



L.E.A.D. Academy Trust

Lead • Empower • Achieve • Drive

# **Forest Lodge Academy**

# **Positive Handling Policy**

December 2017

## **Our vision**

Through outstanding leadership we, at the L.E.A.D. Academy Trust, will provide the highest quality education to enable every pupil to realise their full potential.

## **Our principles**

*To achieve our vision we prioritise the four core principles for which our name stands:*

**Lead** ~ *to show the way; to be first or foremost*

In every aspect of life the ability to lead is essential. Strong leadership is the key to the success of our schools. We will develop leadership skills in everyone who attends one of them, ensuring the development of pupils as leaders of their own learning.

**Empower** ~ *to give power to; to enable*

At L.E.A.D. Academy schools pupils are empowered to have high aspirations for their futures. We nurture and challenge pupils to take responsibility, make decisions and work together so they grow into confident and resilient young people.

**Achieve** ~ *to accomplish; to get or attain by effort*

We believe in achievement in its broadest sense and that enjoyment of learning is crucial to success. We continually look for and reward achievement in every individual in our schools. We also know that a strong command of English and maths is vital as a foundation for the whole curriculum and prioritise learning in these core subjects.

**Drive** ~ *to cause and guide progress; to impel forward*

We will provide the very best education and training for every individual in our schools and will ensure that this is delivered. We value excellent teaching, underpinned by high quality professional development and will constantly move forwards, using and instigating the best ideas and practice.

We also understand that children need to be motivated if they are to succeed in life and we will provide a stimulating curriculum and environment which will prepare them for their futures with confidence and determination.

This document complies with the DfE 'Use of Reasonable Force - Advice for headteachers, staff and governing bodies' published in July 2013.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

In all L.E.A.D. Multi Academy Trust schools we ensure our staff are equipped with skills and knowledge to make good decisions – that they can positively handle potentially difficult situations.

Advice from the L.E.A.D. Academy Trust stipulates that, wherever possible and unless absolutely necessary and under the conditions highlighted above, staff should attempt not to make physical contact with pupils.

## **Background**

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

## **Examples of where touching a pupil might be proper or necessary:**

Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;

When comforting a distressed pupil;

When a pupil is being congratulated or praised;

To demonstrate how to use a musical instrument;

To assist a child using the toilet;

To demonstrate exercises or techniques during PE lessons or sports coaching;

To administer first aid.

## **The following documents will give further information on our approach:**

Intimate Care Policy  
First Aid and Medication Policy

However, there may be times when a member of staff has to use 'reasonable force' to help avoid or reduce the risk of injury to a person.

### **What is reasonable force?**

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm, through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example, when two pupils are fighting and refuse to separate without physical intervention.

By law, school staff are able to use force and lawful use of this power will provide a defence to any related criminal prosecution or other legal action. However, our school will seek to keep the use of 'reasonable force' to an absolute minimum – our staff must not use force except as a last resort where there is a danger of someone being hurt.

**Any form of corporal punishment is the school is illegal, and this ban is absolute.**

### **Our academy principles are:**

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

- Be treated with respect and dignity
- Learn and work in a safe environment and,
- Be protected from harm, violence, assault and acts of verbal abuse

Within this school the following must guide practice:

- The use of Positive Handling must NOT be used with intent to:
  - punish
  - cause or threaten hurt
  - oppress, threaten, intimidate or bully; or
  - secure compliance with staff instruction
- Within the continuum of Positive Handling, physical control SHOULD ONLY be used;
  - with minimum and reasonable force
  - rarely and exceptionally
  - as a last resort where all other courses of action have failed; and
  - with the minimum degree of intrusion required to resolve the situation.
- Any use of physical control to be justifiable, reasonable and informed by risk assessment

- Preventative techniques must have been exhausted
- All involved pupils and staff will be provided with opportunities for debriefing as soon as possible following an incident.

### Identifying Areas of Concern

Cases of physical intervention should be rare. There may be some pupils which the school identifies as 'of concern'. The school will work to identify these pupils and draw up suitable guidance for staff based around discussions with parents/staff/other professionals.

The school will then train those staff who work closely with the pupils to ensure they understand the triggers and best approaches to support the child.

### Staff training

The following people were trained by Team Teach in Positive Handling/De-escalation Techniques

Sharmila Bhogaita	Ben Biggs	Natalie Bradshaw
Jack Butler	Claire Caldwell	Michelle Carlisle
Emily Charles	Philip Creed	Lucy Darlow
Kathryn Denham	Linda Dunn	Hilary Fairbairn
Margaret Farrell	Margaret Farrell	Debbie Frankton
Georgina Frearson	Michelle Goodman	Joanne Hadley
Rachel Hancock	Carol Hardwick	Nikki Harman
Sarah Jackson	Vinod Jagatia	Emma Johnson
Ravinder Kaur	Linda Kennedy	Laila Lingham
Jodie Lippitt	Umrana Malik	Ruth Martin
James Meer	Jo-Anna Moore	Ann Partington
Nisha Patel	Nicola Rea	Gail Sharp
Claire Shearer	Melanie Shobowak	Stephanie Slater
Amanda Snow	SammyJo Squires	Charlotte Staley
Sarah Sterland	Mandy Thornber	Sharon Timmoney
Caroline Toone	Ed Toone	Janet Webster
Claire White	Elena Williams	Kassandra Winnett
Meena Tailor		

They will then advise other staff on using these de-escalation techniques and managing situations.

These personnel will have refresher training when required. Forest Lodge Academy ensure that a number of people in all different areas of the school are trained so that assistance is first hand.

## **Dealing with incidents**

The school will have named staff trained in Positive Handling. Where staff have concerns they will send for the support of a named member of staff to manage the situation.

Should a situation develop unexpectedly staff must apply their professional judgement and only intervene if not doing so places a person at risk.

### **Staff must:**

- Remain calm
- Use non-threatening verbal and body language
- Try to manage the situation without resorting to force
- Give a clear oral warning that force may have to be used
- Inform the pupil that they will stop using force as soon as possible.

## **Post incident review**

Being involved in such incidents may be upsetting for pupils and/or staff.

A review must take place between a member of SLT and the staff concerned to:

- Identify any triggers;
- Consider whether the use of force was managed appropriately;
- Consider whether the use of force could have been avoided;
- Identify what we can learn from the incident.

It may be that whole school or specific pupil lessons are learned – these must be identified and acted upon.

A record of the event must be kept. A copy must be kept by the Headteacher with a copy on the pupil file (see appendix). A copy must also be sent the same day to [safeguarding@leadacademytrust.co.uk](mailto:safeguarding@leadacademytrust.co.uk). and to the academy's Director of Schools.

A member of SLT must ring parents to discuss the incident. The school will then carry out a risk assessment around the child's behaviour and a Positive Handling Plan will be put into place with the agreement of parents.

Any parental complaints must be managed through the school complaints process.

**Physical Intervention  
Record (Staff Statement)  
Copies to be sent to:  
Child's file, Headteacher  
and Trust DSLs**

Name of child:	Form:	
Date:	Time:	Location:
Staff involved:		
Staff witnesses:		
Pupil witnesses:		
Events leading up to incident:		
Attempts to defuse the situation:		
Account of incident:		
Type of intervention and duration:		
Outcome (including injuries/damage):		
Action taken/Lessons learned		
Parent contacted by:	(SLT)	When:
Outcome of contact:		

**Forest Lodge Academy**

**L.E.A.D Academy**

**POSITIVE HANDLING PLAN**

<b>NAME:</b>	<b>CLASS:</b>	<b>YEAR:</b>
<b>STATEMENT OF SEN(D) Y / N</b>	<b>REVIEW DATE:</b>	

**ADDITIONAL INFORMATION:**

eg Medical Data: known medication/Asthma/Nose bleeds etc

**TRIGGER BEHAVIOURS:** (Describe situations/behaviours which are known to have led to Positive Handling being required)

**TARGET (S):**

**SUCCESS CRITERIA:**

**PREFERRED SUPPORTIVE STRATEGIES: (Underline/Describe strategies which, when and where possible, should be attempted before positive handling techniques are used).**

Verbal advice/support

Planned positive distractions, what?

Reassurance

Positive touch, who?

Tactical ignoring

Descriptions of reality.

Take up time.

Negotiation/Partial agreement

Time out offered/directed

Transfer adult

Choices/limits/consequences

Others:

i.e. Classroom organisation.

**Preferred Handling Strategies: (Described the preferred staff responses/holds)**

Technique	Standing/Sitting	Number of staff	Breakaway Techniques

**REPAIR AND REBUILD PROCESSES FOLLOWING THE INCIDENT** (What care is to be provided? What learning opportunities exist for the child? How will the child be reintegrated back into school?)



