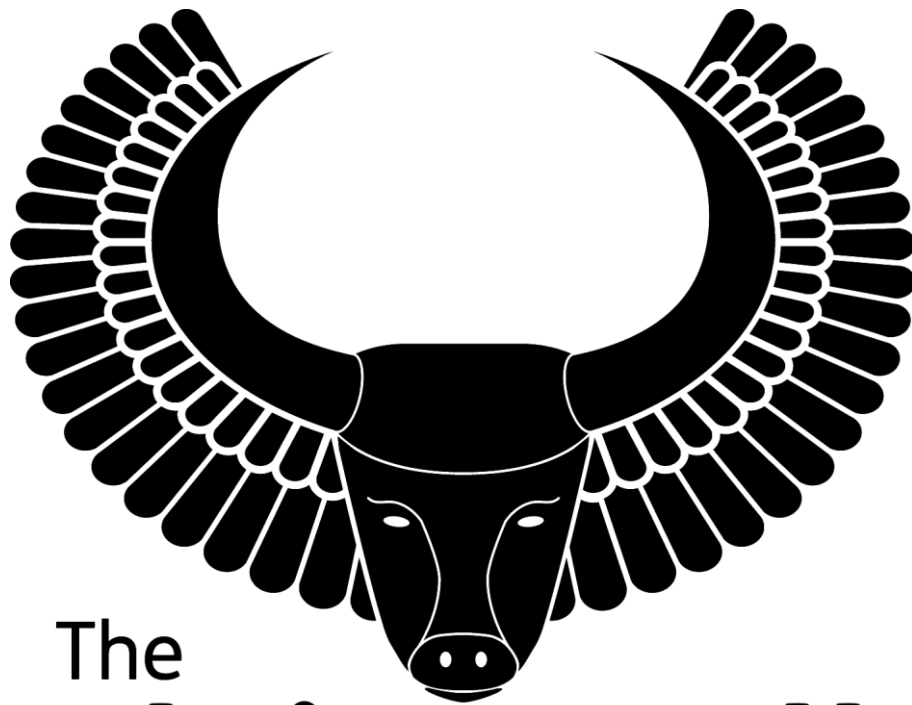


The Flying Bull Academy



The
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Academy

**Positive Handling and Physical Intervention
Policy**

Autumn 2023

Revised by School	Autumn 2023
Responsible Person	Viv Kies (Headteacher)
Responsible Committee	Full Governing Body
Ratified by GB	
Next Review	Autumn 2024



THE FLYING BULL ACADEMY

A distinctive vision

Everyone in our school community deserves to be cared for unconditionally and valued equally as a unique person. In our learning, in our work, in our relationships and in the ways in which we organise our community we are committed to aiming for success in everything we do.

An ethos of local partnership

The Flying Bull Academy and the University of Chichester Academy Trust share the belief that education has the power to transform society. Our school is deeply rooted in its locality and encourages the involvement and interest of parents/carers and the community, recognising that strong and vibrant communities have partnership and inclusion at their heart.

Positive Handling and Physical Intervention Policy

At The Flying Bull Academy, our paramount commitment is to safeguard the safety and well-being of both students and staff. This policy has close links with our Relationships and Conduct (Behaviour) Policy. It is written to explain our procedures in line with:

- Section 93 of the Education and Inspection Act 2006
- British Institute of Learning Disabilities (BILD) Code of Practice
- DfE Guidance – Use of Reasonable Force (July 2013)
DfE Guidance – Reducing the need for restraint and restrictive intervention (June 2019)
- The Flying Bull Relationships and Conduct (Behaviour) Policy

School Expectations

In our school we create a calm environment to minimise incidents that may require any physical intervention. We de-escalate incidents when they do arise. We only use physical interventions when the risks involved of doing so are outweighed by the risks of not doing so.

Positive Behaviour Management

All staff and volunteers adopt a positive approach to improving behaviour in order to reward effort and application, to build self-esteem, and promote a safe environment for students and staff. All staff work in partnership with those who know the child to help those concerned:

- Find out why this child behaves as he or she does
- Understand the factors that influence this child's behaviour
- Identify early warning signs that indicate foreseeable behaviours are developing

This approach helps to ensure that early and preventative intervention is the norm. It reduces the incidence of extreme behaviours and makes sure that the use of physical intervention is rare.

What is physical intervention ('reasonable force')?

The use of force is illegal if the physical circumstances do not warrant it. The force used should always be the minimum needed to regain and ensure safety and control for everyone involved or present. The Positive Handling and Physical Intervention Policy should therefore be read in conjunction with our Relationships and Conduct (Behaviour) Policy and the Safeguarding and Child protection Policy.

Restrictive physical interventions may include:

- Bodily contact - where the physical presence of one or more people is used to control a pupil, e.g physically interposing between pupils; blocking a pupil's path; holding or 'shepherding' a pupil; using agreed, approved restricted holds
- Environmental – where a change is applied within the environment for example shutting a door or the use of locks or key pads to prevent access to a particular area.

In what circumstances can physical intervention be used?

- To prevent a pupil causing, or being at risk of causing, injury or damage to themselves or others, whether by accident, rough behaviour or by misuse of materials or objects
- To prevent a pupil committing a criminal offence
- To prevent a pupil committing deliberate serious damage or vandalism
- To prevent a pupil from attacking a member of staff or another pupil
- To prevent behaviour which is prejudicial to the maintenance of good order and discipline

The decision to use physical intervention will be taken in the context of the level of risk presented by the behaviour, the seriousness of the incident and the relative risks of the use of physical intervention compared with any available alternative. The use of physical intervention will take into account the characteristics of the pupil, including their age, gender, SEN, physical needs or disability, developmental level or cultural issues.

The Last Resort Principle

At The Flying Bull Academy, we pro-actively foster positive relationships and only use reasonable force when there is no realistic alternative. This means that we expect staff to conduct a risk assessment and choose the safest alternative. We expect staff to think creatively about any alternatives to physical intervention which may be effective.

There might be some situations in which the need for positive handling is immediate and where there are no equal effective alternatives (a child is about to run in the road). However, in many circumstances there are alternatives such as the use of assertiveness skills:

- Use a distracter such as a whistle or loud bell to interrupt the behaviour long enough for other methods of verbal control
- Withdrawal of attention(audience) e.g. if an action such as damage to property is threatened
- Other techniques designed to defuse a situation, such as the avoidance of confrontation, or use of humour, in which case the incident could be dealt with later when emotions are running less high
- The employment of other sanctions consistent with The Flying Bull Academy's policy on behaviour

Where physical interventions are needed to prevent injury to the student, other students or staff, or to prevent serious damage, these should be for the minimum length of time possible and using the least possible force. All staff must consider whether they are using reasonable force.

In all circumstances other methods should be used if appropriate and effective positive handling should be a last resort. When positive handling becomes necessary:

DO

- Tell the pupil what you are doing and why
- Use the minimum force necessary
- Involve another member of staff if possible
- Tell the pupil what s/he must do for you to remove the restraint (this may need frequent repetition)
- Use simple and clear language
- Hold limbs above a major joint if possible e.g. above the elbow
- Relax your restraint in response to the pupil's compliance

DON'T

- Act in temper (involve another staff member if you fear loss of control)
- Involve yourself in a prolonged verbal exchange with the pupil
- Attempt to reason with the pupil
- Involve other pupils in the restraint
- Touch or hold the pupil in sexual areas
- Twist or force limbs back against a joint
- Bend fingers or pull hair
- Hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck, lying face down or pulling arms across the child's chest
- Slap, punch, kick or trip up the pupil

Positive Handling Plans

Risk management is regarded as an integral part of behaviour management planning. All pupils who have been identified as presenting a risk should have a Positive Handling Plan (see appendix A). The plan details any strategies which have been found to be effective for that individual, along with any particular responses which are not recommended. If particular physical techniques have been found to be effective, they should be named, along with alerts to any which have proved ineffective or which caused problems in the past. Positive Handling Plans should be considered alongside any other planning documents which relate to the pupil. They should take account of age, gender, level of physical, emotional and intellectual development, special need and social context. Positive Handling Plans should result from multi-professional collaboration and be included in a Pastoral Support Plan or SEND support form.

Staff Training

It is the policy of this academy that all staff working closely with pupils are trained in the pro-active and responsive positive handling strategies and, to complement the behaviour management approaches and strategies reflected in the academy's Relationship and Conduct (Behaviour) Policy and Practice. In cases where a Positive Handling Plan is in operation, selected staff will be trained in any physical interventions to be used. These staff will be trained by our in-house accredited PRICE trainers. All staff have been also received training using approaches adopted from Paul Dix, a behaviour specialist who promotes de-escalation techniques and strategies are used when managing difficult or challenging behaviours.

General Advice for Staff

- Be sure that you are aware of and complying with the school policy for behaviour and discipline and positive handling procedures.
- It is better to defuse situations wherever possible, as this prevents them from escalating to a level where force is necessary
- Send for the assistance of another member of staff as soon as possible, using the agreed protocol (eg. radios)
- All those involved should be de-briefed after incidents to explore more positive/effective responses to future difficult situations

Responding to Unforeseen Emergencies

Even the best planning systems cannot cover every eventuality and the academy recognises that there are unforeseen or emergency situations in which staff have to think on their feet. It is not enough to thoughtlessly apply rules without thinking through the likely consequences. The key principles are that any physical intervention should be:

- In the best interest of the child
- Reasonable and proportionate
- Intended to reduce risk
- The least intrusive and restrictive of those options available which are likely to be effective.

Whenever a physical intervention has to be made there should be a verbal warning. Where possible, staff should always attempt to use diversion or diffusion in preference to physical interventions. They should only use the techniques and methods approved for use in this academy.

Recording

Whenever overpowering force is used the incident must be recorded using the approved forms. The Serious Incident form is available on the TDrive (Appendix 1), a member of SLT can direct you to this. All staff involved in an incident should contribute to the record which should be completed within 24 hours and signed by a member of SLT. The form should then be uploaded to CPOMS. Parents/carers must also be notified and this is to be recorded on CPOMS.

Staff should:

- Inform a member of SLT as soon as possible
- Complete the school recording form carefully
- Take time to think about what actually happened and try to explain it clearly
- Complete all names in full
- Sign and date all forms
- Upload forms to CPOMS

Post-Incident Support

Incidents that require use of restrictive physical interventions can be upsetting to all concerned and could result in injuries to the child or staff. After incidents have subsided, it is important to ensure that staff and children are given emotional support and basic first aid treatment for any injuries. Immediate action should, of course, be taken to ensure that medical help is accessed for any injuries that require other than basic first aid. All injuries should be reported and recorded in accordance with school procedures. The academy should take action to report any serious injuries to staff or students in accordance with guidelines (see First Aid and Health and Safety Policy).

We need to consider:

- thoughts, feeling, emotions,
- emotional 'first aid'

Stage 1 – Immediate 'Are you ok'. This should occur before people leave to go home.

Stage 2 – De-briefing checking people have adjusted to an emotionally difficult event. This should occur within 48 hours.

Stage 3 – Counselling: formal support. All staff have access to support through CareFirst. Support is available when requested by a member of staff, however it is not imposed.

Post Incident Review

Focus on actions and behaviours:

- Who did what, when, why, how?
- What was the outcome?
- What does it tell us about what we already know about the young person?
- What have we learnt and what or how does this inform our practice?

Monitoring use of Restrictive Physical Interventions

Use of physical intervention in school is monitored in order to help staff learn from experience, promote the well-being of children in their care, and provide a basis for appropriate support. Monitoring can help the academy to determine what specialist help is needed for children and to assess the appropriateness of the child's placement at the academy. The use of physical intervention is monitored and evaluated regularly by the Senior Leadership Team. Individual student risk assessments at least termly and always following an incident.

Responding to 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 academy in relation to use of force by staff, the matter should be dealt with in accordance with the Complaints Policy.

Policy Review and Evaluation

This policy will be reviewed annually, or when relevant national or local guidance indicates additional need.

Other Relevant Policies

This policy should be read in conjunction with:

- Relationship and Conduct (Behaviour) Policy
- Health & Safety Policy
- Safeguarding and Child Protection Policy
- Anti-Bullying Policy

Appendix 1

Flying Bull Academy – Price Serious Incident Record			
Name of Pupil:		DOB:	

Pupil's Needs: (SEND, EHCP, Disability or other Vulnerability)	
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Location of Incident:		Date:	
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Start Time of Incident:		Duration of any Restraint:	
Any Injuries: Child? Other?		Medical Check: Offered? Accepted?	
Incident Reviewed with Pupil:			

Full Names of Staff Involved:

Environments and Triggers:

<u>Nature of Risk</u>		<u>External Agencies informed</u>		<u>Supporting Records Completed</u>	
Injury to person		Medical Staff		CPOMS	
Damage to property		Parent /Carer		Accident Book	
Criminal offence		Social Worker		Riddor	
Serious disruption		Local Authority			
Absconding		Police			

Tick Level of Potential Risk:	LOW	MEDIUM	HIGH
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Who was at risk?							
What was the risk? Tick Below							
Verbal Abuse		Slap		Kick		Punch	
Spit		Hair Grab		Neck Grab		Clothing Grab	
Arm Grab		Weapon /Missiles		Bite		Other:	

Diversion, Distractions and De-Escalation Attempted:							
Gave Time		Reassured / Reminded		Calm stance		Praised Partial Compliance	
Gave Space		Gave a Count		Change of Face		Repeated Request	
Used Clear, Calm Language		Planned Ignoring		Limited Choices		Removed Stimulus	
Withdrawal Offered		Withdrawal Directed		Humour		Walk and Talk	
Distraction		Negotiation		Success Reminders		Sensory Break Offered	

Price Strategies Used:							
Walk and Talk		Single Embrace		Adaptive embrace		Standing double embrace	
Wipe Away		Bite wave		Arm Grab		Hair Pull Avoid	
One Person		Two Person					

<u>What happened and why did you think this action was in the best interest of the child?</u> (Brief factual write up of incident)	
<u>What resulted from the incident?</u>	
<u>What have we learned from this incident?</u> (Restorative Practice)	
Signed:	Date:
Signed:	Date:
Signed:	Date: