

Wellfield Infant & Nursery School

Positive Handling Policy

October 2024

This policy is linked to our Relationships and Behaviour Policy and our Feeling Safe in School Policy

Introduction

At Wellfield Infant & Nursery School we have a holistic approach to education, valuing all learning in and out of the classroom. We are an attachment aware school, which means we focus on building positive relationships between children and staff and children with their peers.

Pupils' readiness to learn is promoted at all times and within every aspect of the school's life. Staff follow guidance given through the LA's Positive Handling & Behaviour Policy and the school's own Relationship's and Behaviour Policy. All of the above are used to underpin and reinforce good behaviour and promote positive learning for pupils.

As a school, we recognise that children may come to school with a range of different behaviours linked to their individual needs. We also recognise and understand that the underlying cause of any behaviour will be different for each child and that behaviour is a form of communication and is a signal for support.

This policy has been prepared for the support of all teaching and support staff who come into contact with pupils who may need to be positively handled to ensure that themselves and/or others are kept safe. The policy should be read in conjunction with other school policies relating to interaction between adults and pupils specifically the school's Relationships & Behaviour Policy.

Underpinning Values

Everyone attending or working at Wellfield Infant & Nursery School has the right to:

- a recognition of their unique identity
- be treated with respect and dignity
- learn and work in a safe, caring and nurturing environment
- be protected from any form of harm

Pupils attending this school and their parents have a right to:

- Be treated as an individual
- individual consideration of pupils needs by staff that has responsibility for their care and protection
- expect staff to undertake duties and responsibilities in accordance with the school's policies

- be informed about school rules, relevant policies and the expected conduct of all pupils and staff working in the school

The school will ensure that all pupils understand the need for and respond to clearly defined core values and rules in the school. Parents should have committed themselves to work in partnership with the school to ensure that the child understands and follows the School's Relationship's and Behaviour Policy.

Implementation of supporting our pupil's behaviour in school

As a school we use The Zones of Regulation as a tool to teach about emotions and tools we can use to help to help ourselves self-regulate (more information on this can be found on our school website and in our Relationships & Behaviour Policy).

We also use emotion coaching to support children to understand, regulate and reflect on their behaviour.
Step 1: Recognising the child's feelings and empathising with them
Step 2: Label the feelings and validating them
Step 3: Set the limits on behaviour [if needed]
Step 4: Problem-solve with the child

All staff have a duty of care and model / reinforce good behaviour by their own actions when interacting with pupils at all times during the school day. Staff show empathy, patience and understanding for the reasoning behind pupil behaviour.

All good behaviour will be recognised, acknowledged and praised by staff. This will be further reinforced within circle times/assemblies as appropriate.

For pupils who show /demonstrate distressed behaviour, effective de-escalation strategies are used in order to ensure that the children learn alternative behaviours to support independent regulation. This enables children to access as many opportunities as possible for learning in school and life in the community.

Approaches relating to de-escalation, diffusion, and positive handling are taught alongside the theory underpinning Team Teach.

All staff will communicate with parents/carers/other professionals about their child's efforts, achievements and ongoing learning

At Wellfield, we believe that a structured curriculum and effective learning are vital to the promotion of positive behaviour. This is achieved by thorough planning with clear objectives that are differentiated to meet individual needs, abilities and preferred learning styles. All are vital to engage, stimulate and motivate the children therefore developing positive behaviours and an active involvement in their learning.

Teachers will involve parents/carers at an early stage where a pupil is experiencing problems with behaviour/communication. In this situation where deemed necessary, an Individual Support Plan [ISP] will be put into place in full consultation with parents. These are an ongoing working document.

Staff teams by liaise with outside agencies such as CAMHS / Educational Psychologist, to further support challenging behaviour at home and in school.

All staff are highly skilled professionals and receive full training in Positive Handling and form part of the ongoing CPD school programme. Training reflects school and individual pupil needs. Team Teach Training is delivered by external providers, who are highly trained in positive handling/physical intervention. It is the responsibility of the Headteacher to authorise training.

Staff receive annual safeguarding training which includes recognising and reporting child on child abuse and harmful sexual behaviour; understanding the potential for children with SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs.

Strategies for Dealing with Behaviour that Challenges

At Wellfield Infant & Nursery School we understand that behaviour is a form of communication and carry out thorough analysis of behaviour logs to ensure that we identify the causes of the behaviour(s) displayed. All behaviours that challenge will be addressed using the guidelines set out in the Relationship's and Behaviour policy.

The use of positive handling/physical intervention is very rare at Wellfield Infant & Nursery School and is, wherever possible avoided. There may be occasions where the use of restrictive physical intervention is appropriate e.g. if a child is hurting his/her self or others in a way that is deemed a high risk of significant harm.

Any physical intervention used will always be reasonable, minimal in proportion to the circumstances of the incident and necessary. It will seek to avoid injury to the pupil. If staff risk assess that a restrictive physical intervention [RPI] may be necessary then a Trafford risk assessment is

completed (see appendices). An RPI form must be completed and given to a member of the Senior Leadership Team, following a restrictive physical intervention and parents must be informed.

All incidents of any behaviours will also be recorded by staff on the school's online system CPOMS.

Definitions of contact:

(a) **Physical Contact**: Situations in which proper physical contact takes place between staff and pupils, e.g. to comfort pupils.

(b) **Physical Intervention/Positive Handling**: This may be used to divert a pupil from a destructive or disruptive action, this will involve the use of reasonable force when there is a risk to pupils, staff or damage to property that could result in serious injury. All such incidents will be recorded using the incident reporting of Physical Intervention form and filed with the appropriate Lead Professional. The Head Teacher will be informed of all incidences of Positive Handling use

Recording of Positive Handling

Where positive handling has been used a record of the incident always needs to be kept and the Head teacher informed. All recording needs to be completed on the day of incident and needs to include the following:

♣ name of pupil

♣ date, time and place of incident

♣ a brief description of the incident and actions taken

♣ De-escalation strategies, attempts made to calm the situation e.g. distraction, planned ignoring, calm talking

♣ Type of positive handling method used

♣ names of any people who witnessed the situation

♣ any damage/harm to the person(s) or property

♣ name of person informing parents

Following the incident after any investigation, a summary of action taken will be recorded on CPOMS.

Complaints

Any complaints about staff will be dealt with following the school's Complaints Procedure Policy. You may contact the Headteacher or Governing Body if you have any complaints regarding this policy.

Monitoring & Review

The school's governing body ratifies the Positive Handling Policy and it will be reviewed annually.

Approved by:	Governing Body Headteacher Staff	**Date: October 2024**
Last reviewed on:		
Next review due by:	September 2025	

Appendix

TRAFFORD LA

INCIDENT REPORT FORM INVOLVING PLANNED OR UNPLANNED RESTRICTIVE PHYSICAL INTERVENTION

Pupil Name:	
Class	**DOB:**

Date	**Time**
Location	

Staff/adults involved:	
Other pupils involved:	

People informed and how:(phone or home/school book or meeting)	
Parents:	**Date/Time:**
Other:	

ANTECEDENTS/TRIGGER (a short description of what **led up to** the incident/behaviour)

BEHAVIOUR (tick the appropriate box/es saying whether towards staff or other pupils or self)

Persistent refusal to:	Property Damage	Hitting	Biting	Dropping to floor/refusal to move
Verbally abusive	Hair pulling	Kicking	Scratching or pinching	Comment
Disruption to..	Pushing/pulling/grabbing:	Spitting	Self-Harm	
Urinating	Running away	Throwing objects	Climbing on…	
Other	Other	Other	Other	

DE-ESCALATION TECHNIQUES USED: (tick the appropriate box/es add details if required)

Verbal advice/ support Calm script	Distraction	Take a break/go hand offered or directed	Staff change of face	Other
Reassurance (physical or verbal)	Re-direction	Appropriate humour	Visual cues	
Removal of others	Choices/Limits/ Consequences	Planned ignoring	Praising pupil	
Persuasion	Step away/space given	Negotiation	Agreed Sanctions	

Why do staff think the above didn't have a positive effect?

REASON WHY REASONABLE FORCE WAS THOUGHT NECESSARY (tick the appropriate box/es)

Was the child concerned liable to injury?	Disruption to other pupil/s (teasing/ bullying?)	To prevent escalation of behaviour?
Were other children liable to injury?	Prevent/disrupt a criminal act	Absconding /Absenting/running away?
Were staff liable to injury?	Was property about to be damaged?	
Other		

TEAM TEACH HANDLING STRATEGIES USED

(tick the box and enter length of time & include number of adults and whether to chair/ to floor/sitting or to den)

Planned in BSP	Unplanned	Friendly hold	Single Elbow	Double Elbow (never seated)	Figure of Four	Small child escort
T-Wrap Help with legs		Hair responses	Bite responses	Safe space	Response to Neck hold	½ Shield
Other						

HOW DID THE PUPIL RESPOND, DESCRIBE WHAT ACTUALLY HAPPENED

POST INCIDENT SUPPORT/REPAIR/REFLECTION -RESPONSE AND VIEW OF THE PUPIL /WHAT ACTION FOLLOWED THE INCIDENT

Summary of the conversation/techniques/ strategies and time required to calm:		
Signature of pupil: (where appropriate)	**Member of staff**	**Date:** **Time:**

INJURY (please describe)

Was there any injury to the child? [if yes add accident form number]	To staff? [if yes add accident form number]
To other pupils?	Any damage to property?
Checked by first aider Yes / No	
Request for de-brief Yes / No	Staffs name Requesting de-brief:

PERSON COMPLETING FORM:		
Name	**Signature**	**Date**

HEADTEACHER/LEADERSHIP TEAM MONITORING

Copies to: School Incident Log			**Inform Health & Safety?**	**Yes**	**No**
Pupil File					
Local Authority					
			Any supporting documents?		

ACTIONS	Tick	Comments
Was sufficient/appropriate de-escalation undertaken?		
Were there grounds for use of physical intervention?		
Were team teach approved or physical interventions used?		
Has appropriate post incident action been taken?		
Is there a behaviour support plan in place? Does it need reviewing?		
Were there any resulting complaints or responses. How were they followed up?		

Was it an unplanned incident – (requires parent meeting within 5 working days.) What was outcome of meeting?		
Risk Assessment in place and monitored?		
Were all relevant people informed?		
Were there any pupil/staff complaints about the incident?		
Any further action/consequences? [e.g. exclusion]		
Signed by Headteacher		Date