

Overdale Infant School



Positive Handling and Physical Intervention Policy

Approved by: Matt Davis

Date: 7th June 23

Next review due by: June 26

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Appendix 1 – Staff trained in TEAM TEACH positive handling intervention

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1. Introduction

Overdale Infant School recognises the right of every person to be protected from harm and, for that reason, seeks to protect all children and young people against any form of physical intervention which is either unnecessary, inappropriate (either to the individual or in the prevailing circumstances) excessive or unlawful.

Overdale Infant School seeks, therefore, to assist all staff in preserving good order and discipline and in promoting and maintaining an environment conducive to meeting the children's needs. There is also a need to minimise the risk to staff of false accusations of improper conduct towards a pupil and to ensure that staff members feel confident about appropriate action in very difficult circumstances.

This policy should be read in conjunction with the school's [Behaviour Policy](#) and [Safeguarding & Child Protection Policy](#).

Staff at Overdale Infant School are trained to look after pupils in their care. Staff have a duty to intervene in order to prevent pupils from hurting themselves or others. If a member of staff ever needs to intervene physically, they will follow the school's Positive Handling and Physical Intervention Policy.

Only staff trained in the pre-emptive and responsive positive handling strategy techniques of TEAM TEACH will use physical intervention techniques with children when necessary. Further details of the TEAM TEACH approach can be found on the TEAM TEACH website [Team Teach – Training in positive behaviour management](#)

The term positive handling includes a wide range of supportive strategies for managing challenging behaviour. The term 'physical restraint' is used when force is used to overcome

active resistance. A clear and consistent positive handling policy supports pupils who have social, emotional and behavioural difficulties within an ethos of mutual respect, care and safety.

The school takes seriously its duty of care to pupils, employees and visitors to the school.

- The first and paramount consideration is the welfare of the children in our care.
- The second is the welfare and protection of the adults who look after them.

Section 93 of the Education and Inspections Act 2006 enables a school's staff to use such force as is reasonable, proportionate and necessary. There is no legal definition of when it is reasonable to use force. Reasonable force will only be used as a last resort when all other behaviour management strategies have failed or when pupils, staff or property are at risk.

2. Team Teach

The TEAM TEACH system is recognised by the Local Authority and accredited through BILD – British Institute of Learning Disabilities. Staff undergo a one-day (6 hour) course led by qualified trainers with a 3-hour refresher course undertaken every three years.

Although any member of staff may be required to physically intervene with a pupil who is endangering themselves or others, we would expect accredited staff to take over as soon as possible.

Steps to be taken before using physical controls:

- Show care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiating and reasoning.
- Give clear directions for the pupil to stop
- Remind the pupil about rules and likely outcomes
- Remove an audience or take the vulnerable pupil to a safe place
- Make the environment safer by moving furniture and removing objects which could be used as weapons
- Use positive guidance to escort pupils to somewhere less pressured
- Ensure that colleagues know what is happening and call for help.

3. Definitions

3.1 Physical Contact

Situations in which physical contact occurs between staff and pupils, eg, in the care of pupils with physical and/or learning disabilities; in games/PE; to comfort pupils.

3.2 Physical Intervention

This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the hand, arm or shoulder with little or no force.

3.3 Physical Intervention/Restraint

This will involve the use of reasonable force when there is an immediate risk to pupils, staff or property. All such incidents must be recorded. It is not possible to set out comprehensively when it is reasonable to use force, or the degree of force that may reasonably be used. It will always depend on all the circumstances of the situation.

4. Underpinning Values

Everyone attending or working in this school has a right to:

- recognition of their unique identity;
- be treated with respect and dignity;
- learn and work in a safe environment
- be protected from harm, violence, assault and acts of verbal abuse

Pupils attending this school and their parents have a right to:

- individual consideration of pupil needs by the staff who have responsibility for their care and protection;
- expect staff to undertake their duties and responsibilities in accordance with the school's policies;
- be informed about school rules, relevant policies and the expected conduct of all pupils and staff working in school;
- be informed about the school's complaints procedure.

The school will ensure that pupils understand the need for and respond to clearly defined limits which govern behaviour in the school.

5. Restraint

At Overdale Infant school we only use physical restraint when there is no realistic alternative. We expect staff to risk assess and choose the safest alternative. This also means that we expect staff to experiment and think creatively about alternatives to physical intervention which may be effective. The paramount consideration is that the action is taken in the interest of the child and that it **reduces rather than increases** risk. Any response to extreme behaviour should be reasonable and proportionate. Physical restraint must only be in accordance with the following:

- The child should be in immediate danger of harming him/herself or another person or in danger of seriously damaging property.

- The member of staff should have good grounds for believing this.
- Only the minimum force necessary to prevent injury or damage should be applied and for the minimum length of time.
- Every effort should be made to secure the presence of other staff before applying restraint. These staff can act as assistants or witnesses.
- Once safe, restraint should be relaxed to allow the child to regain self-control.
- Restraint should be an act of care and control, not punishment.
- Physical restraint should never be used to force compliance with staff instructions when there is no immediate danger present to people and property.
- The restraint should be discussed with the child, if appropriate, and the parents at the earliest opportunity. In addition, whilst or before intervention, staff should speak calmly as a way of reassurance e.g. 'I am doing this to keep you safe'.

6. Responding to unforeseen emergencies

Even the best planning system cannot cover every eventuality and the school recognises that there are unforeseen or emergency situations in which staff have to think on their feet. An unforeseen event may require an emergency response. After that event, staff have a duty to plan ahead and prepare a new risk assessment and create or update a positive handling.

6.1 Risk Assessments

Risk assessments are required for pupils who exhibit extreme behaviour. Responsible staff, including Senior Leadership, should think ahead to anticipate what might go wrong.

When considering a pupil's behaviour, staff will think about the following questions:

- Can we anticipate a Health and Safety risk related to this pupil's behaviour?
- Have we got all the information we need to conduct a risk assessment?
- Have we provided a written plan as a result?
- What further steps can we take to prevent dangerous behaviour from developing?

6.2 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. The plan details any strategies which have been found to be effective for that individual, along with any particular responses which are not recommended. Any particular physical techniques which have been found to be effective should be named, along with any alerts to any which have proved to be ineffective or which caused problems in the past.

Positive Handling Plans should be considered along with the child's Educational Health care Plan (EHCP) and any other planning document relevant to the pupil. They should take account of age, sex, level of physical, emotional and intellectual development, special needs and social context.

6.3 Post Incident Debrief

Following a serious incident, it is the policy of our school to offer support to all involved. This is an opportunity for learning and time needs to be given for following up incidents so that pupils have an opportunity to express their feelings, suggest alternative courses of action for the future and appreciate other peoples' perspective.

It is difficult to devise a framework of support that meets the need of all staff. As individuals we all vary in how much support we need after an unpleasant incident. Generally, a member of senior staff would expect to talk to staff and children involved (if appropriate) in any incidents involving violence. If members of staff need time to rest or compose themselves, then the Headteacher will make arrangements for the class group to be supported.

7. Recording

- All incidents of disruptive, verbally or physically aggressive behaviour will be recorded on CPOMS and reported to a member of SLT immediately.
- All incidents of physical intervention must be recorded electronically using the Leicester City Council Physical Intervention record. [Physical Intervention record – Section A – Pupil Details and School Details – Section 1 – Self \(leicester.gov.uk\)](#)
- The physical intervention record will be downloaded and saved centrally on the server.
- Records of physical interventions will be uploaded to CPOMS.
- A risk assessment and positive handling plan will be created if the child does not have one. If one has already been created this will be updated with the most recent information.

Within these recording strategies, all details must be recorded by staff involved within twenty-four hours and the physical intervention record must be signed by a member of the Senior Leadership Team. The Head teacher will be informed of the incident if dealt with by another member of staff.

7.1 Monitoring and Evaluation

The Head Teacher and/or Deputy Headteacher will ensure that each incident is reviewed and instigate further action as required.

This process will also address patterns of incidents and evaluate trends which may be emerging.

8. Parents

Parents will be informed of any serious incident and physical intervention the same day. Parents will be offered a meeting with Headteacher or Deputy Headteacher to discuss further support.

When there is continued disruptive and/or aggressive behaviour from a child, parents will be invited to contribute to the risk assessment and Positive Handling Plan. Both of these documents will be shared with parents. Parents will be informed of the school's relevant policies.

9. Complaints and Allegations

Any complaints will follow the school's complaints procedure.

See Complaints Policy – [8E4FB4FE7B7F43C5B3664DF0EEA6D915.pdf \(overdale-inf.leicester.sch.uk\)](#)

See Managing Allegations Policy – [744379B0071EBB6D310D04F370A0CD62.pdf \(overdale-inf.leicester.sch.uk\)](#)

Appendix 1: Staff trained in TEAM TEACH positive handling intervention techniques as at March 2023 are:

Paula Coplin – Deputy Headteacher

Lisa Meakin – Teacher EYFS

Sally Pridmore – Teacher Year 1

Shona Marshall – Teacher Year 2

Jane Taylor – Teaching Assistant

Richard Wale – Teaching Assistant

Shelley Walker – Teaching Assistant

Susan Davis – Teaching Assistant

Helena Harding – SENDCo

Michael Lang – Family Support Worker

Molly O'Halloran – Pastoral Support Worker

Appendix 2 – Blank Positive Handling plan

Positive Handling Plan

NB: This plan aims to draw upon previous incidents in order to support the child to find a better way to manage their behaviour



Name:

Date of Plan:

Review Date of plan:

Leicester
City Council

School: Overdale Infant School

Relevant Background Info that contributes to the individuals stress (e.g. Family history, learning needs etc)

Likes/interests and Strengths

Stressors/Triggers (times of day, people, activities, needs not met)

Medical Conditions (if applicable) consider which of these will alter the child's presentation and appropriateness of the hold

Nature of RISK (circle all that apply)

Harm to self
property

Harm to others

Serious Disruption

Significant Damage to

What precisely is the risk ? (behaviours noted)

Key Adults:

De-escalation and Diversion strategies that can be used

•

Identify what does the behaviour look like? – Opportunities for staff to reduce risk.....

Stage 1 Anxiety Behaviours	Stage 2 Defensive Behaviours
Child • Adult Response: •	Child • Adult Response: •

Crisis Behaviours - this may or may not require the use of a physical intervention

Stage 3 Crisis	
Child's Behaviours: • Continued De-escalation ideas: Adult Response: Scripts: e.g. I'm here to help, there's no need to worry, you're not in trouble, lets go to your calm area •	Non restrictive: guide away, big gestures, escorts Restrictive Physical interventions Techniques e.g. single elbow, Helpful hug, inside elbow, Shortest amount of time: how will you let go? Where will you let go? What next? Safe space?

Recovery – continue to reduce risk, support the child to calm, ensure everyone is safe, do not re-escalate the situation

Stage 4 Recovery	Stage 5 Depression
What will they do? Where will they go? Who will they go with?	The child may seem calm but are they? Can they follow a simple instruction? Are they willing and ready to engage? Or are they resistant and reluctant? <i>Try a small directed task with them before going back to class.</i> Please state support arrangements:

Repair and Rebuild – continue to reduce risk by teaching a better way

Stage 6: Debrief with child <ul style="list-style-type: none"> consider a safe place for this to occur, with a safe adult, this should be suitably differentiated to meet the needs of the child: What happened? Before, during and after the critical incident? What they were thinking and feeling? Taking responsibility: How can they put this right? (repair the harm they have caused: this may include physical environment, and accepting consequences but critically it includes repairing relationships) Who will support them and check that this has happened?
Please state how the above will be facilitated for this child:

Supportive Structures around the child

Teach a better way – how can we support the child to manage their emotions and crisis behaviours? e.g. My Positive Handling Plan Social Story, My Positive Handling plan visual Strip

1:1 Interventions e.g. Theraplay activities, Zones of Regulation, SEAL, Body mapping, access to counsellor, etc Group work e.g. emotional literacy sessions

Advice and Support from external agencies (e.g. SEMH, EP, Family Support, Paediatrician)

Please state who is involved and nature of current involvement (eg awaiting appointment, monitoring, awaiting assessment etc)

Support arrangements (e.g. ISP, PSP, School Contract, Element 3, Request for Statutory Assessment)

Parents/Carers:

Name: _____

Teacher

Name: _____

Young Person

Name: _____

Recording and Monitoring

Record on the Electronic PI Form



Report to SLT – ASAP



Report to Parents (within 24 hours max)



Review Plan

(annotate the positive handling plan, what was the stressor/ trigger? what worked well? what could be tried differently next time? Physical intervention required: Yes or No

Write in a different colour each time and date and sign this)

Review the entire plan (re-type!) every 12 weeks (government guidance!)

Appendix 3 – Blank Risk Assessment

Department/Section:	Overdale Infant School
Childs name:	
Activity Location:	
Persons Affected:	
Headteacher:	
Date of Assessment:	

Severity x Likelihood	Minor Injury 1	Major Injury 2	Serious Injury 3
Unlikely 1	LOW 1	LOW 2	MEDIUM 3
Likely 2	LOW 2	MEDIUM 4	HIGH 6
Very Likely 3	MEDIUM 3	HIGH 6	HIGH 9

No	What are the Hazards	Triggers	Possible Serious Misbehaviour	What are the existing control measures?	Risk (S x L = R)	What further action is necessary to reduce the risk?
1						
2						
3						
4						

	Name of Assessor:	Signature:	Date:
	I accept that this is a suitable and sufficient assessment of the hazards and risks within this activity and that the remedial actions will be implemented as detailed below.		

No	What are the Hazards	Triggers	Possible Serious Misbehaviour	What are the existing control measures?	Risk (S x L = R)	What further action is necessary to reduce the risk?	
		Manager's Name:			Signature:	Date:	

ACTION LIST

No	What further action is necessary to reduce the risk?	Action by whom?	Date for completion	Date completed	Comments
1					
2					
3					
4					
5					
7					

All actions have now been completed to reduce the risks listed above. I consider that any residual risk falls within acceptable/tolerable levels:

Manager's Name:	Signature:	Date:
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REVIEW:	NEXT REVIEW DATE	REVIEWED BY	SIGNATURE	DATE

