



Inspire Partnership Academy Trust

Positive Support Policy

Version: May 2021

DATE APPROVED BY TRUSTEES: June 2021

1	ABOUT THIS POLICY	3
1.1	Introduction	3
1.2	Principles.....	3
1.3	The purpose of this document.....	4
2	PROCEDURES	4
2.1	Managing challenging behaviour	4
2.2	The legal framework	5
2.3	Our approach.....	5
2.4	Use of physical restraint.....	5
2.5	Actions after an incident	6
2.6	Debriefing arrangements	6
2.7	Arrangements for informing parents	7
2.8	Recording an incident	7
2.9	Risk assessments	8
2.10	Complaints and allegations	8
2.11	Searching pupils.....	8
3	FURTHER GUIDANCE.....	9
3.1	Key Legal References.....	9

1 ABOUT THIS POLICY

1.1 Introduction

- 1.1.1 Behaviour is always a form of communication. Understanding that children are communicating through their behaviour gives adults the opportunity to respond differently. When children feel valued, respected and have their needs met, there is no longer a reason to use challenging behaviour to communicate. Punishing a child for a behaviour may stop the behaviour for the moment, but it does not give the child support or provide alternate ways to act in difficult situations. When adults help children find positive ways to communicate their needs to others, children learn important social and problem-solving skills that will help them throughout their life.
- 1.1.2 At Forest Academy we are committed to a behaviour policy which encourages children to make positive behaviour choices. On rare occasions circumstances may result in a situation that requires some form of physical intervention by staff.

1.2 Principles

- 1.2.1 Our policy for physical intervention is based upon the following principles:
- a) Physical intervention should be used only as a last resort when other appropriate strategies have failed;
 - b) Any physical contact should be only the minimum required;
 - c) Physical intervention must be used in ways that maintain the safety and dignity of all concerned;
 - d) Incidents must be recorded and reported to the Head teacher as soon as possible;
 - e) Parents/Carers will be informed on the day of the incident.

1.3 The purpose of this document

- 1.3.1 Forest Academy believes everyone has a right to:
- a) Recognition of their unique identity;
 - b) Be treated with respect and dignity;
 - c) Learn and work in a safe environment;
 - d) Be protected from harm, violence, assault and acts of verbal abuse.
- 1.3.2 Pupils and their parents attending Forest Academy have a right to:
- a) Individual consideration of pupil needs by the staff who have responsibility for their care and protection;
 - b) Expect staff to undertake their duties and responsibilities in accordance with the school's policies;
- 1.3.3 Be informed about school rules, relevant policies and the expected conduct of all pupils and staff working in school.

2 PROCEDURES

2.1 Managing challenging behaviour

- 2.1.1 Forest Academy also recognises that there is a need, reflected in common law, to physically intervene when there is an obvious risk to the safety of children, staff and property. This applies both on and off setting sites. If used at all, the use of force to control or restrain pupils will be used in the context of a respectful, supportive

relationship with the child in order to ensure minimal risk of injury to children and staff.

2.2 The legal framework

- 2.2.1 Section 93 of the Education & Inspections Act 2006 allows 'teachers and other persons who are authorised by the Head Teacher who have control or charge of pupils to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following:
- a) Causing injury to his/herself or others;
 - b) Committing an offence;
 - c) Damaging property;
 - d) Prejudicing the maintenance of good order & discipline.

2.3 Our approach

- 2.3.1 At Forest Academy we aim to avoid the need for physical intervention and regard this as a last resort in managing situations. We always aim to deal with behaviour using a positive approach and therefore this policy should be read in connection with our Behaviour Policy.
- 2.3.2 It is not possible to define every circumstance in which physical restraint would be necessary or appropriate and staff will have to exercise their own judgement in situations which arise within the above categories. Staff should always act within the Academies policy on behaviour and discipline, particularly in dealing with disruptive behaviour.
- 2.3.3 Staff should be aware that when they are in charge of children during the school day, or during other supervised activities, they are acting in loco parentis and have a 'Duty of Care' to all children they are in charge of. They must, therefore, take reasonable action to ensure all pupils' safety and wellbeing.
- 2.3.4 Staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention. Staff should understand the importance of listening to and respecting children to create an environment that is calm and supportive, especially when dealing with children who may have emotional and behavioural needs, which may increase their aggression. All staff should understand the importance of responding to the feelings of the child, which lie beneath the behaviour, as well as the behaviour itself.
- 2.3.5 If a child is behaving disruptively or anti-socially, every non-physical strategy will be used to manage the behaviour positively to prevent a deterioration of the situation. Staff should view physical intervention with a child as a 'last resort' and for the purposes of maintaining a safe environment.

2.4 Use of physical restraint

- 2.4.1 Physical restraint should be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allows the pupil to regain self-control. It should never take a form which could be seen as punishment.
- 2.4.2 When physical restraint becomes necessary:
- 2.4.3 Do:
- a) Tell the pupil what you are doing and why;
 - b) Use the minimum force necessary;
 - c) Involve another member of staff wherever possible;
 - d) Tell the pupil what s/he must do for you to remove the restraint (this may need frequent repetition);

- e) Use simple and clear language;
- f) Relax your restraint in response to the pupil's compliance.

2.4.4 Do not:

- a) Act in temper;
- b) Involve yourself in a prolonged verbal exchange with the pupil;
- c) Involve other pupils in the restraint;
- d) Touch or hold the pupil in a way that could be viewed as inappropriate conduct;
- e) Twist or force limbs back against a joint;
- f) Hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck;
- g) Use physical restraint or intervention as a punishment.

2.4.5 The procedure for restrictive physical intervention set out below must always be followed:

- a) Give the child clear warning. Offer an escape route from the situation, for example, through calming or following instructions;
- b) Once the restrictive physical intervention is judged necessary it should happen quickly, smoothly and confidently;
- c) Always remain calm and talk in a conciliatory tone. Ignore any abuse and let the high emotional state run its course;
- d) Once things begin to calm, it can be coupled with significant changes in restrictive physical intervention;
- e) The aim is to talk through the situation and discuss the behaviour that caused the whole episode;
- f) The extent of force used should be no more than necessary to control the situation

2.5 Actions after an incident

- 2.5.1 Physical restraint often occurs in response to highly charged emotional situations and there is a clear need for debriefing after the incident, both for the staff involved and the pupil. The Head teacher should be informed of any incident as soon as possible and will take responsibility for making arrangements for debriefing once the situation has stabilised. An appropriate member of the teaching staff should always be involved in debriefing the pupil involved and any victims of the incident should be offered support. The parents/carers will be informed at the earliest possible opportunity.
- 2.5.2 If the behaviour is part of an ongoing pattern it will be necessary to address the situation through the development of a behavioural plan.
- 2.5.3 All incidents should be recorded immediately in the numbered and bound book located the Leadership Room . An electronic log should also be kept on CPOMS. All sections of the report should be completed so that any patterns of behaviour can be identified and addressed. In the event of any future complaint or allegation this record will provide essential and accurate information.
- 2.5.4 A member of the leadership team will contact parents as soon as possible after an incident, normally on the same day, to inform them of the actions that were taken and why, and to provide them with an opportunity to discuss it.

2.6 Debriefing arrangements

- 2.6.1 The child/young person and the member of staff will be checked for any sign of injury after an incident. First aid will be administered to anyone who requires it, or medical treatment obtained.
- 2.6.2 The child or young person will be given time to become calm while staff continue to supervise them. When the child regains complete composure, a senior member of staff (or their nominee) will discuss the incident with the child and try to ascertain the reason for its occurrence.
- 2.6.3 The child will be given the opportunity to explain things from their point of view. All necessary steps will be taken to re-establish the relationship between the child and the member(s) of staff involved in the incident. In cases where it is not possible to speak to the pupil on the same day as the incident occurred, the debrief will take place as soon as possible after the child returns to school.
- 2.6.4 All members of staff involved should be allowed a period of debrief and recovery from the incident. A senior member of staff (or their nominee) will provide support to member(s) of staff involved.
- 2.6.5 The Head teacher will be informed at the earliest possible opportunity of any incidents where positive handling was used. The Head teacher (or their nominee) will initiate the recording process if not already under way and review each incident to ensure that any necessary lessons are learned.

2.7 Arrangements for informing parents

- 2.7.1 All parents/carers will be informed immediately after an incident where positive handling is used with a child. Parents/carers will need to be notified sensitively and to be made aware of the full circumstances.
- 2.7.2 Parents/carers should be informed of the school's policy regarding positive handling and their behaviour policy.
- 2.7.3 Staff who work with particular children who have learning or physical disabilities (and who have Individual Education Plans, Individual Behaviour Plans and/or Pastoral Support Plans), may need to use specific techniques routinely to manage challenging behaviour. Such arrangements must be discussed with parents/carers in advance on an individual basis using positive handling plans. All interventions will be routinely recorded and monitored with the expectation that steps are taken to reduce the number of restrictive physical interventions year on year.

2.8 Recording an incident

- 2.8.1 The circumstances and nature of the physical intervention will be held on the record of the child involved. The DSL will inform any necessary agencies/authorities (e.g. LADO) of the physical intervention in accordance with DFE and LA guidance. The Head teacher will ensure that parents/carers are appropriately informed on the same day as the incident. It is also expected that the child's Social Worker be informed if they are Looked After. For the safeguarding of both staff and pupil, any subsequent investigation of the situation/incident should be undertaken by a member of staff other than the one applying the physical intervention.
- 2.8.2 A contemporaneous record (i.e. written as soon as possible and no longer than 2 hours after the incident's occurrence) should be made by the staff member involved in the incident and a copy given to a senior member of staff and parent/carer. Similarly, contemporaneous notes will also be made by all other members of staff involved (i.e. as witnesses or additional providers of support). The notes will be signed and dated.
- 2.8.3 The record will contain the following information:
 - a) The name(s) and the job title(s) of the member(s) of staff who used reasonable force;

- b) The name(s) of the child(ren) involved;
- c) When and where the incident took place;
- d) Names of staff and child(ren) who witnessed the incident
- e) The reason that force was necessary;
- f) Behaviour of the child(ren) which led up to the incident including any triggers;
- g) Any attempts to resolve the situation;
- h) The degree of force used;
- i) How it was applied;
- j) How long it was used for;
- k) The child's/children's response and the eventual outcome;
- l) Details of any injuries suffered by either staff or child(ren);
- m) Details of any damage to property;
- n) Details of any medical treatment required (an accident form will be completed where medical treatment is needed);
- o) Details of follow-up including contact with the parents/carers of the child(ren) involved;
- p) Details of follow up involvement of other agencies, police, social services.

2.8.4 Child witnesses may also be asked to provide a written account if appropriate.

2.8.5 A copy of this will be kept on the child's file and retained in line with guidance on keeping educational records. The school will report any injuries to child or staff and seek medical intervention immediately if necessary.

2.9 Risk assessments

2.9.1 If we become aware that a pupil is likely to behave in a disruptive and/or challenging way that may require the use of reasonable force, we will plan how to respond if the situation arises. Such planning will address:

2.9.2 Strategies to be used prior to intervention;

- a) Ways of avoiding 'triggers' if these are known;
- b) Involvement of parents/carers to ensure that they are clear about the specific action the school might need to take;
- c) Briefing of staff to ensure they know exactly what action they should be taking;
- d) Identification of additional support that can be summoned if appropriate.

2.10 Complaints and allegations

2.10.1 A clear restraint policy, adhered to by all staff and shared with parents, should help to avoid complaints from parents. It is unlikely to prevent all complaints, however, and a dispute about the use of force by a member of staff might lead to an investigation, either under the complaints disciplinary or allegation management procedures. It is our intention to inform all staff, pupils, parents and governors about these procedures and the context in which they apply.

2.11 Searching pupils

2.11.1 On occasions a member of staff may have reasonable grounds to suspect that a pupil is in possession of an item or items which contravene school regulations and could potentially cause harm to themselves or others. Under these circumstances The

Education Act 2011 extends the power of staff to search pupils without their consent. Searches will be conducted by two members of staff, at least one of whom will be the same sex as the child. Pupils will be offered the opportunity to have their parents/carers present.

2.11.2 For further information the DfE have provided guidance on Searching, Screening and Confiscation.

A member of the leadership team will contact parents as soon as possible after an incident, normally on the same day, to inform them of the actions that were taken and why, and to provide them with an opportunity to discuss it.

3 FURTHER GUIDANCE

3.1 Key Legal References

3.1.1 This Positive Handling guidance is written with reference to the following key legal concepts and documents:

- DfE Use of Reasonable Force Guidance;
- Offences Against the Persons Act 1861 (concepts of Assault and Assault and Battery);
- Common Law concepts of false imprisonment and common law defence;
- Duty of Care;
- DfE Circular 10/98;
- The Children Act 1989;
- DoH/DfES Joint Guidance on Physical Interventions 2002;
- The Education Act 1996;
- Education and Inspection Act 2006;
- Human Rights Act 1998;
- Disability Discrimination Act 1995;
- Health and Safety at Work Act 1974.

Appendix: Behaviour Plan Template



Forest Academy Behaviour Plan Template

STAGE 1

Low Level Behaviour Examples

- Individual shows signs of anxiety.
- Hands over ears.
- Hiding face in hands or bent over / under table.
- Pulling up collar or pulling down hat.
- Rocking or tapping.
- Withdrawing from group.
- Refusing to speak or dismissive.
- Refusing to co-operate.
- Adopting defensive postures.
- Scribbling on work
- Glaring and/or growling

Low Level Response Examples

- Read the behaviour and body language.
- Intervene early to remove sources of frustration.
- Offer reassurance – including positive physical prompts.
- Explain clearly what is happening and what will happen next. Use the language of choice.
- Communicate – “Talk and I’ll listen”.
- Use appropriate humour.
- Display CALM body language.
- Talk slowly and quietly.
- Assess the situation.
- Divert and distract by introducing another activity and topic.

Individual Behaviours and Helpful Responses

STAGE 2

Medium Level Behaviour Examples

- Individual begins to display higher tension.
- Making noises moving around.
- Belligerent and abusive.
- Talking louder – higher – quicker.
- Adopting aggressive postures.
- Changes in eye contact.
- Pacing.
- Breaking minor rules.
- Low level destruction.
- Picking up objects which could be used as weapons.
- Challenges – “I will not...you can’t make me”.

Medium Level Response Examples

- Continue to use Level One de-escalation responses.
- State desired behaviours clearly.
- Use distraction to refocus attention on something positive.
- Set clear enforceable limits.
- Offer alternatives and options.
- Offer clear choices.
- Give a get out with dignity.
- Assess the situation, consider making the environment safer and getting help.
- Remove audience.
- Guide the elbows towards safety.

Individual Behaviours and Helpful Responses

STAGE 3

Higher Level Behaviour Examples

- Shouting and screaming.
- Crying.
- Head banging against people or surfaces.
- Slapping or punching self.
- Damaging Property.
- Moving towards danger.
- Fiddling with electrics.
- Climbing trees, roofs or out of windows.
- Tapping or threatening to break glass.
- Moving towards weapons.
- Picking up objects which can be used as weapons.
- Grabbing or threatening others.
- Hurting others (Head butting – pinching – biting – kicking – slapping – punching).

High Level Response Examples

- Continue to use all the Level One and Two De-escalation responses.
- Make the environment safer
- Move furniture and remove weapon objects.
- Guide assertively – hold or restrain if absolutely necessary.
- Ensure face, voice and posture are supportive not aggressive.
- Use Help Protocol to save face by changing face.

Individual Behaviours and Helpful Responses

STAGE 4

Recovery Behaviour Examples

- The recovery stage can easily be confused with the anxiety stage.
- People may sit quietly in a hunched position.
- The difference is that they can revert to extreme violence without the build-up associated with the normal escalation at stage 2.

Recovery Response Examples

- Support and monitor.
- This may not be a good time to touch, as touch at this stage can provoke a reversion to crisis.
- Give space and time. Do not talk about the incident at this stage.
- Insulate from sources of frustration.
- Look for signs that the person is ready to communicate.

Individual Behaviours and Helpful Responses

STAGE 5

Depression

- After a significant incident people can become depressed.
- They may not want to interact but still need support and reassurance.

Post Incident Support

- Support, reassure and monitor.
- Respond to any signs that the person wants to communicate.
- Show concern and care but do not attempt to resolve residual disciplinary issues at this stage.

Individual Behaviours and Helpful Responses

