk if they leave the room or building)
- A pupil persistently refuses to leave the room
- A pupil is behaving in a way that is seriously disrupting the lesson

Approved physical intervention can be employed to manage the behaviour of a child who is in distress for the **shortest possible period of time and as a last resort.**

5. Physical Interventions used

Listed below are the Team Teach strategies that have been taught:

- Friendly Hold
- Single Elbow
- Double Elbow
- Figure of four

Training on physical intervention given to staff includes background, theory and rationale behind the Team Teach approach as well as an understanding of personal space and body language before any physical techniques are taught.

Any physical interventions used will need to take account of age, cultural background, gender, stature and medical history of the student involved.

Physical intervention is seen as a last resort when all other strategies have failed. For those pupils who require physical intervention at Layfield Primary, parents will have the strategies explained and demonstrated to them. A risk assessment will outline the strategies used before the need for physical intervention.

6. Reporting and monitoring of Incidents

All uses of physical restraint should be recorded. Reporting and monitoring is of paramount importance for a number of reasons:

- Protection for pupils
- Protection for staff
- Keeps a clear record of the number of incidents so times/areas that most incidents occur can be tracked.
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Every time a Team Teach hold has been used, then the incident will be written up by the staff members who were at the scene. Incidents will be recorded in the 'Incident Report Book' and kept in the child's classroom. This book is to be kept in school.

7. Post physical Intervention Procedures

Staff are required to fill out the Incident Form as soon as possible after the incident. When the staff member and the child are calm, a de-brief needs to take place between them. This should include a discussion about the strategies that the child could use in the future. The form is then signed by the pupil and passed on to the Head teacher for signature. A signature is then needed by the child's parent/guardian and a copy will be given to them. An example of this form can be seen attached to the back of this policy.

8. Training of Staff

Trained staff must receive top-up training every three years.