



# KINGSGATE

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# SCHOOL

**Kingsgate School**

## **Positive Handling Policy**

Local Procedure Owner: Tim Rogers

Issue date: September 2018

Reviewed: ~~September 2019 by TR, October 2020 by TR, September 2021 by TR/RO, September 2022 reviewed by TR~~, September 2023 reviewed by TR,

Next review date: September 2024

Linked with local procedures:

- Anti Bullying
- Behaviour

## Positive Handling Local Procedure

This local procedure provides a framework for the use of positive handling within Kingsgate School and takes into account information provided in Circular 10/98 (Section 550A of the Education Act 1996) as well as The Children's Act 1989 Guidance and Regulations volume 4 paragraph 1.82-1.91 and 8.10 (HMSO 1991) and in the Guidance on Permissible Forms of Control in Children's Residential Care (Department of Health, April 1993.)

The school has trained tutors in the Team Teach method; aims and guidelines central to this approach are incorporated within the policy. Central to this policy is the understanding that any Physical Intervention used by staff must be in accord with the idea of 'Reasonable Force' and used only as a last resort once all other strategies have been exhausted. There is no legal definition of reasonable force. The use of force can only be regarded as reasonable if the circumstances of the particular incident warrant it and the degree of force employed is proportionate to the level of challenging behaviour presented or the consequences it is intended to prevent.

It is essential that any discussion of physical intervention is set in the wider context of education and behaviour management; it should not be seen as an isolated technique. 95% of the time there will be no need for physical intervention and other methods of behaviour management/ de-escalation can be used.

### The Legal Context

The document which concerns us most is Section 550A of the Education Act 1996. This led to circular 10/98 which sets out guidelines for the use of reasonable force. The National guidelines are contained in The Children's Act 1989 Guidance and Regulations volume 4 paragraph 1.82-1.91 and 8.10 (HMSO 1991) and in the Guidance on Permissible Forms of Control in Children's Residential Care (Department of Health, April 1993.)

A calm considered approach to the situation is needed. When circumstances justify, staff can:

- Physically interpose between young people.
- Use holding, pushing and guiding.
- Lead a pupil by the arm.
- Shepherd a young person away by placing a hand in the centre of the back.
- (In extreme circumstances) use more restrictive holds.
- Any necessary action with concept of 'reasonable force'.

Types of incident where the use of reasonable force may be necessary fall into 4 broad categories:

Action due to risk of injury to the young person.

Action due to risk of injury to other young people or staff.

Action due to significant damage to property.

Action where behaviour is prejudicial to good order and discipline in a school context.

### Examples of 1, 2 and 3:

A pupil attacks a member of staff or another pupil.

A pupil is engaged in or on the verge of starting to damage property.

A pupil is running up and down a corridor in a way that could cause injury.

### Examples of 4:

A pupil persistently refuses to leave the room.

A pupil is behaving in a way that is seriously disrupting the lesson.

## Accepted physical interventions used:

Listed below are the accepted Team Teach strategies which have been taught to staff.

A range of personal safety responses to deal with:

- Wrist and hair grabs
- Neck holds
- Bear hugs and Bites
- Punches and kicks

## A range of guides, escorts and restraints ranging from least intrusive to most intrusive

These provide a graded and gradual response aimed at intervening with the appropriate amount of reasonable force. Restraints where 2 people are used will be deemed as a more restrictive hold. As the amount of restriction/ number of people increases so does the risk; staff need to make a risk assessment based on the situation as to the level at which they are going to intervene.

<b>1 Person Standing/ Walking</b> Single elbow Double elbow	
<b>2 Person Standing/ Walking</b> Double elbow Figure of four	<b>1 Person to Chairs</b> Double elbow
<b>2 Person to Chairs</b> Single elbow Seated single elbow	

Ground recovery holds are the most restrictive and carry the highest risk. Staff are not taught floor holds, and the school will not use such holds.

Training on physical intervention given to staff will include sections on the background, theory and rationale behind the Team Teach approach as well as an understanding of personal space and body language before any Physical Techniques are taught.

Any physical interventions used will need to take account of age, cultural background, gender, stature and medical history of the young person involved.

## Placing Physical Intervention in Context

Physical intervention is never seen in isolation at Kingsgate School. It is but one strategy available to staff and should always be a last resort when all other strategies have failed. Physical interventions can be placed in 2 broad categories:

### Emergency Interventions

Emergency interventions will involve staff employing, where necessary, one, or a combination of, the strategies mentioned in the previous section in response to an incident. This will occur when all other

strategies have been exhausted or the incident requires a rapid physical response (for example a young person running onto a road.)

## **Planned Interventions**

Planned interventions will involve staff employing, where necessary, one or a combination of the strategies mentioned in the previous section as an agreed response to an identified behaviour. This will be documented in the student's IBSP and will be reviewed within annual reviews.

Permission of parents/ guardians and placing authorities will be sought before initiating this as an accepted response. The positive handling plan will list the accepted strategies to be used as well as strategies that may be used before hand. A risk assessment will also be completed identifying the risks involved in the procedure as well as the risks involved if a planned physical intervention is not used.

Physical intervention should be seen in an environmental context. If an appropriate curriculum is in place and there is an emphasis on a total communication environment then the necessity for physical interventions will be reduced.

The diagram overleaf provides a model of Behaviour Management aimed at reducing the need for Physical Intervention. The emphasis is placed on strong foundations, followed by planning and then provides some tools that can be used in the event of difficulties.

Tools or strategies used can be divided into those that are preventative and those that are reactive.

Preventative strategies need to be:

- Clear and understood by all those who come into contact with the individual.
- Based on thoughts/discussion about possible reasons for challenging behaviour.
- Where possible the functional opposite of the behaviour (functionally incompatible) we are trying to stop.  
E.g. As simple as if a pupil is constantly hitting someone then we need to aim for them to be in their seat (if they are in their seat they can't be hitting someone.)

Reactive strategies need to be:

- Clear and understood by all those who come into contact with the individual.
- Manageable.
- Focussed on the behaviour, not the child.
- Flexible.
- Aimed at de-escalation.

## **Risk Assessment**

In the case of emergency interventions, staff will make a risk assessment at the time, comparing the risks associated with intervention against the risks of not intervening.

In the case of planned interventions, staff involved with the young person will meet with the member of staff responsible for physical intervention - currently the Head teacher. A Risk assessment form will be filled out prior to a positive handling plan.

## **Reporting and Monitoring of Incidents**

Reporting and monitoring is of paramount importance for several reasons:

Protection of staff and pupils

Keeps a record of number of incidents so times/areas that most incidents occur can be tracked

Recording and reporting at Kingsgate School can be split into categories:

Pre incident

Post incident  
Description of incident  
Method of positive intervention  
Outcome of positive intervention  
Reflection interviews completed  
List checked by the Head teacher

### **Training and Authorisation of Staff**

All staff who have satisfactorily completed Team Teach training are authorised to use Physical Intervention. A list of staff who have completed this training is held by the SBM. Once staff have received their full training, top up training will take place annually.