



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

# Positive Handling Policy

## DOCUMENT STATUS

Produced By	Version	Date	Action
Sandy Lane Nursery and Forest School	Draft	February 2012	For adoption by school's Premises, Health and Safety Committee
	1	22.01.15	Approved by school's Premises, Health and Safety Committee
	2	13.07.20	For approval by school's full governing body

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## Legislation

- Education and Inspection Act 2006, sections 88, 89 and 93  
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)
- 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.
- **The use of force to control or restrain pupils: Guidance for schools in England 2010**
- 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)
- Guidance on the use of restrictive physical interventions for pupils with severe behavioural difficulties (Circ LEA/0264/2003)

## Approval

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

## Review Frequency

Annually

## **v2 Amendments**

Updated from p4 onwards

## **Sandy Lane Nursery and Forest School**

# **Positive Handling Policy**

### **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.

## **Purpose**

Positive and respectful personal/professional relationships between staff and pupils are vital to ensure good order in school. The majority of pupils in our nursery school respond positively to the behaviour management strategies practised by staff and de-escalation techniques implemented. However, the behaviour of some pupils may be challenging and pose a risk to their safety and/or the safety of others. In such cases, it may be necessary for staff to use reasonable force (see section 550A of the Education Act and July 2002 Guidance on the use of Restrictive Physical Interventions) to ensure his/her and others' physical well-being.

'Every child and young person has a right to be treated with respect and dignity, and deserves to have their needs recognised and be given the right support. Some children and young people with learning disabilities, autistic spectrum conditions or mental health difficulties may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others and are at heightened risk of restrictive intervention to minimise the impact of their behaviour, on them and on other people.' *Reducing the need for restraint and restrictive interventions June 2019*

## **Team Teach**

On occasions, some of our children in our Alternative Provision (Rainbow Room) (and very rarely in our mainstream classrooms, Garden and Sunshine Rooms) display challenging behaviour that could put themselves, other children or staff at risk of harm or cause damage to school property. In these infrequent occasions staff might use their positive handling expertise to reduce risk.

At Sandy Lane Nursery and Forest School we use a system of positive handling called Team Teach to support children on such occasions. We ensure that all Alternative Provision staff are trained in the use of de-escalation techniques, which form 95% of Team Teach methodology. The other 5% is concerned with the use of prompts, guides and holds. Team Teach emphasises the use of positive handling as a last resort, to be used only when all other methods of de-escalation have been exhausted.

Positive handling covers the full range of de-escalation and positive behaviour management techniques employed by staff – from calm talking and other verbal and non-verbal methods, to guides and prompts to support a child in moving in the right direction or moving out of harm's way. Occasionally, more restrictive physical interventions may become necessary - on these occasions, staff may hold a child to support them through their challenging behaviour.

## **Team Teach is used:**

- To promote the least intrusive positive handling strategy and a continuum of gradual and graded techniques, with an emphasis and preference for the use of verbal, non-verbal de-escalation strategies being used and exhausted before positive handling strategies are utilised

- To enable our school to develop acceptable and authorised responses to disruptive, disturbing, angry and aggressive behaviours in a manner that maintains positive relationships and provides safety for all, by training in Team Teach
- To reduce the amount of serious incidents involving physical controls in all school and to emphasise the importance of exhausting behaviour management strategies in the first instance
- To increase the awareness of staff concerning the importance of recording and reporting, monitoring and evaluating, all incidents involving positive handling
- To provide a process of repair and reflection for both staff and children

### Key points of Team Teach

- Where possible, the expectation is that staff will exhaust all behavioural management strategies before they physically intervene. Where and when there is time, the physical interventions should be viewed as a "last resort option" for staff
- Where a pupil requires repeated positive handling, the strategies and techniques will be planned for and agreed in advance. They will be written out and included in individual positive handling plans
- Physical techniques will not be taught in isolation
- Team Teach emphasises positive relationships as being the key element in our work with children. The physical techniques can help to protect and maintain these relationships. "If you treat an individual as they are, they will remain as they are, if you treat them as if they were what they ought to be, they will become what they ought to be and what they could be" (Goethe 1749-1832)
- The physical techniques have sufficient range and robustness to be appropriate across the age and development range, for both the intentional and non-intentional "challenging" individual
- The positive handling techniques provide a gradual, graded system of response commensurate with the situation, task and individuals involved, allowing for phasing up or down as dictated to by the circumstances at the time
- The use of force will always be reasonable, proportionate and necessary
- The aim of positive handling is for the person to calm down sufficiently so that staff can return the physical control and help find a better way
- A calm approach with staff using *Communication, Awareness/Assessment Listening/Looking and Making Safe* skills (CALM) is expected at all times when managing such situations
- Staff will make a risk assessment, both before, during and after any serious incident involving positive handling
- The training will aim to comply and work within "good practice" guidelines produced by government departments. Team Teach has been actively involved with consultation by government departments looking at "good practice" principles in this area. Training complies with the Human Rights Act

## **Positive Handling Plans and Reporting Incidents**

As soon as it is identified that a child's behaviour may be challenging, oppositional and pose a risk to their safety and/or the safety of others, the school SENDCo will write a personalised Positive Handling Plan for them. The main aim will continue to be the use of de-escalation techniques and the use of distraction and diversion to manage and calm the child. However, the Plan will also outline what may need to happen if such strategies are unsuccessful, e.g. final stage physical interventions and preferred holding techniques.

Prior to a Positive Handling Plan being finalised, the school SENDCo will meet with the child's parents to discuss the reasons why it is felt that a Plan is required, to outline Team Teach methodology and share the details in their child's Plan with them. The SENDCo will answer any of the questions that parents may have and request that they sign the Plan and agree to its implementation as necessary. Parents will be made aware that, if Team Teach strategies are implemented, they will receive a *Record of Physical Intervention* form, outlining the events that have taken place in relation to managing their child's behaviour.

See appendix 2 for Positive Handling Plan and Record of Physical Intervention templates.

## **Complaints and Allegations**

See Complaints Policy.

## **Appendix 1 - COVID-19 RESPONSE (June 2020)**

In response to the Coronavirus outbreak, please note the following:

At the current time, staff will not use Team Teach strategies which require them to handle or hold children. Staff will use distraction and de-escalation techniques if a child is demonstrating increased levels of anxiety or distress and are at risk of hurting themselves or others. They will be supported to move to a safe space where there are no other children and preferred and motivating resources will be offered with the aim of supporting the child to calm and settle. When they have calmed, they will return to spend time in the company of their peers.

If it is not possible to support the child to calm and there is a continued risk that the child may harm themselves or the adult supporting them, their parent/carer will be telephoned and asked to collect them from nursery.



# **Appendix 2 – TEMPLATES**



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## Positive Handling Plan

**Child's name:** \_\_\_\_\_ **DOB:** \_\_\_\_\_ **Nursery Base:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **Review Date:** \_\_\_\_\_

### CHILD'S RESPONSES

Initially	Next	Then

### TEACHER RESPONSES AND STRATEGIES

Response/Strategy	Try	Avoid	Notes

## Diversion and Distraction

If the child responds to distraction, the interests of the child are:

## Final Stage

At this point, if all other strategies have been unsuccessful, the following should be tried:

If all approaches have been attempted, it may be necessary to use Team Teach strategies to hold him/her or transfer him/her to a safe space. This is with the aim of ensuring his/her safety and the safety of other children and adults near to him/her. Our main aim is to ensure his/her safety at all times. This may happen when he/she is outside and it will be necessary for him/her to be transferred from outdoors to inside.

*The following Team Teach strategies will be used as appropriate*

### Preferred Method of Physical Intervention

Intermediate	Try	Avoid	Notes
'Caring C' guide	<input type="checkbox"/>	<input type="checkbox"/>	_____
Turn, gather and guide	<input type="checkbox"/>	<input type="checkbox"/>	_____
Friendly escort	<input type="checkbox"/>	<input type="checkbox"/>	_____
Single elbow	<input type="checkbox"/>	<input type="checkbox"/>	_____
Figure of four	<input type="checkbox"/>	<input type="checkbox"/>	_____
Double elbow	<input type="checkbox"/>	<input type="checkbox"/>	_____
Single elbow in seats	<input type="checkbox"/>	<input type="checkbox"/>	_____
T Wrap	<input type="checkbox"/>	<input type="checkbox"/>	_____
T Wrap to seats	<input type="checkbox"/>	<input type="checkbox"/>	_____
Seats to T Wrap	<input type="checkbox"/>	<input type="checkbox"/>	_____
T Wrap to ground	<input type="checkbox"/>	<input type="checkbox"/>	_____
Cradle	<input type="checkbox"/>	<input type="checkbox"/>	_____

See attached for description of each strategy. Further information is available from staff members if required.

Parents understand that it is sometimes necessary to transfer him/her in this manner and have agreed for such handling to take place to ensure his/her safety. They are informed, via handling form, if it has been necessary to handle him/her during the session.

**Triggers**

The events that have caused anxiety for this child and led to support being required are:

Staff name: \_\_\_\_\_ Parent/carer name: \_\_\_\_\_

Staff signature: \_\_\_\_\_ Parent/carer signature: \_\_\_\_\_

Date: \_\_\_\_\_ Date: \_\_\_\_\_



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## Record of Physical Intervention

Child's name:..... DOB:..... Nursery Base:.....

Date of incident:..... Place/s incident occurred:.....

Staff reporting:..... Other staff involved:.....

Other witnesses:.....

Start time:..... End time:..... Day of the week:.....

### How did the incident begin? (antecedents)

*What led to the incident/triggered the behaviour?*

### What behaviour was observed? (behaviour)

*State actual behaviour observed, e.g. 'hitting', 'kicking' rather than 'aggressive'*

### What was done to defuse/de-escalate the situation? (consequences)

*State strategies used, as included on Positive Handling Plan*

### Why was physical intervention considered to be necessary? *Tick as appropriate*

The child was at immediate risk of injury

The child was placing other another child/children at risk of injury

The pupil was placing staff or others present at risk of injury

Property was about to be damaged

Other – please outline.....

## Description of physical interventions used (Team Teach)

<b>Intervention</b>	<b>Used</b>	<b>Not used</b>	<b>Comments</b> (location, time applied for)
'Caring C' guide	<input type="checkbox"/>	<input type="checkbox"/>	_____
Turn, gather and guide	<input type="checkbox"/>	<input type="checkbox"/>	_____
Friendly escort	<input type="checkbox"/>	<input type="checkbox"/>	_____
Single elbow	<input type="checkbox"/>	<input type="checkbox"/>	_____
Figure of four	<input type="checkbox"/>	<input type="checkbox"/>	_____
Double elbow	<input type="checkbox"/>	<input type="checkbox"/>	_____
Single elbow in seats	<input type="checkbox"/>	<input type="checkbox"/>	_____
T Wrap	<input type="checkbox"/>	<input type="checkbox"/>	_____
T Wrap to seats	<input type="checkbox"/>	<input type="checkbox"/>	_____
Seats to T Wrap	<input type="checkbox"/>	<input type="checkbox"/>	_____
T Wrap to ground	<input type="checkbox"/>	<input type="checkbox"/>	_____
Cradle	<input type="checkbox"/>	<input type="checkbox"/>	_____

Breathing monitored by:.....

## Recovery

Was the child supported into a standing position using pupil's own movements and momentum? Was the child supported in to a standing position against resistance? Which staff members provided support?

## Post incident support

How was the pupil calmed after the incident? (Quiet time, distraction, specific resources, other)

## Injuries

<b>Tick as appropriate</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
Staff injured	<input type="checkbox"/>	<input type="checkbox"/>	_____
Pupil involved in incident injured	<input type="checkbox"/>	<input type="checkbox"/>	_____
Other child/children injured	<input type="checkbox"/>	<input type="checkbox"/>	_____
Other people injured	<input type="checkbox"/>	<input type="checkbox"/>	_____

**Damage to property** *please state below*

**Action taken following incident** *tick as appropriate*

	Yes	No	Comments
RPI completed fully and correctly	<input type="checkbox"/>	<input type="checkbox"/>	_____
Serious Incident Book completed	<input type="checkbox"/>	<input type="checkbox"/>	_____
Parent/carer informed	<input type="checkbox"/>	<input type="checkbox"/>	_____
Copy of RPI give to parent/carer	<input type="checkbox"/>	<input type="checkbox"/>	_____

**All staff involved to sign to confirm that this is an accurate record of the incident:**

Staff member's name..... Signature.....

Staff member's name..... Signature.....

Staff member's name..... Signature.....

Staff member's name..... Signature.....

**Lead member of staff:**

Staff member's name..... Signature.....

**Report passed to:**

Staff member's name..... Signature.....

Designation..... Date..... Time.....