Positive Handling Policy 2023

The Link Academy Trust is a company limited by guarantee and an exempt charity, regulated by the Education & Skills Funding Agency (EFSA). All Members of the Board of Trustees of the exempt charity are also Directors of the company; the term 'Trustee' used in this Policy also means Director. This Policy applies to all academies within the Link Academy Trust.

The Trustees and LACs (Local Advisory Committees) will act in accordance with Section 175 of the Education Act 2002 and the Government guidance 'Keeping Children Safe in Education' Sept 2022 to safeguard and promote the welfare of pupils[1] at the academies within the Link Academy Trust.

A relational approach to supporting a positive climate in Link Academy Trust settings

Rationale: Developing Relationships • Responding and Calming • Repairing and Restoring

Strong and positive personal and professional relationships between staff, pupils and parents are vital to ensure a calm and purposeful environment. It is recognised that the majority of pupils in our academies follow the 'school's behaviour expectations' (known as rules) and remain regulated and focussed throughout the school day.

Unhelpful, harmful or challenging behaviour is usually the result of strong emotions which have been triggered in the moment or which underpin adaptive behaviours. To maintain a calm learning environment and also to support children to process their feelings and emotions to adjust their behaviour, we need to be able to regulate them in the moment and provide them with experiences which will assist the development of regulation.

It is also acknowledged that some children find it more difficult to self-regulate. These children will require a more tailored approach, may require a co-regulation plan and risk assessment. In some circumstances, staff may need to take action and the use of physical contact may be required. In these situations, the Link Academy Trust uses a PIPs approach. Further information can be found following this link.
[Passive Intervention and Prevention Strategies (PIPS) - Support for schools and settings (devon.gov.uk)](#)

Training of staff

The Link Academy Trust believes that good training for positive handling is vital and ensures that <u>a minimum of two members</u> of staff in each academy are trained in Passive Intervention and Prevention Strategies (PIPS). Training is offered annually

through the Inclusion and Improvement Hub (IIH). In the event of PIPs being needed, trained staff should be sought wherever possible. If an academy has several children needing a higher level of support, the Academy Head will complete a risk assessment which may require a higher proportion of staff to be trained.

RECORDING OF PIPs

For children who have a co-regulation plan, the guidance of how PIPS can be used will be recorded in this plan. Plans are written, shared and agreed with parents. PIPS may be, for example, holding a hand, or placing a hand on a child's back to guide them to a safer space.

For more serious situations, where a child has been held or restrained (in line with DFE 2013 guidance – appendix 1), a PIPs record form (appendix 2) will be completed. This MUST be shared with the Academy Head and the parents on the day of the incident as a minimum. There is an expectation that any additional staff involved with the pupil are also informed, including the IIH Lead.

Supporting staff following an event
Working with dysregulated children is challenging and can be upsetting. Following an event, the Academy Head, IIH staff or EIT will ensure individuals involved are supported and organise supervision if necessary.

Risk Assessment, Relational Support Plans and Co-regulation Plans:

Where a child presents an ongoing risk to self and others, a risk assessment will be written, and relational support plan developed. For children who are specifically struggling with regulation, it is appropriate to have a consistent response or strategy including a script as to how we best co-regulate the child. They will need different relational and empathic responses at different stages of regulation. A personalised co-responsive regulation plan is a good system for agreeing this shared response so that all adults working with the child have a good understanding of their needs and that there is a consistent response to their behaviour.

Some crises situations arise unexpectedly and there may not be a specific plan in place, however every academy must have general guidelines in place as to how to make the situation safe in the moment and what needs to happen following the incident. Staff should receive staff training to ensure this is effectively in place.

If we become aware that a pupil is likely to behave in a dysregulated way that may require the use of PIPs, it is our intention to plan how to respond. Such planning needs to address:

- Managing the pupil (e.g. reactive strategies to de-escalate a conflict, holds to be used if necessary);
- Involving the parents/carers to ensure that they are clear about the specific action the academy might need to take;
- Briefing staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance);

- Ensuring that additional support can be summoned if appropriate;
- If Positive Handling is likely to be necessary, this should be included in the pupil's provision together with de-escalation strategies, the manner in which the pupil may be held, how support will be summoned and any medical factors to be considered.
- Additional staff may need to be alerted to offer a 'change of face'

Links with other policies

This policy is linked to the

- Behaviour policy (in review) soon to become Relational Approach Policy
- Anti-Bullying with Peer-on-Peer Abuse Policy
- SEND policy
- Risk assessment policy
- Child Protection and Safeguarding policy
- Health and safety policy

The Trust's Positive Handling Policy will be discussed, reviewed and updated by the Senior Leadership team annually. This Policy will be reviewed by the Standards & Curriculum Committee annually and approved by the Board of Trustees.

Policy reviewed by Standards & Curriculum: June 2021
Date approved by the Board of Trustees: 12 July 2021

Reviewed by Standards & Curriculum: 14th June 2023

Approved by Board of Trustees: 10th July 2023

<u>Appendix 1</u>

<u>DFE – 2013 Use of reasonable force (currently under review)</u>

Schools can use reasonable force to:
• remove disruptive children from the classroom where they have refused to follow an instruction to do so;
 • prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
• prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
• prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
• restrain a pupil at risk of harming themselves others through physical outbursts.
[DfE advice template (publishing.service.gov.uk)](publishing.service.gov.uk)

PHYSICAL INTERVENTION INCIDENT REPORT FORM

Pupil		DOB	Date	Time

Reported by ....   Others involved (names and roles) ....   Others present (names) ....

Name of Academy?

Where in setting?

What led up to the incident?

What steps did you take to de-escalate   Warning ☐   Reassurance ☐   Choice ☐   Divert ☐   Instruction ☐   Ask to stop ☐   Distract ☐   Humour ☐

Brief factual summary of what exactly happened   Start time ....../.........   Finish time ...../..........

Reasons for intervention

Actual injury to self ☐   Potential injury to staff/pupil ☐ Actual injury to staff/pupil ☐
Potential damage to property ☐   Actual damage to property ☐   Attempting to leave the site ☐
Potential injury to self   ☐

Other ………………………………………………… ………………………………………………………….

Why was it in the child's best interest to intervene?

Positive handling strategies used:

Lap over ☐   Safe wrist hold ☐   Safe wrist hand hold ☐   Safe double wrist hold ☐

Sitting   ☐   Kneeling   ☐   Standing ☐

Length of contact:	Further details:

Adults involved:

Pupil debrief ☐   Staff debrief ☐ Parents advised ☐

Signed: Pupil (if appropriate) ……………………………………………………………..

        Headteacher ………………………………………………………………………

        Other Adults involved …………………………………………………………….

Date: ………………………………………………….   Time ……………………………………………

INCIDENT DEBRIEF

Possible triggers:

Possible escalating factors:

Possible de-escalating factors/subsequent behaviour:

Pupil Witnesses……

Has a Behaviour Care Plan been written/reviewed?
Resolution - outcome
(How a similar incident could be managed in future)

Child:

Adults in school: