



# River Bourne Community Farm

## Positive Handling Policy September 2019

### Introduction

This policy provides a framework for the use of Physical Intervention within RBCF and takes into account information provided in circular 10/98 (section 550A of the Education Act 1996) as well as the DfES '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'.

This policy should be read in conjunction with other policies and forms part of the suite of policies on attendance and behaviour. It also takes account of the Wiltshire Council policy and guidance on Positive Handling.

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 can be used.

### The Legal Context

The document that 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. Reasonable force may be used to physically restrain pupils, namely:

- (i) Where a pupil is committing a criminal offence,
- (ii) Where a pupil is causing injury to themselves or others,
- (iii) Where a pupil is causing damage to property (including his/her own) or,
- (iv) Where pupil behaviour is prejudicial to good order and discipline in school or among any of the pupils.

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

- Physically interpose between pupils
- Use holding, pushing, pulling
- Lead a pupil by the arm
- Shepherd a pupil away by placing a hand in the centre of the back
- (In extreme circumstances) use more restrictive holds
- Any necessary action consistent with the concept of 'Reasonable Force'

Types of incident where the use of 'Reasonable Force' may be necessary fall into three broad categories:

- 1) Action due to imminent risk of injury
- 2) Action due to developing risk of injury or significant damage to property
- 3) Action where a pupil is behaving in a way that is compromising good order and discipline

#### *Examples of 1 and 2*

- 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
- A pupil is absconding (NB this only applies if the child is at risk if they leave the room/building).

#### *Examples of 3*

- A pupil persistently refuses to leave the room
- A pupil is behaving in a way that is seriously disrupting the lesson

Any Physical Interventions used will need to take account of age, cultural background, gender, stature and medical history of the student involved.

### **Placing Physical Intervention in Context**

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

#### 1) Emergency Interventions

These 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 child running onto a road).

#### 2) Planned Interventions

These 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. 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 Intervention will be reduced.

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

Preventative strategies need to be:

- Clear and understood by all those that 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 else then we need to aim for them to be sat in their seat (if they are sat in their seat they can't be hitting someone).

Reactive strategies need to be:

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

Physical actions such as holding a pupil around the neck, by the collar or in any other way that might restrict their ability to breathe, slapping, kicking or punching are not permissible.

Any act of positive handling must be an act of care and not of punishment. Deliberate use of physical contact to punish a young person, cause pain, injury or humiliation is unlawful, regardless of the severity of the young person's behaviour or the degree of provocation.

### **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 child will meet with the member of staff responsible for Physical Intervention in the school (**currently the Education Manager, Sara-Jane Hancock**).

### **Reporting and Monitoring of Incidents**

Reporting and monitoring is of paramount importance for a number of reasons:

- Protection for staff and pupils
- Keeps a record of number of incidents so times/ areas that most incidents occur can be tracked

Recording at RBCF can be split into two categories:

- Pre incident
- Post incident

The table on page 4 details the systems for recording/ reporting within RBCF and their purpose.

### **Post Physical Intervention Procedures**

As soon as is reasonably possible and within 24 hours after an incident staff need to fill out an Incident Form (see page 5) and the Incident Log. The form should be given to the Education Manager who will provide a debrief for the staff and check their welfare. When both the staff and the child involved are calm then a debrief needs to take place between them. This should include (if appropriate) a discussion about strategies that the child could use in the future.

Completed forms are held by the Education Manager. Details from completed forms are entered onto a database. This information is monitored at least half termly, along with positive handling plans.

## Reporting and Monitoring of Incidents

Pre Incident / Event	Document		Purpose
	Behaviour Strategies		A list of suggested strategies that will work with a particular pupil. Drawn up in education review meetings.
	Behaviour Plans		Aimed at providing specific strategies for a specific behaviour. A review date is set and behaviour is monitored and recorded. Initial concerns brought up at education review meetings
	Positive Handling Plan		Details planned physical interventions to be used in specific situations. Will also list other strategies to be used before. A risk assessment form will also have been filled out.
	Letter to Parents		In the event of a Positive Handling Plan being filled out a letter will be sent to Parents to explain rationale and ask parents permission.
Post Incident/ Event	Document		Purpose
	RBCF Accident/Incident Forms		To be filled out in the event of an incident where there has been no physical intervention and no injury e.g. child running off site. A copy must be sent to the Farm Office Manager
			To be filled out in the event of an incident where physical intervention has been used and should form a part of the incident log of events
			To be filled out in the event of an incident where an injury has been sustained. Physical Intervention may or may not have been used. A copy must be sent to the Farm Office Manager
	Incident Log		Any incident sheets filled out will also get marked in the Incident Log. A bound dated and signed book. All incident forms and the log itself must be completed within 24 hours of the incident.
Letter to Parents		A letter will be sent home to the parents in the event of an emergency Physical Intervention.	

## RBCF Form

Form Completed by:	
Name:	Date:
Location of Incident:	
Date:	Time:
Witnesses:	
Description of incident (full names to be used):	
Assailant(s):	Key Stage:
Victims(s):	Key Stage:
Follow up action taken as a result of the incident (e.g. sanctions imposed, review of behaviour plan):	
Teacher's Comment:	
Date:	Signature:
Copied to Pupil File:	Y___ N___

## RBCF Form

Form Completed by:	
Name: _____	Date: _____
Victim Name:	
Pupil _____	
Teacher _____	
Support Staff _____ Other _____	
KS3____ KS4____	
Details of Injury:	
Treatment received:	
First Aid _____ Resumed lessons/ Work _____	
Sent to Hospital _____ Sent home _____	
Other (specify) _____	
Location of incident:	
Date: _____	Time: _____
Witnesses:	
Assailant: _____	Key Stage: _____

Description of incident (full names to be used):	
De-escalation techniques used: Verbal ____      Touch ____      Single Elbow __      Double Elbow _ Fig 4 ____      Wrap ____      Standing ____      Sitting ____ Kneel ____      Supine ____      Other _____	
Follow up action taken as result of incident (e.g. Sanctions imposed, review of behaviour plan):  Debrief those involved ____      Parents informed ____ SMT intervention ____      Sanctions imposed ____ Other _____	
Headteacher's Comment:	
Date:	Signature:
Copied to Pupil File:	Y____ N____

**RBCF Record of an Incident Involving Physical Intervention – Details of De-escalation Techniques Used**

Form Completed by:			
Name:		Date:	
Location of Incident:			
Date:		Time:	
Witnesses:			
Description of incident (full names to be used):			
Assailant(s):		Key Stage:	
Victims(s):		Key Stage:	
De-escalation techniques used:			
Verbal ____	Touch ____	Single Elbow __	Double Elbow _
Fig 4 ____	Wrap ____	Standing ____	Sitting ____
Kneel ____	Supine ____	Other _____	
Follow up action taken as result of incident (e.g. Sanctions imposed, review of behaviour plan):			
Headteacher's Comment:			
Date:		Signature:	
Copy to Pupil File		Y____ N ____	

**DETAILS MUST BE ENTERED INTO THE INCIDENT LOG**



## RIVER BOURNE COMMUNITY FARM ACCIDENT REPORT FORM

This form should be used in all instances where there has been a work-related accident involving staff, clients, pupils, visitors or contractors. Acts of aggression against staff should also be reported on this form.

Certain work-related injuries must be reported to the HSE. Please see the guide. Complete all sections, keep the original and send a copy to the Health & Safety Team

<b>DETAILS OF PERSON INJURED/ASSAULTED</b>			
Forename:		Surname:	
Address:   Postcode:		Date of Birth:	
		Age:	
		Sex:	
		Job Title (or Client, student, visitor, contractor, etc):	
Telephone No:		Place of Work/ Department:	
<b>DETAILS OF ACCIDENT/INCIDENT</b>			
Date of accident or incident: AM/PM		Time:	
Address where Accident/incident occurred:			
Precise place (e.g. kitchen, classroom, etc.)		Nature of injury (e.g. cut, bruise, fracture, etc.)	
Part of body affected:		Treatment given:	
<b>DESCRIBE WHAT HAPPENED:</b>			
Please give as much detail as you can, including names and parts played by any other persons (staff, client, pupil etc.) and identifying any substances or equipment involved.			
(Continue on a separate sheet if necessary)			

Was the injured person taken to hospital?	
Did the injured person continue to work?	
Number of days absent from work:	
Name and address of any witnesses:	
Date telephoned HSE (0845 300 99 23):	
<b>OBSERVATIONS OF MANAGER AND PROPOSED ACTION TO AVOID RECURRENCE</b>	
General Observations:	
Is any remedial action required? Give an indication as to whether action has been/ is being taken (e.g. further training provided, further security arrangements, review of risk assessments and working arrangements etc.)	
Manager's name:	
Signature:	Date:
Telephone No.:	
<b>For use by Health and Safety Team:</b> Date F2508 sent to HSE	Observations