

Positive Policy

(Formerly Restrictive Policy)



Ysgol Tŷ Coch
Learning Together - Dysgu Gyda'n Gilydd

Handling

Physical Intervention

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Headteacher September 2017

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Review date: March 2026

Signed: _____ Chairperson schools governing body, on behalf of the governing body.

Date: _____

Signed: _____ Headteacher.

Distribution: Staff, governors, pupils, parents/carers and interested parties.

This policy does not intend to cover all eventualities, but to offer general guidance to staff and contribute to the insurance of safeguarding all parties. The decision on whether or not to use Restrictive Physical Intervention (Positive Handling) is down to the professional judgement and individual assessment of the staff member(s) responding and should always depend on the surrounding circumstances, be in the best interest of the child and be proportionate and justifiable.

Introduction

Ysgol Ty Coch Special School is a Rights Respecting School. As a Rights Respecting School, we aim

to embed children's human rights in our ethos and school culture. We base our practice on the principles of equality, dignity, respect, non-discrimination and participation. Working within these principles not only empowers our children and young people, but also leads to enhanced learning, improved standards and better relationships.

The United Nations Convention on the Rights of the Child (UNCRC) is the most complete statement of children's rights ever produced and is the most widely-ratified international human rights treaty in history. This policy relates to Articles 3 and 28 of the UNCRC.

Article 3: All organisations concerned with children should work towards what is best for each child.

Article 28: Children have a right to an education. Discipline in schools should respect children's human dignity

This policy is to be read in conjunction with all other school policies, including, but not limited to the Positive Behaviour Policy, the Safeguarding Policy and the Reducing Restrictive Practices Framework.

This policy is to be utilised and implemented in times where reasonable force, positive handling or restrictive physical intervention is foreseen or has been required.

The school's philosophy to positive handling is based on valuing and respecting children and young people (CYP) while considering each individual's special educational and person-centred needs. The school respects the dignity of all by adopting a child-centred approach, which remains underpinned by relevant theoretical models being influenced through Positive Behaviour Support (PBS) theories and all the non-physical interventions. Positive Handling is used in the best interest of the pupil and as a response to presented or suspected behaviour(s) that challenge, safeguarding all parties and property surrounding them. This includes the management of violent and / or aggressive incidents in a controlled and caring manner by utilising staffs core training in the use of **Team- Teach** techniques or the implementation of reasonable force. **Team Teach** is our selected modality and our staff are trained in house by our own school-based trainers and selected external trainers (if required).

The school provides a positive learning experience for all pupils by creating a high-quality care environment. Pupils are encouraged and taught (where possible) to discuss and address specific difficulties that could escalate to the implementation of this policy through the use of the school's PBS systems, PSE curriculum and person-centered approach which focus on non-restrictive methods and the teaching of functionally equivalent skills. Positive Handling is to be used as a last resort, when all other options have been explored, or an assessment is made that non-physical measures are inadequate due to the presenting circumstance.

Duty of Care

All staff have a duty of care towards the students at Ysgol Ty Coch Special School.

This duty of care applies as much to what staff **don't** do as to what **is** done. When children are in danger of hurting themselves or others, or of causing significant damage to property, staff have a responsibility to intervene. In most cases this involves an attempt to divert the child to another activity, or a simple instruction to "Stop!" However, if it is judged necessary, Positive Handling may be used.

The duty of care also extends beyond the boundaries of the school site. There may be situations where staff need to use Positive Handling when they have control or charge of pupils off-site (e.g. on trips) or if a child is trying to leave the school site under circumstances judged to present an unacceptable risk to their wellbeing.

Positive Handling is when a member of staff uses force intentionally to restrict a child's movement against his or her will.

All staff at Ysgol Ty Coch (YTC) aim to help children take responsibility for their own behaviour. The school's general approach to promoting positive behaviour can be found in the Positive Behaviour Policy. There are times when a student's behaviour presents particular challenges that may require Positive Handling. This policy sets out our expectations for its use.

Staff pay careful attention to issues of gender and privacy and any specific requirements aligned to cultural/religious beliefs as directed by parents. This policy is written using guidance from WG- Safe and Effective Use of Reasonable Force and Searching for Weapons 097/2013 and WG Reducing Restrictive Practices Framework 2021 WG42973 Digital ISBN: 978-1-80195-650-5. It is written with a commitment to reducing restrictive practices within the school.

Positive Handling is not the school's preferred way of managing children's behaviour.

Principles for the use of Positive Handling

Staff will only use Positive Handling where the risks involved in using force are outweighed by the risks involved in not using force.

Reasonable force

When staff need to use Positive Handling, it will be used within the principle of reasonable force. This means using an amount of force in proportion to the circumstances. Staff use as little force as is necessary to maintain safety and do so for as short a period as possible.

Staff will be particularly careful to consider all other options available before using restrictive physical intervention to achieve either of these goals, as it should only be used when staff have exhausted all other approaches, or a pupil or member of staff's health and safety is at risk. RPI should only be used if it is reasonable, proportionate and necessary.

Pupils who attend the school who exhibit challenging behavior will have a Positive Handling Plan and may have an Individualised Risk Assessment if it has been discussed and considered necessary. These working documents are devised as a collaborative process involving staff and when appropriate pupils and their wider professionals, providing insight and evidence to the identified approaches that are necessary, proportionate and reasonable in non-restrictive interventions while offering a planned and consistent approach in responding to an escalation in behaviour(s) that challenge

The implementation of these results in the need for our reactive intervention phase being minimised to emergency use only. Where Positive Handling is used, a Positive Handling Plan will be in place. Upon the use of Positive Handling, **a review will take place with emphasis on reducing restrictive practices.**

Staff will work with all stakeholders to reduce Positive Handling (or other restrictive practices) whilst teaching functionally equivalent skills in order to avoid its requirement in any circumstances.

The school defines Positive Handling as:

The use of physical contact to manage the resistance of an individual who intends to cause actual or potential risk, disorder or harm. This should be force that is 'reasonable and in the best interests of the the pupil in order to safeguard them and any others around them. The force used should reflect the circumstances' and ensure that only appropriate physical force is used.

Under the staff's obligation to deliver a duty of care both on the school site and during school outings, guidance is given that the use Positive Handling has been permitted by the Headteacher in a response to the pupil potentially or actually:

- **Harming themselves;**
- **Harming others;**
- **Causing damage to property;**
- **Causing disorder to the running of the school or outing; and / or**
- **Are suspected or in the process of committing a crime.**

The school does not promote the use of Positive Handling to gain compliance from an individual, force control, as a punishment or as an act of revenge. This includes the lifting, carrying, pushing, holding, moving, restricting and pulling of an individual; except in times where reasonable force can be justified.

Our overall on-going objective is in the reduction of Positive Handling being used, and pupils being able to self-regulate and become autonomous in times of dysregulation.

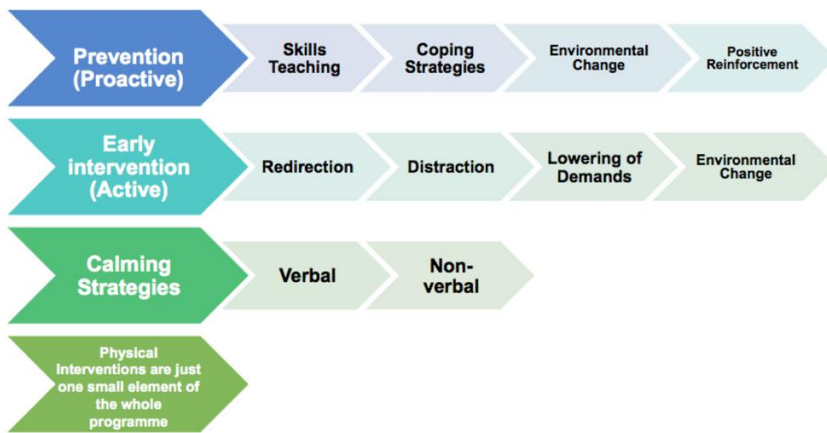
Policy and Practice Guidelines

Staff have a duty of care to use Positive Handling / Reasonable Force when required and in the best interest of all parties. **Agency staff** are not permitted to use Positive Handling unless it is an emergency situation and all staff then have the legal right to use Reasonable Force in order to keep the school or themselves safe, under the Headteacher's authority. The SLT are to have a consideration in the placement of these staff, ensuring an assessment has been made in relation to the safeguarding of all parties and reinforcing the universal provision of the school. The Headteacher has the authority to permit the use of force throughout the school. Through legislation / government guidance all individuals have the right to protect themselves and / or others through the use of force. In these times it must be demonstrated that no other options were available and the force used was professionally, ethically and legally defensible. Permanent certified Team Teach qualified staffs are to assist in a takeover when the opportunity arises and it is safe to do so. In times where this has occurred agency staff are to report directly to a member of SLT or a designated member of staff for debrief and advice on the procedural points of this policy. In these times a Critical Incident Review will be completed.

Staff joining the school with a valid Team-Teach certificate being transferred from another organisation / agency will need to provide a copy of their certificate and summary of training covered to ensure their skills are transferable to the school. These staff will be required to attend a refresher course with a Team-Teach Trainer. The duration and outcome of this is dependent on the individual's skills and experience and based on the assessment of the trainer facilitating the event in liaison with the SLT. If the individual's certificate is not to the level of the school's (a 12 hr Basic Programme), they will only be permitted to use skills that they are qualified / certified in. If an incident requires further levels of intervention they are to swap with a fully qualified Team-Teach

member of staff when the opportunity arises and it is safe to do so, if not possible then they are functioning under Reasonable Force.

The proper use of Positive Handling requires skill and judgement, as well as knowledge of and training in non-restrictive intervention. All school based staff working with pupils are inducted and as part of induction, behaviour and processes in the school are discussed. Staff attend core training in the use of Team-Teach techniques Level 1 (6 hour) or Level 2 (12 hour) certificate. Staff are equipped to use a variety of Team-Teach techniques in the management of behaviours that challenge, the main emphasis of this course being on the Basic Functioning, Early and Proactive Intervention Phases that the school offer and promote.



Team Teach physical skills include:

Seated	
Caring C's	Responses to Management of Legs
Single Person Double Elbow- applied as a supportive intervention in times of transitioning between the techniques that follow as outlined in the schools induction.	Responses to Management of Head
	Help/ Support and Take Over Techniques
Two Person Single Elbow. **	

Standing	
Caring C's	Responses to Management of Legs
Guides and Escorts	Responses to Management of Head
Single Person Double Elbow	Support and Take Over Techniques
Two Person Single Elbow **	Half shield

***It is noted that a two-person single elbow can only be applied by 2 people who are Level 2 trained or a Team Teach Trainer. All single person techniques can be applied by a person trained to Level 1.**

Caring C and Guides and Escorts are supportive and not restrictive interventions.

Restrictive floor interventions are not the school's preferred practice. However, awareness must be had to staff duty of care under Reasonable Force if the circumstances were to arise. When this has been required, and disengagement is not possible, a Team Teach Trainer must be called to the incident. A critical incident Review will be conducted to identify the reasoning for the force used and to ensure this adheres to the criteria for Reasonable Force being used and in line with internal and external policy / guidance (please see Incident Review section).

“Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent “side-effect” of ensuring that the service user remains safe”

Refresher courses are held to update skills in line with Team-Teach requirements, this is to be completed every 24 months for Level 1 and every 12 months for Level 2. However, ad-hoc training and refreshers are used as part of Training Needs Analysis (TNA) and to monitor staffs' retention of the school's underpinning theory base This may also be used to update staff on changes to external and internal policy, guidance and legislation. However, additional training can be offered on the request of individual staff or to the discretion of trainers and / or the SLT; or as a result of conducted Training Needs Analysis. This may be being through an audit of each CYP's needs and / or generated evidence from central systems, observation, and feedback of practice or as an outcome of an Incident Review.

Ideal practice in the physical management of the pupil is from the use of core training, such as

Team-Teach techniques.

However, awareness is to be had that under **Reasonable Force**, improvisation and adaptations in skills may be required. Staff must be aware that in times of using any skill outside of core training they are functioning under **Reasonable Force**, to which they must be able to justify their actions through ensuring that it was **necessary, proportionate** and **reasonable** within the circumstances. In times of **Reasonable Force** being used staff are to report directly to the SLT and an Incident Review will be completed.

The use of any form of Positive Handling is reportable, recordable and should always be considered as the last resort or required due to other non-restrictive interventions being inadequate.

Fewer well-briefed, informed and trained staff are likely to be more effective. Staff entering an incident are to assess and follow guidelines from core training.

'Help Scripts' are to be used in line with core training-

On approach:

"Help is available"

This offers an opportunity for staff to give advice on where available staff would be best used. Staff without direct roles or responsibilities are to disperse and return to normal duties.

On an observation of concern:

"I'm here to take over!"

This is a direct message to staff; the member of staff it is directed to must facilitate the takeover process and leave the incident.

Staff are to support each other by informally debriefing on incidents through a Collective Reflection Process. Where staff observe a need for furthermore formal debriefing, they are to coordinate this internally, if this results in covering difficulties then SLT are to be informed to make necessary arrangements. A designated member of staff / identified persons will arrange with staff members concerned for an appropriate time to complete the critical incident review. It is the responsibility of the staff team to report any observations and, if required, individually access available or necessary support through the SLT.

Where there have been concerns in relation to an observation of inadequate management of the child or the conduct of a staff member is in question and a Help Script has been used staff are obligated to report these to the SLT/DSO.

Staff without a direct role to play in the management of the incident are to disperse and return to their duties, if safe and appropriate to do so.

Self-Care-

Keep items of jewellery to a minimum to reduce the risk of injury and damage to valuable belongings;

Consideration to the length of ones' nails is to be had to ensure the safety of the pupil;

Wear appropriate clothing for the environment you work within and in line with the recommended dress code. The school has a 'no sandals / flip-flops policy' and requires that feet are fully covered.

Communication-

It is more effective for one staff member to talk at each time. Communications are to take into account other training and staffs theoretical knowledge;

Adopt a '**talk through the child**' approach. In some situations, it may be appropriate not to talk to the individual until a suitable point has been reached.

Positioning and movement-

Completely stopping an individual from moving can cause further escalation and distress and may increase the risk of soft tissue damage or muscular strains, exacerbating the risk of acidosis and positional asphyxia:

'**Positional asphyxia**, also known as **postural asphyxia**, is a form of **asphyxia** which occurs when someone's position prevents the person from breathing adequately'

In an emergency, staff are to respond in line with core training - stopping the intervention and seeking medical support immediately and gain the coordination of a SLT member;

The resistance / struggle of an individual is to be correctly assessed and interpreted by staff, with a clear consideration to this being a form of communication. Every attempt is to be made to make the pupil as comfortable as possible by changing positions and levels on a frequent basis. Ultimately, the school's philosophy is to use disengagement proactively - this being by adopting a '**let go to calm approach**', meaning that staff may let go of the individual to enforce a de-escalation, this only being when assessed that it is safe to do so and by using a graded response - the changing of levels of intervention and techniques used;

Managing and limiting movement is far more effective and less distressing and risky for the individual(s) involved than forcing the the pupil to stop altogether;

A hierarchical approach is preferred - ranging from lower to higher levels of intervention, skills are to be reduced in the same manner;

Staff to remain aware of 'avoided areas of the body' in line with guidance from core training;

Every action taken must always be justifiable through evidencing it was **necessary**, **proportionate** and **reasonable** and the minimum amount of force was used for the minimum amount of time.

Recording, Reporting, Post Incident Support, Analysis and RRP

As recommended by Team Teach, the school subscribes to behaviour watch and all restraint must be logged using a behaviour watch ticket with the restraint box ticked. Please note that while all training records must be kept for 7 years, 75 years is a recommendation for safeguarding purposes based on an average life expectancy.

The incident should be reported on Behaviour Watch, Positive Handling Plans should be reviewed and updated Where Positive Handling has been used, a Team Teach trainer and SLT need to be informed, and parents/carers should be informed by the end of the working day.

Behaviour watch contains a variety of tick boxes which ensure that SLT are advised of any Positive Handling that is used through an immediate email notification. It is the staff members' responsibility to tick that a debrief is required and that they attend the SLT office or speak with a Team Teach Trainer in order to seek debrief. SLT will always attempt to find staff before the end of the day in order to debrief but often it is more convenient, private and appropriate for individuals to attend the office area to achieve this purpose.

Wherever Positive Handling is used, behaviour watch must be completed and submitted within the required timeframe. This may be submitted alongside any other form outlined in this policy.

Wherever a staff member or pupil is **accidentally** injured during a behaviour that challenges or through the use of Positive Handling a local authority accident form should be completed and submitted within the required timeframe.

Wherever a staff member or pupils is hurt during an incident of challenging behaviour or during the application of Positive Handling, a local authority violence at work form should be completed and submitted within the required timeframe.

The school perceives the De-escalation Stage as an opportunity to learn about the individual and identify behaviour patterns, as well as offer a chance for all parties to reflect and repair - offering a Reparative Process, ensuring that if future incidents were to occur it would be responded to within a personalised approach. Debrief is an inclusive process and what is learnt is to be documented through the pupils Positive Handling Plan.

Staff Members Compulsory Requirements Post Incident

Phase 1) First aid assistance - this must be offered post incident for all parties involved in the incident or immediately in times of an emergency. In times of a visible injury, medical intervention is to be insisted, if denied then staff are to seek guidance from the SLT;

Phase 2) The pupil is to be debriefed on the incident, although depending on the understanding of the individual this may be checking in that the pupil feels safe. It is not always appropriate to have a full debrief with a child and there must be awareness of staff, ensuring that this is appropriate and not going to escalate the situation. The school takes a Person-centered approach to managing the debrief process where the communication needs for all stakeholders are considered.

Phase 3) The pupil is to be reintegrated - this must be in line with core training guidance;

Phase 4) Delegate procedural responsibilities of reporting and recording - staff are to discuss and allocate responsibility of informing, as follows:

- Parent(s) / Carer(s) - every effort is made to inform a parent or carer of the incident, as soon as is possible;
- All professionals/disciplines to be informed at earliest and appropriate time. If a child has a social worker then they will be informed
- **If positive handling has been used then staff are to report to a Team - Teach Trainer.**

In times of concern, injury or allegation / complaint immediately inform:
Designated Safeguard Officer (DSO);

Phase 5) Recording - the incident is to be logged on Behaviour Watch before the end of the school day. The Bound and Numbered book is updated within 24 hours.

Phase 6) Recording on the LA form for a Serious Incident and uploaded to the portal within 7 days of the incident

Allegations and Incident Reviews

5.0 In times of an allegation / complaint with regards to staff's management / or the conduct of an individual, the following structure will be implemented:

Step 1) Witness to report to the SLT / Designated Safeguarding Person

Step 2) Designated Safeguarding Person to complete the required steps contained with the complaints procedure. Safeguarding procedures must be followed at all times.

5.1 Internal Investigations are known as a Preliminary Assessments. These are conducted in response to advice from the headteacher/ deputy headteacher.

All Staff at the school have an obligation through the Whistle Blowing Policy to both appropriately and professionally challenge one and other and support colleagues in time of concern. If staff are concerned about an individuals' conduct then this must be reported to the SLT.

Concerns and complaints

The use of Positive Handling is distressing to all involved and can lead to concerns, allegations or complaints of inappropriate or excessive use.

If a child or parent/carer has a concern about the way restrictive physical intervention has been used, the school's complaints procedure explains how to take the matter further. A copy of the Complaints

Procedure (full and/or summary version) is available from the school and on the school's website. In particular a child might complain about the use of Positive Handling in the heat of the moment but, on further reflection might better understand why it happened. In other situations, further reflection might lead the child to feel strongly that the use of restrictive physical intervention was inappropriate. Staff are therefore careful to ensure that all children have a chance to review the incident after they have calmed down.

Where there is an allegation of assault or abusive behaviour, staff ensure that the head teacher is immediately informed. In the absence of the head teacher, in relation to RPI, staff ensure that the deputy head teacher is informed. Staff also follow the Safeguarding Procedures.

There are procedures in place at each of these stages for any complaints/concerns to be addressed, by staff at the school, and the outcome made known to parents and carers.

If parents/carers are not satisfied with the way that their concern/complaint has been handled, at school level, they have the right to take the matter further as set out in the complaint's procedure.

If the concern, complaint or allegation concerns the head teacher, the Chairperson of the schools governing body is informed. Complaints/their outcomes are monitored by the Chairperson of the schools governing body.

Monitoring

SLT monitors the use of Positive Handling in the school. The deputy headteacher is responsible for reviewing incidents.

As part of the Quality of Life meetings, positive handling information is discussed and as part of the Attendance, Safeguarding and Behaviour meetings, The information is also used by the governing body when this policy and related policies are reviewed. Governors review and sign any incident forms and the incident book. If Positive Handling has occurred, then as part of the policy and procedures the link governor is informed on the day of the incident.

The analysis considers equality issues such as age, gender, disability, culture and religion in order to make sure that there is no potential discrimination. Staff also consider potential safeguarding issues and look for any trends in the use of Positive Handling, across different staff members and different times of day or settings.

The aim is to protect children, to avoid discrimination and to develop the ability to meet the needs of children without using Positive Handling.

Reviewing this policy

This policy was first introduced in October 2013. It was reviewed in:

- October 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023

Pupil Voice

The term 'pupil voice' refers to ways of listening to the views of pupils and/or involving them in

decision – making. Within Ysgol Ty Coch Special School we promote the use of modified and adapted devices/utilisation of communication channels appropriate to specific and individual learners to ensure all pupils are provided with the opportunity to express opinions / communicate.

Equality

The school operates a policy of equality for all pupils regardless of gender, ethnicity, religious beliefs or culture.

All staff at Ysgol Ty Coch Special School take account of each pupil's learning styles/needs and their development and wellbeing; and how these are affected by a range of social, religious, ethnic, gender, cultural and linguistic differences. Pupils identified as Children who are Looked After (CLA), More Able and Talented (MAT) and those on the child protection register are supported in line with their particular needs to afford them equal access to the curriculum.

Health and Safety

The school follows the recommendations of the Local Authority's and schools governing body's Health and Safety Policies. Staff accept the responsibility to plan safe experiences / activities in relation to following positive behaviour management using appropriate communication channels to match the cognitive level of each individual. The level of adult supervision and support to the degree of risk is in accordance with manual handling procedures. Any specific issues relating to Health and Safety that require immediate attention must be brought to the attention of the Head teacher or Safeguarding team.

Safeguarding

Safeguarding of pupils is of paramount importance. The school understands its duty to keep learners safe and adheres to the PREVENT agenda and broader safeguarding guidelines. Regular and well-planned lessons are taught in e-safety and Relationship and Sexuality Education to ensure our pupils are given the very best advice on how to keep themselves safe.

Staff Development

Staff will have access to in-service training as and when appropriate. This is in accordance with the school's policy for staff development. Any new developments in Positive Behaviour Management / Positive Handling/ Safeguarding awareness will be disseminated by the Behaviour/ Team Teach Trainers/Safeguarding Coordinator throughout the year. There are five Team Teach trainers in school who are reaccredited every 12 months. Nearly all staff are trained in Team Teach either on Level 1 course 6 hour course or Level 2 12 hour course and have refresher courses in line with this training.

Role of the Head teacher

- To discuss future developments for Positive Handling/ Behaviour Management with the Behaviour Coordinator/ Team Teach trainers/ Safeguarding officer.
- To help motivate staff to create a positive and stimulating learning environment.
- To support and encourage other professionals to develop their levels of understanding of all aspects supporting the emotional needs of learners.

- To ensure budget provision for current resources and materials.
- Team Teach training is a priority for the school budget and training is provided for staff every 12 months for Level 2 and 24 months for Level 1.

Linked Policies

- Safeguarding Policy
- Manual Handling Policy
- Positive Behaviour Management Policy
- Teaching and Learning Policy
- School Council Constitution Pupil Voice
- Anti-Bullying Policy
- Relationship Policy

