



# King's Academy Ringmer “in pursuit of excellence”

## Positive Handling and Physical Restraint Policy

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### 1. Introduction

King's Academy Ringmer believes that all children and young people should feel safe, secure and be in an environment free from abuse, bullying and violence. Boundaries and expectations should be clear and provide opportunities for children to maximise their personal potential.

This policy is intended to provide clarification on the use of force (positive handling) to help staff feel more confident in the expectations and to make clear the responsibilities of the Principal and our Governing Board.

It is important for King's Academy Ringmer to maintain a caring, welcoming ethos which establishes a safe, secure and stable environment to enable students to grow, develop and learn. Accordingly, King's Academy Ringmer will take reasonable steps, through our student management and staff training programme, to minimise the likelihood of positive handling becoming necessary.

The majority of children do not behave in an aggressive or violent way. They attend the academy in an environment which is conducive to learning. For children who present challenging behaviours, redirection, diffusion, prevention and avoidance are the first tools in managing violence and will tend to make control and restraint unnecessary in many situations.

However, there may be occasions when the use of force or positive handling is appropriate and necessary. For this reason, there is a duty on all academies in England to have a policy to reflect this practice. This policy is best placed within the academy's discipline or behaviour policy.

King's Academy Ringmer involves its students in examining and discussing the implications of behaviour that would require staff intervention. Staff have the opportunity to examine issues of discipline, care and control, and methods of dealing with difficulties should be shared.

This guidance acknowledges that situations will arise for academy staff in which the use of force may be required in dealing with conflict when other measures have failed or staff are faced with a one-off incident that did not have a planned risk assessment.

This policy draws extensively on the DfE national guidance, "Use of Reasonable Force" July 2013."

**Underpinning Principles:** Force must never be used as a punishment – this is always unlawful

The safety of staff and students is the prime underpinning aim of the use of force/positive handling. Reducing the need for positive handling is in line with training in behaviour management and prevention strategies and this is further strengthened in the positive handling training undertaken by the Assistant Principal for Inclusion, SENCO and Subject Leader for PE: who have attended and complete the Level One course: Positive Behaviour Management (De-escalation & Restraint Training)

It is essential that the physical management of students:

- should, wherever possible, be avoided
- is seen as a rare occurrence and as a last resort
- seeks to ensure the safety of other children and staff
- is part of a whole academy behaviour policy
- must be used in ways that maintain the safety and dignity of all concerned
- is recorded according to statutory guidance

## 2. **What is reasonable force?**

Whether the force used is reasonable will always depend on the circumstances of individual cases. Deciding on whether the use of force is justified will depend in part upon the context in which the misbehaviour takes place. The test is whether the force used is proportionate to the consequences it is intended to prevent. The degree of force used should be the minimum needed to achieve the desired result. Use of force could not be justified to prevent trivial misbehaviour. Reasonable force can cover a wide range of actions that involve a degree of physical contact with young people.

## 3. **When can reasonable force be used?**

Force must never be used as a punishment. This is unlawful.

All members of academy staff have a duty of care to prevent serious harm. Where there is a high or immediate risk of death or serious injury, any member of staff is justified in taking any necessary action (consistent with the principal of using minimum force). Such situations could include preventing a student from running off a pavement and into a busy road or preventing a student from hitting someone with a dangerous object.

Academy staff may use positive handling for:

- removal of disruptive child from a classroom
- restraint of student to prevent them harming themselves
- restraint of student to prevent them harming others
- prevention of student leaving, if leaving would risk their safety
- This is not an exhaustive list.

It is best practice for academy staff to be trained before carrying out restraint to ensure both the adult and young person are safe. The de-escalation strategies included in positive handling programmes give staff the skills to prevent the need for restraint, and the confidence to carry out restraint effectively and safely when it is required.

#### **4. Planned and Emergency Positive Handling**

In most circumstances, positive handling (the use of force) will be used reactively. Occasionally, it may be in the best interests of a child/young person to use planned interventions as part of their overall behavioural management.

This should be an agreed strategy as a result of a risk assessment previously discussed with both the child and their parent and key members of staff. The information/strategy should be included in the child's behaviour management plan.

#### **5. Behaviour Management Plans:**

Children and young people who have identified challenging behaviour require a written risk assessment that contains a Behaviour Management Plan or a Positive Handling Plan, which should identify the most appropriate interventions to be used. This plan should include Primary Prevention Strategies and Secondary Prevention Strategies that should be used before positive handling strategies are implemented. Good practice is that the Plan should involve input from the young person, their parent/carer and staff who work with the young person. The plan should be reviewed regularly. Parental consent is not required for the use of reasonable force. It is important that suitable steps are taken to minimise risk to both staff and children, otherwise positive handling could:

- be used unnecessarily
- cause injury
- cause pain, distress or trauma
- become routine rather than exceptional
- undermine dignity
- create distrust and undermine relationships

#### **6. Practicalities: Policy, Training, Paperwork, Communication**

##### **Policy:**

It is essential that all staff are clear on what actions can and cannot be taken. The Academy Behaviour policy must be made known to staff, parents/carers and students and must include information regarding the power to use reasonable force.

This policy regarding the use of reasonable force acknowledges the legal duty to make reasonable adjustments for children with Special Educational Needs & Disabilities (SEND). The policy should be used in conjunction with the Child Protection and Safeguarding Policy and the Health and Safety Policy.

### **Training:**

The Principal must identify ongoing training needs for staff to ensure they have the necessary skills to respond to students and also to make arrangements for such advice training and support to be made available to their staff. Risk Assessments (including the completion of paperwork) is included in MAPA training. MAPA (Management of Actual or Potential Aggression) Training is available to academy staff. For more information please contact [esbas.training@eastsussex.gov.uk](mailto:esbas.training@eastsussex.gov.uk). The British Institute of Learning Disabilities (BILD) recommend that the MAPA training is refreshed annually.

### **Monitoring/Reporting:**

#### **Monitoring**

Incidents involving the use of positive handling must be clearly recorded and reported to the designated senior member of staff. All staff should be aware of the system/procedures in place for recording and monitoring incidents. The type of information that needs to be recorded could include:

- name of young person
- where/when incident took place
- detail of the incident
- what steps were taken to diffuse/resolve the situation without use of force/positive handling
- description of the nature of the force/positive handling that was used
- outcome of the intervention
- young person's reaction
- detail of any injuries (to young person or others)
- detail of damage to property
- any medical treatment required
- signed and dated

Good practice would be to have a follow up session (at a later date) to review the events that took place and learning that could inform future practice and planning.

#### **Reporting**

1. See Pro-forma A for assessment of Vulnerability, Culture and Parental support
2. See Pro-forma B for Behaviour Description
3. See Pro-forma C to appraise the level of risk - To be completed for each risky behaviour
4. See Pro-forma D - Key document in the risk assessment process. For each risk behaviour, as scored in pro-forma C. Separate strategies should be recorded, even if there is duplication

#### **6. Complaints:**

Please see the academy Complaints Policy found on the academy website. When a complaint is made, the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/ she acted reasonably. Academies should refer to the “Keeping Children Safe in Education” DfE

**7. Guidance where an allegation of using excessive force is made against a teacher.  
Further information/guidance:**

- Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders (2002)
- Guidance on the Use of Restrictive Physical Interventions for Students with Severe Behavioural Difficulties (2003)
- Screening, searching and confiscation – advice for headteachers, staff and governing bodies
- Keeping Children Safe in Education – updated annually each September
- Behaviour & Discipline in Academies: Statutory Guidance

**Pro-forma A for assessment of Vulnerability, Culture and Parental support**

<b>Service/setting</b>		<b>Risk Assessor</b>	
<b>Name of child/young person</b>			
<b>Date of assessment</b>		<b>Review Date</b>	

<b>History</b> – what are the previous behaviours that have had an impact on the individual’s life?	
<b>Emotional Wellbeing</b> - does the child/young person’s physiological standing affect behaviours significantly?	
<b>Loss issues</b> – has the child/young person suffered a recent loss or have unresolved grief issues?	
<b>Family support</b> – does the child/young person and family have support networks?	
<b>Friendships</b> – are there significant relationships in the child/young persons life?	
<b>Environmental issues</b> - are there any significant environmental issues which may trigger challenging behaviour?	
<b>Communication</b> – what form of self-expression does the individual prefer to use?	
<b>Personal factors</b> – have the child/young person experienced frequent moves, abuse or other relevant issues?	
<b>Drugs &amp; alcohol</b> – does the child/young person have any history of using alcohol, drugs or prescribed medication?	
<b>Physical illness</b> – might the individual have health problems which affect engagement with others or the environment?	
<b>Daily activities</b> – is the child/young person usefully occupied, with a fulfilling life, opportunities to enjoy favourite activities and an active social life?	

## Pro-forma A Continued

**This pro-forma will help you decide whether a child/young person is more likely to behave in ways that present significant risk.**

Answer the questions below to the best of your knowledge; this must be based on evidence and not supposition.

1. Does the child/young person have a history of behaviour which present a risk?  
(Y/N)
2. Does the child/young person have a diagnosed mental illness?  
(Y/N)
3. Has the child/young person suffered bereavement, multiple losses?  
(Y/N)
4. Does the child/young person have difficulty in establishing positive relationships with peers?  
(Y/N)
5. Are there specific environmental issues that trigger risky behaviour in the child/young person?  
(Y/N)
6. Does the child/young person have difficulties in communicating or in expressing their emotions?  
(Y/N)
7. has the child/young person experienced physical, sexual or emotional abuse?  
(Y/N)
8. Has the child/young person experienced multiple moves or 'family placements'?  
(Y/N)
9. Do you have evidence that the child/young person is using recreational drugs or alcohol?  
(Y/N)
10. Has the child/young person self harmed? (Y/N)
11. Is the child/young person excluded from some activities or important learning opportunities because of their behaviour(s)?  
(Y/N)

12. Has the child/young person threatened to use, carried or used weapons?

(Y/N)

A positive answer to questions: 1 - 4 highlights : marginal increased risk

4 - 8 highlights : significantly raised risk

8 -12 highlights : critical risk factors present



### Pro-forma B for Behaviour Description

<b>Service/setting</b>		<b>Risk Assessor</b>	
<b>Name of child/young person</b>			
<b>Date of assessment</b>		<b>Review Date</b>	

<p><b>Describe the behaviour observed.</b></p> <p>For example: 'threw chair at the window', or 'banged head on the bed-stead repeatedly'.</p>	
<ul style="list-style-type: none"> <li>● When does the behaviour occur?</li> <li>● In which environment does it occur?</li> <li>● Who is present?</li> <li>● What else happened that may be significant?</li> </ul>	
<ul style="list-style-type: none"> <li>● What may make this behaviour worthwhile to the child/young person?</li> <li>● What are the immediate consequences of the behaviour for other people?</li> <li>● What are the immediate consequences of the behaviour for the individual?</li> <li>● What happens when the behaviour stops?</li> <li>● Does the child/young person communicate any information which may be helpful?</li> </ul>	

## **Pro-forma B continued**

### **Think about the behaviour:**

#### **Questions to help identify the behaviour and strengths of the child/young person.**

- What do you and other staff know about the history and background to the target behaviour?
- Do you know when the behaviour was first displayed?
- What was happening in the child/young person's life when he/she started to display challenging behaviour?
- Is it a new behaviour or has it happened for some time?
- Has this behaviour been exhibited at all in the past?
- Is it similar to other behaviours that have been a challenge in the past?
- What does the child/young person do when not exhibiting the identified challenging behaviour?  
When does the child/young person behave in socially acceptable ways?
- What does the child/young person like doing?
- Who has a good, positive relationship with the child/young person?
- What can the child/young person tell you about why they behave in this way?
- What can the child/young person's parent/carer and others tell you about the behaviour?
- What are the child/young person's strengths?
- What can the child tell you about the behaviour, why they do it and what they remember about it?
- What alternative means does the child/young person have in communicating their needs or expressing themselves?

**Pro-forma C to appraise the level of risk  
To be completed for each risky behaviour**

<b>Service/setting</b>		<b>Risk Assessor</b>	
<b>Name of child/young person</b>			
<b>Date of assessment</b>		<b>Review Date</b>	

**Pro-forma C Risk Scoring**

There may sometimes be confusion between factors such as the frequency of a risk, its duration, and the actual degree of risk. The following risk score chart is designed to identify how high a risk is, regardless of these factors.

Part 1

	Base score	Less than 4 times a month	4 – 8 a month	Up to 15 times a month	At least once daily
Severe injury to self, or others which requires immediate emergency medical attention.	4	8	12	16	20
Injury to self or others that requires non urgent medical attention.	3	6	9	12	15
Behaviour which may result in a criminal offence being committed.	4	8	12	16	20
Minor injury to self or others.	2	4	6	8	10
No injury to any individual although significant damage occurs to property.	1	2	3	4	5

## Pro-forma C

### Part 2

Score	Rating of risk	Action status
1-3	Low	Identify target behaviours in behaviour support plan, monitor and review monthly.
4-7	Medium	Develop and implement a risk assessment, monitor weekly and review monthly.
8-15	High	Prioritise behaviour management plan and risk assessment issues; monitor closely and review weekly.
16-20+	Critical	Requires immediate action, daily monitoring and review of the risks presented.

### Example

#### Target behaviour:

Josh hits out at staff and other children when he doesn't understand the social situation. Frequently this results in injury to others, such as small abrasions and grazes. This has occurred 5 times in the past month.

The behaviour of hitting others causing injury has a base score of 3.

Occurring 5 times a month has a score of 9.

$$3 + 9 = 12$$

A score of 12 indicates that this behaviour is high risk and requires immediate and continuing action.



**Pro-forma D for Articulating Risk**

**Key document in the risk assessment process. For each risk behaviour, as scored in pro-forma C. Separate strategies should be recorded, even if there is duplication**

<b>Service/setting</b>		<b>Risk Assessor</b>	
<b>Name of child/young person</b>			
<b>Date of assessment</b>		<b>Review Date</b>	

Identified or target behaviour	Environment(s) in which the behaviour occurs	Element of risk and risk factors	Primary preventative strategies	Secondary preventative strategies	Reactive strategies

Impact of strategies implemented

<b>Signature (headteacher/manager)</b>		<b>Date</b>
<b>Signature (parent/carer)</b>		<b>Date</b>