



Manchester
Communication
Primary
Academy

Manchester Communication Primary Academy

POSITIVE HANDLING

Policy 2018/19

Approval History

Approved By:	Date of Approval	Version Approved	Comments

Revision History

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Policy Statement

The Education and Inspections Act 2006 stipulates that reasonable force may be used to prevent a pupil from doing or continuing to do any of the following:

- Self-injuring.
- Causing injury to others.
- Committing a criminal offence.
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether the behaviour occurs in a classroom during a teaching session or elsewhere within school (this includes authorised out-of-school activities).

As teaching and non-teaching staff work ‘in loco parentis’ and have a ‘duty of care’ towards their pupils, they could be liable for a claim of negligence if they fail to follow the guidance within this policy. The application of any form of physical control inevitably carries an attached risk of unintended harm and this places staff and the school at risk of potential litigation. It can only be justified according to the circumstances described in this policy. Staff, therefore, have a responsibility to follow this policy and to seek alternative strategies wherever possible in order to prevent the need for physical intervention.

Staff at this academy are trained to look after the pupils in their care. Staff have a duty to intervene in order to prevent pupils from hurting themselves or others. There may also be situations in which a child seriously disrupts good order in the academy or causes damage to property. If a member of staff ever needs to intervene physically they will follow the academy’s Positive Handling Policy. Any parents wishing to view this policy may do so on request in paper format or through the academy website.

Introduction

The policy has been developed in response to The Education and Inspections Act 2006 section 93, which reinforces, supersedes and replaces previous guidance. This guidance is also based on the national document ‘The Use of Reasonable Force in Schools; from 2013 and ‘Mental Health and Behaviour in Schools’ published in November 2018.

The policy should be read in conjunction with other school policies and has been prepared for the support of all teaching/support staff and volunteer who come into contact with pupils working within the school to explain the school’s arrangements for care and control. Its contents are available to parents and pupils.

The term ‘Positive Handling’ includes a wide range of supportive strategies for supporting and managing challenging behaviour and compliments the nurture approach adopted in supporting pupils who have social, emotional and behavioural difficulties within an ethos of mutual respect, care and safety.

This policy details how we implement the guidance in this academy. It should be considered alongside the most recent LEA policy statements and recent local and national guidance. It is designed to help staff to ensure that any actions they take are reasonable, proportionate and absolutely necessary.

Philosophy & Academy Expectations

Genuine, positive and strong personal and professional relationships between staff and pupils are vital to ensure good order in our academy. It is recognised that the majority of pupils at MCPA respond positively to the discipline and control practised by staff; this ensures the well-being and safety of all pupils and staff in school. It is also acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of reasonable, proportionate and necessary force may be required.

MCPA acknowledges that physical techniques are only a small part of a whole setting approach to behaviour management. Every effort will be made to ensure that all staff in this academy:

- Understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where use of force is necessary.
- Are provided with appropriate training to deal with these difficult situations.

The Senior Leadership Team takes seriously its duty of care towards pupils, employees and visitors to the academy. Staff protection is an important part of child protection; both depend on confident and competent staff who feel supported by leadership.

This policy has a clear focus.

- 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.

Positive Behaviour Management

All physical interventions at this academy are conducted within a framework of positive behaviour management. The academy behaviour policy is intended to reward pupils' effort and application, and encourage pupils to take responsibility for improving their own behaviour. Part of MCPA's preventative approach to risk reduction involves looking for early warning signs, learning and communicating any factors which may influence challenging/high risk behaviour and taking steps to divert behaviours which lead towards foreseeable risk.

Pupils are encouraged to participate in the development of their own 'Communication Charts' by focusing on positive alternatives and choices. Parents are also encouraged to contribute. However, if problems arise, staff have an additional responsibility to support all pupils when they are under pressure and safely manage crises if, and when, they occur.

Use of Physical Handling

No legal definition of reasonable force exists, however, for the purpose of this policy and the implementation of it in Manchester Communication Primary Academy:

- Positive Handling uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming himself, herself, others or property.

- The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled, and the nature of the harm they might cause.
- Staff would be expected to follow the pupil's Communication Chart & Risk Assessment guidance in the first instance to manage an incident/challenging behaviour.
- If this was unsuccessful and the situation continues to escalate, staff would then be expected to request support from a member of staff who has received TeamTeach training.
- Only if all of the above have been tried and are unsuccessful, should staff even consider any other form of restraint.

The overriding consideration should still be the reasonableness and proportionality of the force used. All the techniques used take account of the young person's;

- Age
- Gender
- Level of physical, emotional and intellectual development
- Special needs
- Social context

MCPA provides a graduated response to challenging behaviour and potential social, emotional & mental health difficulties that may present through physical behaviour. Where behavioural records and/or risk assessment identifies a need for a planned approach, such a plan will be written for individual children and where possible, will be designed through multi-agency collaboration and with parental consent, shared with other agencies/services supporting the child to facilitate consistency of approach so far as is possible.

Alternatives to Physical Controls

A member of staff who chooses not to make a physical intervention can still take effective action to reduce risk. They can:

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

Minimising the Need of Use Force

At MCPA we strive to create a calm environment that minimises the risk of incidents arising that might require the use of force. In addition to this, pupils who present with persistent challenging behaviour are assigned a tailored programme of support in order to build social & emotional development. Pupils who have issues relating to sensory dysfunction or other condi-

tions that may result in increased anxiety levels, and therefore an increase in the likelihood of challenging behaviour, may also have individualised support plans co-ordinated by the SENCO to help them to manage this.

Through our PHSE & Values curriculum programmes pupils learn about feelings and managing conflict, where this is appropriate to their level of development. The ethos further promotes independence, choice and inclusion; pupils are given maximum opportunity for personal growth and emotional wellbeing. All staff are trained in skills to help them to defuse situations before behaviour becomes challenging and how to de-escalate incidents should they arise.

Reasonable force will only be used when the risks involved in doing so, are outweighed by the risks involved in not using force. Prevention of unsafe behaviour will be enabled through:

- The deployment of appropriate staffing numbers.
- The deployment of appropriately trained and competent staff.
- Avoiding situations and triggers known to provoke challenging behaviour.
- Creating opportunities for choice and achievement.
- Developing staff expertise through a programme of Continuous Professional Development.
- Exploring pupils' preferences relating to the way/s in which they are managed.
- Staff employ 'de-escalation techniques to avert escalation of behaviour into violence or aggression.

Definitions of Positive Handling Positive Handling describes a broad spectrum of risk reduction strategies. Positive handling is a holistic approach involving policy, guidance, management of the environment and deployment of staff. It also involves personal behaviour, diversion, diffusion, and de-escalation.

Risk assessment identifies positive prevention strategies and how a pupil may need to be supported in a crisis.

Physical Contact Situations; in which proper physical contact occurs between staff and pupils. e.g. in the care of pupils and in order to support their access to a broad and balanced curriculum. It would seem reasonable that young children do require opportunities for close contact, as long as this is within public view, sensitively carried out and age/person-appropriate.

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 arm or shoulder where the pupil is compliant. This technique cannot be emphasised enough and in the hands of a skilful practitioner, many pupils can be deflected from a potentially volatile situation into a less confrontational situation i.e. it may be possible to 'defuse' a situation by a timely intervention.

Physical control/Restraint/Restrictive Physical Intervention; 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 and parents must be informed as soon as is practicably possible. If anyone is injured an accident/incident report must also be completed. Records of incidents must be given to the Headteacher/Assistant Headteacher (PDBW) immediately, and by the end of the school day at the latest. The level of compliance from the pupil determines whether or not the interaction is an intervention or a control/restraint. Restraint is defined as the positive application of force by staff, in order to overcome rigorous resistance, completely directing, deciding and controlling a person's free movement.

Types of incident

The incidents described in The Education and Inspections Act 2006 the Use of Reasonable Force to Control and Restrain Pupils fall into three broad categories:

1. Where action is necessary in self-defence or because there is an imminent risk of injury.
2. Where there is a developing risk of injury or significant damage to property.
3. Where a pupil is behaving in a way that is compromising good order or discipline.

Examples of situations which fall within one of the first two categories are:

A pupil attacks a member of staff or another pupil; pupils are fighting; a pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property; a pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects; a pupil is running in a corridor or on a stairway in a way which he or she might have or cause an accident likely to injure him or herself or others; a pupil absconds from a class or tries to leave school (NB this will only apply if a pupil could be at risk if not kept in the classroom or at school).

Examples of situations which fall into the third category are:

A pupil persistently refuses to obey an instruction to leave a classroom; a pupil is behaving in a way that is seriously disrupting a lesson.

Modifications to Environment

Ideally, staff will not be waiting until a crisis is underway before conducting a risk assessment of the environment. We know that some children at the academy may exhibit extreme and possibly dangerous behaviour. In general it is a good rule to keep the environment clutter free. This may mean giving consideration to secure storage for a range of everyday objects when they are not being used. For example:

- How is the availability of pointed implements (including pens, pencils, compasses and scissors) controlled?
- What small items are available to an angry pupil who may be tempted to use them as missiles?
- What objects are available to be used as blunt instruments?
- Do they all need to be left out all the time?
- Are there sharp edges or corners which present a risk?
- Is the design arrangements or furniture safe and appropriate for pupils who exhibit extreme behaviour?
- Is there a comfortable place to sit with an agitated pupil?
- Are protocols in place to encourage angry pupils to take themselves to a safer place?

Help Protocol

The expectation at the academy is that all staff should support one another. This means that staff always offer help and always accept it. Help does not always mean taking over; it may mean just staying around in case you are needed, getting somebody else or looking after somebody else's group.

Supporting a colleague does not only mean agreeing with their suggestions and offering sympathy when things go wrong. Real support sometimes means acting as a critical friend to help colleagues become aware of possible alternative strategies. Good communication is necessary so that colleagues avoid confusion when help is offered and accepted. They need to agree scripts so that all parties understand what sort of assistance is required and what is available: "Do you need some help?" is an offer of help to a colleague who should then direct the assistance; "Let me help you" is an indication to a colleague that they should step out of the situation and allow the person offering help to take-over.

Well Chosen Words

A well-chosen word can sometimes avert an escalating crisis. When pupils are becoming angry there is no point in getting into an argument. Telling people to calm down can actually wind them up. Pointing out what they have done wrong can make things worse. The only purpose in communicating with an angry person is to prevent further escalation. It is better to say nothing and take time to choose your words carefully than to say the wrong thing and provoke a further escalation. Pupils identified as more likely to exhibit challenging behaviours with greater regularity will have a Communication Chart in place which will outline key phrases, words that have been agreed with the child as likely to be most supportive and least inflammatory

The Last Resort Principle

Staff in the academy only use physical intervention when there is no realistic alternative. This does not mean that we always expect people to methodically work their way through a series of failing strategies, before attempting an intervention in which they have some confidence. Nor does it mean always waiting until the danger is imminent, by which time the prospect of safely managing it may be significantly reduced. National guidance is clear on this point.

"If necessary staff have the authority to take immediate action to prevent harm occurring even if the harm is expected to happen some time in the predictable future."

Para 10 Page 4 Department of Health – 1997 – "The Control of Children in the Public Care: Interpretation of the Children

Act 1989" – London: H M S O

Staff will need to conduct a dynamic risk assessment in order to identify the solution that most reduces risk. Similarly, we expect staff to invest in positive relationship building and to utilise these relationships, in partnership with creative thinking, in order to identify effective alternatives to physical intervention.

Wherever possible, physical intervention should be carried out by a member of staff who has been team-teach trained. At the time of writing this policy there were 21 staff with an up to date qualification in the academy (see list in appendices).

Strategies utilised include:

Time-Out: This involves restricting the child's access to positive reinforcements in a room or area which they may freely leave. It is a specific behaviour management technique and does not necessarily mean time spent out of the class/group, but rather refers to a withdrawal of attention and/or things they find rewarding. It could be as simple as turning away from a child who is attention-seeking, or positioning a child away from the class/group. This withdrawal of attention could also be achieved by sending a pupil to another class/group or a quiet area.

Withdrawal: This involves removing the child from a situation that causes anxiety or distress, to a location where they can be continuously observed and supported until they are ready to resume their usual activities. This can mean removing a child from the class/group, to allow them time to calm down or to prevent a situation from escalating. They may need time away from staff and pupils (either on their own or in another class/group) in order to break the cycle/pattern of their behaviour or to reduce their level of anxiety/distress. The arrangement of 'quiet time' shall be negotiated between the child and staff involved.

Planned Physical Intervention: This should be described/outlined in the pupil's behaviour Communication Chart. This should cover most interventions, as possible scenarios will be identified and planned for when the IEP is drawn up. These interventions may include the use of TeamTeach guidance/hold techniques.

Emergency Physical Intervention: This may be necessary if a situation arises that was not foreseen or is uncharacteristic of the pupil. Members of staff retain their duty of care to pupils and any response, even in an emergency, must be proportionate to the circumstances. Staff should use the minimum force necessary to prevent injury and maintain safety, consistent with the training that they have received. Following any such incident, a risk assessment will be devised (or the existing one updated) to support effective responses to any such situations which may arise in the future. Wherever possible, assistance will be sought from a member of our TeamTeach trained staff.

Positive Handling at MCPA (defined as the full range of strategies used to manage behaviour including where necessary physical intervention) is seen as proactive response to meet individual pupil needs and any such measures will be most effective in the context of the overall ethos of the academy, the way that staff exercise their responsibilities and the range of behaviour management strategies used.

Proactive Physical Interventions

It is sometimes reasonable to use physical controls to prevent extreme behaviour from becoming dangerous provided that it is an agreed part of the Positive Handling Plan. Examples of this are where a pupil has shown ritual patterns of behaviour, which in the past have led to the child becoming more distressed and violent. In such circumstances it may be reasonable to withdraw the child to a safer place when the pattern of behaviour begins, rather than wait until the child

is distressed and in crisis. The paramount consideration is that the action is taken in the interest of the child and that it reduces, rather than increases, risk.

Reasonable and Proportionate

Any response to extreme behaviour should be reasonable and proportionate. Staff should not react in response to their own emotional charge/frustration/anger. If they feel they are becoming emotionally compromised, they should withdraw to allow someone else to deal with the situation. Where staff act in good faith, and their actions are reasonable and proportionate, they will be supported.

When physical controls are considered staff should think about the answers to the following questions:

- How is this in the best interest of the pupil?
- Why is a less intrusive intervention not preferable?
- Why do we have to act now?
- Why am I the best person to be doing this?
- Why is this absolutely necessary?

If staff can answer these questions it is more likely that a physical intervention will be judged to be reasonable and proportionate.

Unreasonable Use of Force

It is not reasonable to use force simply to enforce compliance in circumstances where there is no risk. Nor is it reasonable to use any more force than is necessary to achieve a reduction in risk. Under no circumstances should pain be deliberately inflicted, or should pupils be deliberately subjected to undignified or humiliating treatment (this should not be confused with the unavoidable discomfort associated with some approved techniques for disengaging from assaults such as bites and grabs). Other than as a one-off emergency measure to protect health and safety, force should never be used to keep a pupil secluded. Seclusion is only lawful by specific court order and cannot be part of a planned strategy at this academy.

Use of the DEN

The academy has developed 'the DEN', this space; Dedicated to Education & Nurture, provides a room which is furnished as a Nurture provision and is utilised in the following ways;

- A focused learning environment in which Social, Emotional and Behavioural therapeutic interventions take place.
- A safe space to support pupils experiencing difficulty with social interaction during less

structured times i.e. playtime & lunchtime.

- The DEN can also be utilised as a safe space for pupils in ‘crisis’ should the need arise.

If a child is being walked to ‘the DEN’ they should, wherever possible, be escorted by 2 team teach trained members of staff using an approved guide/escort (a technique to walk a child from one place to another without carrying them).

In all cases, a child in ‘the DEN’ should be directly supervised by a member of staff who is also in the room. They may sit in the doorway to prevent the child from leaving if necessary but should never lock the door; this would be classified as ‘seclusion’.

In the event of a child becoming violent towards the supervising member of staff, the member of staff should move outside the door and supervise through the glazed panel. If this action is taken, it must be reported to the Assistant Headteacher (PDBW) so that a plan can be devised to reduce its future likelihood.

The use of ‘the DEN’ in times of crisis is not a sanction and should not be used as one. Children who are defiant should not be ‘threatened’ with ‘the DEN’ by staff, it is only for use when children’s anger is escalating, and a space is needed to calm down, it is not an alternative to time-out in the academy’s Behaviour for Learning Policy.

Moving Children

When it is in the best interests of a child to move them for safety reasons (it is rarely appropriate to move a child simply to gain compliance), team teach trained staff should be called upon (wherever possible) to move a child using an approved escort technique. A child should never be dragged and rarely carried.

Moving a child whilst they are in ‘crisis’ should only be used as a last resort as it can heighten the levels of the child’s anxiety and may result in injury. Alternatives such as moving the class, making the environment safer or allowing the child access to an open safe space such as the hall should first be considered.

Team Teach

It is the policy of MCPA that many staff working closely with pupils are trained in the pre-emptive and responsive positive handling strategies and techniques of Team Teach, to complement the behaviour management approaches and strategies reflected in the Academy Behaviour for Learning Policy. Further details of the Team Teach approach can be found on the Team Teach website (www.team-teach.co.uk).

Health and Safety

If dangerous behaviour presents a significant risk of injury to people, there is a legal Health and Safety issue to be addressed. Dangerous behaviour should be regarded just as seriously as dangerous equipment. Dangerous occurrences should be reported to the Headteacher as soon as possible afterwards and no later than on the same day. We all have shared responsibility to identify risk, communicate potential risks and take active steps to reduce risk wherever possible. We recognise that it is not possible to entirely remove risk. Sometimes things go wrong even when we make our best efforts to do the right thing. Sometimes we are faced with unpalatable choices. In these circumstances we have to try and think through the outcomes of the options available, balance the risks and choose whatever course of action which seems to involve the least risk.

As a minimum requirement, in order to comply with health and safety legislation, each employee has a responsibility to ensure that they are conversant with academy H&S policy and guidance, and to cooperate to make the academy safer. It is also a requirement that staff participate in training if they are directed to do so. This does not necessarily mean that all staff will be involved in physical interventions. The non-physical aspects of positive handling training are crucially important too.

When considering a pupil's behaviour staff should 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?

Risk Assessment

Informal risk assessments should be a routine task for staff working with pupils who may exhibit extreme behaviour. All staff should think ahead to anticipate what might go wrong. If a proposed activity or course of action involves unacceptable risk then the activity should be discontinued and reviewed.

Factors which might influence a more immediate risk assessment, and therefore a decision about how to intervene, might include the state of health and fitness of the staff member, their physical stature, competence, confidence and relationships with the pupils concerned. Confidence and competence are often related to the level of staff training. Other than in an emergency, staff should only attempt physical controls when they are confident that such action will result in a reduction of risk. When faced by extreme behaviour, or even in a fight situation, the judgement may be that by becoming involved, the member of staff will increase the chance of somebody getting hurt. The correct decision may be to hold back from physical controls.

Getting Help

At this academy the following support structures are in place:

- Individual Education Plans and Behaviour Support plans kept on file in the shared area to ensure all relevant information about each pupil is available to all members of staff working with them.
- Weekly briefing sessions in the morning to update staff on current issues and share information.
- Use of help protocols and language to remind all staff of availability of colleagues to offer help including change-overs of staff during a crisis situation with a pupil.
- Debrief sessions after a crisis with the pupil(s) involved, reflecting on how crisis was managed by all involved and identifying any points for review or learning.
- Regular refresher meetings in the Team Teach strategies and techniques for all staff, and continuous review by SLT to inform these.
- Staff access to wellbeing provision such as counselling if required.

Communication Charts

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 Communication Chart. 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. Communication Charts should be considered alongside and any other planning documents which relate to the pupil. They should take account of age, sex, level of physical, emotional and intellectual development, special need and social context. Communication Charts should stem from multi-professional collaboration, parent/carer consultation and input from the child (where/when appropriate) and should be shared with all relevant staff & centrally stored in CPOMS.

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 pos-

sible, staff should always attempt to use diversion or delusion in preference to physical interventions. They should only use the techniques and methods approved for use in this academy. In general, if staff act in good faith and their actions are reasonable and proportionate, they will be supported.

The Post Incident Support Structure for Pupil & Staff

Following a serious incident, it is the policy of this academy to offer support for all involved. People take time to recover from a serious incident. Until the incident has subsided the only priority is to reduce risk and calm the situation down. Staff should avoid saying or doing anything which could inflame the situation during the recovery phase. Immediate action should be taken to ensure medical help is sought if there are any injuries which require more than basic first aid. All injuries should be reported and recorded using the academy's systems. It is important to note that injury in itself is not evidence of malpractice. Even when staff attempt to do everything right, things can go wrong. Part of the post incident support for staff may involve a reminder of this, as people tend to blame themselves when things go wrong. Time needs to be found to repair relationships. When careful steps are taken to repair relationships a serious incident does not necessarily result in long term damage. This is an opportunity for learning for all concerned. Time needs to be given to following up incidents so that pupils have an opportunity to express their feelings, suggest alternative courses of action for the future and appreciate other people's perspective. When time and effort are put into a post incident support structure the outcome of a serious incident can be learning, growth and strengthened relationships.

Complaints

It is not uncommon for pupils to make allegations of inappropriate or excessive use of force following an incident. The academy has a formal Complaints Procedure. Parents should be reminded of the procedure and encouraged to use the appropriate channels. The complaints policy applies equally to staff. We are an open academy and promote transparent policy and practice in order to protect the interests of staff and pupils alike. Any staff concerns regarding the welfare of children should be taken to the designated person for child protection or Headteacher. Any safety concerns should be reported to the Headteacher

Training

Staff authorised by the Headteacher who are expected to use planned physical techniques should be trained. This academy has adopted the Team Teach Model of training. All training courses have been fully accredited by the British Institute of Learning Disabilities (BILD) in accordance with DfES and Department of Health guidance. Positive handling training is always provided by qualified instructors with rigorous guidelines.

The level of training recommended is related to the level of risk faced by the member of staff. The level of training required is kept under review and may change in response to the needs of our children; MCPA's SLT will always ensure that there is an appropriate number of staff in each phase with the correct level of training.

Recording

Whenever restrictive physical intervention is used the incident must be recorded using the approved form and uploaded to CPOMs. The incident sheets are kept on the shared area and in the office. All staff involved in an incident should contribute to the record which should be completed on the same day.

Staff should:

- Take time to think about what actually happened and try to explain it clearly.
- Complete all names in full.
- Record the time, date and location of the incident

Bear in mind these records will be retained and cannot be altered. They will be kept for many years and could form part of an investigation at some time in the future.

Serious Incident Reports should not be completed until the individuals concerned have recovered from the immediate effects of the incident. They should not be rushed. It is important that language used remains professional, phrases such as 'kick-off' and 'melt-down' are not sufficiently descriptive of behaviours. Staff can report how a child presented but should not assume that they understand how the child was feeling.

Monitoring and Evaluation

The Headteacher will ensure that each incident is reviewed and instigate further action as required. The academy incident log is open to external monitoring and evaluation.

Follow Up

Following an incident, consideration may be given to conducting a further risk assessment, reviewing the Positive Handling Plan, behaviour management policy or this positive handling policy. Any further action in relation to a member of staff, or an individual pupil, will follow the appropriate procedures.

Other Relevant Policies

This policy should be read in conjunction with:

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- Behaviour For Learning Policy
- Exclusion Policy
- Staff Disciplinary Policy
- Health & Safety Policy
- Child Protection Policy

Team-teach Trained Staff

Trained April 18:

Alex Reed
Leila Noble
Sharon Brown
Sam Reid
Kerry Malone
Sharon Coulston
Kiesha Frimpong
Ionela Hamz

Jordan Bagguley

Dawn Frimpong

Trained July 17:

Anna-Leigh Howse
Sam Flitcroft

Trained Sept 16:

Amanda Drury
Ashley Wolstenholme
Nazia Bashir
Jadwiga Stoch

Trained March 16:

Judy Pears
Erin Kirwan
Alan Mulvany
Ali Turner
Adam Philips