



Sandy Lane Nursery and Forest School  
"Nurturing curiosity and inspiring imagination"

## Positive Handling Policy

### DOCUMENT STATUS

<b>Produced By</b>	<b>Version</b>	<b>Date</b>	<b>Action</b>
Sandy Lane Nursery and Forest School	Draft	February 2012	For adoption by school's Premises, Health and Safety Committee
Sandy Lane Nursery and Forest School		22.01.15	Approved by school's Premises, Health and Safety Committee

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## Legislation

Education and Inspection Act 2006, sections 88, 89 and 93

## Approval

Governing Body (behaviour principles – written statement – s88; reasonable force – s93)  
Headteacher (school behaviour – s89)

# **Sandy Lane Nursery and Forest School**

## **Policy On Positive Handling For Adults Working With And Caring For Children In School**

### **Introduction**

At Sandy Lane Nursery and Forest School staff are committed to ensuring that the culture, values, physical environment, policy and procedural framework create conditions that promote the positive reinforcement of good behaviour. The school aims to:

- Limit the occurrence of children becoming aggressive or losing control, necessitating physical intervention by staff; and
- Ensure a safe learning environment for all pupils and staff.

### **What the Law Says**

Section 93 of the Education and Inspections Act 2006 enables school staff to use reasonable force to prevent a pupil from:

- a. Committing a criminal offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- b. Causing personal injury or damage to property; or
- c. Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

The staff to which this power applies are:

- (i) Any member of staff at the school;
- (ii) Any other person whom the headteacher has authorised to have control or charge of pupils. This can also include people to whom the headteacher has given temporary authorisation to have control or charge of pupils such as unpaid volunteers (for example parents accompanying pupils on school-organised visits); and
- (iii) It does not include any pupils.

The purpose of legislating on the use of force was to provide a clear and transparent power which enables staff to use reasonable force in specified circumstances. This document provides guidance on how the power should be exercised, particularly to:

- a. Help school staff to understand what the law means for them in practical terms;
- b. Provide advice on good practice;
- c. Ensure that staff are in the best possible position to rebut any false allegations made about the inappropriate use of force; and
- d. Protect pupils by reducing the risks that force may be used inappropriately.

## The School's Approach to Best Practice

Within this setting, staff (permanent and temporary) are encouraged to:

- Create a calm environment that minimises the risks of incidents arising that might require restraint/positive handling;
- De-escalate incidents if they do arise;
- Develop positive relationships with the children in our care, finding out why a child behaves in certain ways, understanding the factors that influence a child's behaviour and identifying early warning signs;
- Recognise situations which trigger challenging behaviours;
- Use Personal, Social and Emotional Aspects of Learning to teach pupils how to manage conflict and strong feelings;
- Only use *reasonable force* when the risks involved in doing so are outweighed by the risks involved in not using force (for example, to stop a young child from running into the path of an oncoming vehicle);
- Follow the *planned physical intervention* as set out in a positive handling plan for individual pupils. For example, some young children and those with SEN may need staff to provide physical prompts or help. Touching may also be appropriate where a young child is being congratulated or praised, or where a child is in distress and needs comforting. *All staff working with a child will be fully aware of the Individual Behaviour Plan(IBP)/Positive Handling Plan (PHP) in place for them. The IBP/PHP will ensure that the individual needs of the child are taken into consideration. School staff will liaise with parents on approaches and techniques to be included in the plans. This will be regularly reviewed and updated;*
- Complete risk assessments; and
- Report and record incidents that have occurred and incidents of necessary physical intervention.

## Key Points Of Managing Behaviour In Young Children

- The welfare of the child is paramount
- Give praise and reinforce good behaviour
- Always use a child-centred approach
- Know your policies and procedures for working with young children
- Stay calm
- Use de-escalation techniques
- Follow planned physical intervention as written in IBPs/PHPs
- Physical intervention should always be a last resort

## **EXEMPLAR**

### **Positive Handling Plan: Rainbow Room**

#### **Snack Time**

##### *Encouraging a child to be part of a group and take turns*

- Snack time is a group social occasion where there is turn-taking and the opportunity to use different methods of communication to make choices
- Children are informed that it is time for snack in their preferred way, ie, object of reference, photograph, Makaton sign or visual timetable

#### **“Hello” Time/Group Time**

##### *Encouraging a child to be part of a group*

- Inform young child that it is time for “Hello” or group time in their preferred mode of communication – object of reference, photograph, Makaton sign or visual timetable
- It may be helpful to have a small collection of objects available for a child to hold during the activity, eg, Koosh ball, toy car, coloured shapes
- Begin by encouraging child to stay for a short time then gradually increase the length of time. *This will also be recorded on an Individual Intervention Plan*

## **Restraint**

Restraint can take a variety of forms, many of which are outlined in *DfE (July 2011) Use of Reasonable Force* and in *Warrington Borough Council Guidance on Positive Handling for Adults Working With and Caring for Children in Schools (May 2011)*.

Staff should always avoid touching/holding a child in a way that might be considered inappropriate.

Nevertheless, the following situations necessitate the use of touch.

## **Intimate Care\***

Sandy Lane Nursery and Forest and Forest School strives to develop independence in each child. However, staff are aware that some of the children require support with self care issues such as toileting, nappy changing, changing clothes, washing, feeding, oral care, first aid and medical assistance. It is also sometimes necessary to supervise a child involved in independent intimate self-care.

The school's Intimate Care Policy has been developed with the intention of safeguarding children and staff and ensuring the best possible experience for each child. Staff always endeavour to preserve each child's dignity and provide them with high levels of privacy, choice and control.

## **Principles of Intimate Care**

Children requiring intimate care are treated with respect at all times. The school believes firmly in the following principles:

- Every child has the right to be safe
- Every child has the right to personal privacy
- Every child has the right to be valued as an individual
- Every child has the right to be treated with dignity and respect
- All children have the right to be involved and consulted on their own intimate care as is appropriate to their individual level of ability
- All children have the right to express their views on their own intimate care and to have such views taken into account
- Every child has the right to have levels of intimate care that are appropriate and consistent

## *The School's Approach to Best Practice*

Within the school's setting, the management of all children with intimate care needs is carefully planned. Staff work closely with parents and carers to ensure that they are

happy and comfortable with the approaches the school will be using with their child and staff are responsive to their input.

The school also takes into account guidance and support provided by the physiotherapy and occupational therapy teams for our children who have additional needs. This may involve the purchase and use of specific apparatus and adherence to specific care plans.

Staff ensure that careful and appropriate communication takes place with each child receiving intimate care to ensure that they understand where they are to be taken and what is to happen. This may be through the use of spoken and reinforced language, an on-body sign, the use of a Makaton sign or symbol, a photograph or PECS.

As a basic principle, children will be encouraged to achieve the highest level of autonomy that is attainable for them in relation to their age and ability. Staff will encourage each child to do as much for themselves as they possibly can and will praise their independence.

Intimate Care Plans (see Intimate Care Policy) will be in place for each child requiring intimate care and will be specific to their individual needs. These plans will also address issues of moving and handling where appropriate. Each child's key worker and teacher will be familiar with these plans.

Where possible, each child will be cared for by only one adult unless specific circumstances dictate that it would be more appropriate for two adults to be present. In such a situation, the reasons for this would be clearly documented. Staff will ensure that children are cared for away from public Nursery areas, e.g. in the Nursery bathroom with the door closed.

### *The Protection of Children*

Children and Young People's Services' Child Protection Procedures and Inter-Agency Child Protection procedures will be accessible to all staff members and will be adhered to.

If a staff member has any concerns regarding physical changes in a child's presentation, eg, marks, bruises, soreness, these will be reported immediately to the designated senior person for child protection (Jane Wilkie, Kirsten Matthews). A clear record of the concern will be completed and an appropriate response will follow (see [S - Safeguarding Policy \(Good Practice; Child\).doc](#) Safeguarding Policy).

*If a child becomes distressed or unhappy when being cared for by a particular staff member, any issues will be considered and outcomes will be recorded. The school will*

make changes to procedures, practices and staffing to ensure the child's wellbeing and happiness.

The school is aware that very young children and those with additional needs can be especially vulnerable and staff directly involved with their intimate care will be particularly sensitive to their individual needs.

### Nappy Changing/Toileting

Sandy Lane Nursery and Forest School believes that each child's nappy changing and toileting routine should take place in a positive, calm environment where every child feels safe and secure. Staff ensure that they comply with parent/carer requests and that they consider each child's individual physical and emotional abilities and needs.

The following procedures are adhered to:

1. Each supported nursery school child has a named box which contains a change of clothes, including socks and underwear and spare nappies. For children based in the Garden Room, their box is stored on a trolley in the Garden Room children's bathroom. For children based in Rainbow Room, their box is stored on shelving in the Rainbow Room children's bathroom.
2. Children's nappies are changed on the rise and fall changing table located in the children's bathroom in Rainbow Room.
3. Only nominated staff may change nappies unsupervised, eg, teachers and teaching assistants employed to work in an ongoing manner at Sandy Lane Nursery and Forest School.
4. Staff must ensure that all they will need is within reach prior to placing the child onto the changing bed, eg, nappy, wipes, bag for disposal, creams (see below).
5. If a child requires a cream to be administered during a nappy change, parents/carers must provide this in a named pot/tube and complete an 'Administration of Medication Consent Form' to be kept by school.
6. If a child requires clean clothes as well, they must also be within easy reach.
7. **Children must never be left unattended on the changing table.**
8. A new pair of disposable gloves must be worn to change each child and staff must wash their hands when they have completed a change.

9. Soiled nappies must be placed in a plastic bag, tied with a knot and placed in the bathroom bin.
10. Children's personal items should be returned to their named box upon completion of nappy change.
11. Staff must ensure that the nappy changing area is left clean, tidy and ready for the next staff member to use. Antibacterial spray should be used to wipe the surface of the changing table.
12. Staff will place disposable gloves in the bathroom bin and wash their hands thoroughly when they have finished.
13. Children will also have their hands washed thoroughly with running water and liquid soap or a cleansing wipe will be used.
14. Staff will monitor how regularly each child's nappy needs to be changed during the nursery session. They will inform parents if a nappy change has been necessary either verbally or by recording this in their 'Home/School Link Book'.
15. During nappy changing, staff members will interact with the child, provide small resources/books for them to hold and reassure them throughout the procedure.

It is our aim to ensure that processes of intimate care are carried out in an efficient and relaxed manner, that children are as involved in, and aware of, the procedure as is possible and that procedures are evaluated in an ongoing manner.

(\*See Sandy Lane Nursery and Forest School's Intimate Care Policy and Sandy Lane Nursery and Forest School's Nappy Changing Policy.)



### **Staff Training**

Key staff are trained in Team Teach.

### **Recording and Reporting Incidents**

Staff will use the templates in the appendices of this document to record and report incidents. The head teacher, deputy head teacher and SENCo will follow up in discussion with parents, using the appropriate template in the appendices.

### **Complaints and Allegations**

See Complaints Policy.

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## **ANNEX 1 – LEGAL AND POLICY DOCUMENTS**

### ***Reference List***

- 1 Section 93 of the **Education and Inspections Act 2006**  
Enables staff to use reasonable force to prevent a pupil from:
  - A. Committing a criminal offence
  - B. Causing personal injury or damage to property
  - C. Prejudicing the maintenance of good order and discipline at the school/any pupils receiving education at the school (teaching session or otherwise)
- 2 Section 246 of the **Apprenticeships, Skills, Children and Learning Act 2009**  
Governing bodies must ensure a procedure is in place for recording each significant incident in which a member of staff uses force on a pupil; reporting such incident to each parent of the pupil as soon as practicable.
- 3 **The use of force to control or restrain pupils: Guidance for schools in England 2010**
- 4 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 (Circ LEA/0242/2002)
- 5 Guidance on the use of restrictive physical interventions for pupils with severe behavioural difficulties (Circ LEA/0264/2003)
- 6 Sandy Lane Nursery and Forest School Intimate Care Policy  
[I - Intimate Care Policy \(Sept 2010\).doc](#)
- 7 Sandy Lane Nursery and Forest School Nappy Changing Policy  
[N - Nappy Changing Policy \(Sept 2010\).doc](#)
- 8 Sandy Lane Nursery and Forest School Safeguarding Policy and Procedures  
[S - Safeguarding and Child Protection Policy 2014-15.doc](#)
- 9 Sandy Lane Nursery and Forest School Behaviour and Restraint Policy Statement  
[Behaviour and Restraint Policy Statement.doc](#)



## ANNEX 2 – PLAN EXEMPLARS

### **EXAMPLE OF AN INDIVIDUAL BEHAVIOUR PLAN/POSITIVE HANDLING PLAN**

(Adapted from Team-Teach example)

**Name:**

**Class:**

**Date plan started:**

#### Triggers

*(Common situations that have led to problems in the past.)*

- Changes in routine
- Unfamiliar adults
- Any direct requests/interventions
- Facing up to consequences of his behaviour
- He becomes obsessed with other children, problems arise when he is challenged about this
- Attachment-problems when separating from his family
- Feeling that he has been treated unfairly
- When he is over stimulated and can't bring his behaviour down

#### Risks

*(What s/he is likely to do.)* Tick as appropriate **Low Medium High**

Slap	Punch	Bite	Pinch	Spit	Kick	Grab Hair/Body	Weapons Missiles	Destruction of Property
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#### Modifications to the environment/routines

*(What can we do to prevent problems from arising?)*

- Higher staff ratio
- Access to visual strategies, eg, visual timetables, etc
- Informing of change
- Opportunity to opt out of stressful situations, eg, playing outside/snacktime
- Access to a quiet place/calm room outside of the main room (Lighthouse) where s/he can opt to go if stressed or angry
- Individualised behaviour system with linked rewards allowing for small step success
- The teaching of social skills targeted through IEPs
- Links with home through link book/phone call to give consistent approach
- Sharing plan with all school staff to ensure consistent approach across school
- Risk Assessment

REFERENCE ONLY

**TEAM-TEACH PLAN**

**Individual Behaviour Plan/Positive Handling Plan**

Individual Behaviour Plan (including positive handling strategies)		
<b>Name:</b>		<b>Date of Birth:</b>
<b>Trigger behaviours</b> (describe common behaviours/situations which are known to have led to positive handling being required. When is such a behaviour likely to occur?)		
<b>Behaviour:</b> Describe what the behaviour looks/sounds like		
Preferred supportive strategies: Other ways of calming such behaviours. Describe strategies that, where and when possible, should be attempted before positive handling techniques are used		
Verbal advice and support	Reassurance	Time out in another environment
Calm talking/stance	Favourite object/toy	Distraction
Transfer adult	Humour	Choices

**ANNEX 3 – REPORTING/RECORDING INCIDENTS**

***EXAMPLE OF RECORD/REPORT OF USE OF REASONABLE FORCE***

**Name of child:**

**Child in Care? Yes/No**

**Name of person filling form in:**

**Position:**

**Staff Witnesses:**

**Child Witnesses:**

**When did incident happen?**

**Date:**

**Time:**

**Place:**

**How did it happen and why?**

**Were other children liable to injury? Yes/No**

**Details:**

**Were staff liable to injury? Yes/No**

**Details:**

**Was property about to be damaged? Yes/No**

**Details:**

**Was property actually damaged? Yes/No**

**Details:**

**Was good order prejudiced? Yes/No**

**Details:**

**Other reason:**

**Concise details of how the incident began, nature of pupil behaviour, the use of techniques other than physical control to defuse the situation and measures taken to avoid harm to the pupil.**

**Description of physical intervention/control/restraint used, including the degree of force used, how that was applied and for how long.**

**Record of any injuries to pupils/staff:**

**Record of any damage to property:**

**Measures taken to ensure that the pupil was calmed after the incident:**

**Recommendations to prevent similar incidents:**

**If child attends more than one provision on campus, have other practitioner/s been informed of incident? Yes/No**

**Details:**

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Signature:

Time:           am/pm

Date:

Designation:

Signatures of adult witnesses:

NB If necessary, please use additional pages which should be numbered.

**ACTION TAKEN BY HEADTEACHER, DEPUTY HEADTEACHER/SENIOR MANAGER**

**Name:**

**Details of how and when parents were informed:**

**Incident discussed with pupil? Yes/No**

**Date:**

**Other professionals informed? Yes/No**

**Details**

**Personal injury form completed for staff/pupil? Yes/No**

**Support offered to member of staff? Yes/No**

**Details:**

**Action Log (any other actions taken/follow up from other professionals, etc)**

**Is a referral to the Local Authority Designated Officer (LADO) necessary? (This would only be the case if unreasonable force were used or the member of staff had not applied the school policy correctly.)**                      **Yes/No**

**Date:**

**Summary of actions/reports**