

# Bishop Chadwick Catholic Education Trust



## St Anthony's Girls' Catholic Academy

<b>Policy type:</b>	<b>School</b>
<b>Policy:</b>	<b>Positive Handling Policy (Staff)</b>
Ratified by MAT Directors:	December 2020
Head Teacher signature:	<i>M. Shepherd.</i>
Chair of Directors signature:	<i>Sr. M. Josepha</i>
Review Date:	December 2021
Ownership:	M.Shepherd (Head Teacher)

## **Positive Handling Policy**

This policy has been developed to take into consideration our Mercy ethos and local and national policy and guidance.

This policy follows guidance in the Positive Handling Policy issued by Sunderland City Council.

The policy should be read in conjunction with other academy policies relating to interactions between adults and pupils.

The Policy has been prepared for the support of all teaching and support staff who come into contact with pupils and for volunteers working within the academy to explain the academy's arrangements for the care and control of pupils presenting very challenging behaviour. Its contents are available to parents and pupils. The academy's Discipline and Behaviour policy is made available to parents on the academy website.

This statement includes information on the use of reasonable force to control or restrain pupils.

### **Purpose of Policy**

Good personal and professional relationships between staff and pupils are vital to ensure good order in our academy. It is recognised that the majority of pupils in our academy respond positively to the discipline and control practised by staff. This ensures the well-being and safety of all pupils and staff in St. Anthony's Girls' Catholic Academy. It is also acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of reasonable force may be required. St Anthony's Girls' Academy acknowledges that physical techniques are only part of a whole setting approach to behaviour management.

Every effort will be made to ensure that all staff in this academy:

- clearly understand this policy and their responsibilities in the context of their duty of care for taking appropriate measures where reasonable force is necessary and
- are provided with appropriate training to deal with these difficult situations.

### **Implications of the policy**

The Education and Inspection Act 2006 stipulates that reasonable force may be used to prevent a pupil from doing, or continuing to do, any of the following:

- engaging in any behaviour prejudicial to maintaining good order and discipline at the academy among any of its pupils, whether the behaviour occurs in a classroom during a teaching session or elsewhere within the academy (this includes authorised out-of-academy activities);
- self-injuring;
- causing injury to others;
- committing an offence;

Individual members of staff cannot be required to use physical restraint. However, teaching and non-teaching staff work in loco parentis and should always operate with an appropriate 'Duty of Care'; they could be liable for a claim of negligence if they fail to follow the guidance within this policy.

The application of any form of physical control places staff in a vulnerable situation. It can only be justified according to the circumstances described in this policy. Staff, therefore, have a responsibility to follow the policy and to seek alternative strategies wherever possible in order to prevent the need for physical intervention.

Reasonable force will only be used as a last resort when all other behaviour management strategies have failed or when pupils, staff or property are at risk.

### Definitions

Reasonable force – No legal definition of reasonable force exists. However, for the purpose of this policy and the implementation of it in St. Anthony's Girls' Catholic Academy.

- positive handling uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming themselves, others or property.
- the scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled, and the nature of the harm they might cause.

Physical contact – Situations in which proper physical contact occurs between staff and pupils, e.g. in the care of pupils with learning disabilities; in games/PE; to comfort pupils.

Physical intervention – This may be used to divert a pupil from a destructive or disruptive action, e.g. guiding or leading a pupil by the hand, arm or shoulder with little or no force.

Physical control/restraint – This will involve the use of reasonable force when there is an immediate risk to pupils, staff or property. It is important to note that the use of 'reasonable force' should be seen as a "last resort".

The level of compliance from the pupil determines whether or not the interaction is an intervention or a control/restraint.

### Underpinning values

Everyone attending or working in this academy has a right to:

- recognition of their unique identity;
- be treated with respect and dignity;
- learn and work in a safe environment;
- be protected from harm, violence, assault and acts of verbal abuse.

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

- individual consideration of pupil needs by the staff who have responsibility for their care and protection;
- expect staff to undertake their duties and responsibilities in accordance with the academy's policies;
- be informed about academy rules, relevant policies and the expected conduct of all pupils and staff working in academy;

- be informed about the academy's complaints procedure.

The academy will ensure that pupils are given support to understand the need for an respond to clearly defined limits, which govern behaviour in the academy.

### **Authorised staff**

In this academy: all staff are authorised to use reasonable force within the context of The Education and Inspection Act 2006 – 'The use of reasonable force to control and restrain pupils'.

The Head Teacher will ensure that those authorised are aware of, and understand, what the authorisation entails.

### **Staff from the LA working within the academy**

Support services will have their own policies for care and control of pupils. When working within the academy, it is the Head Teacher's responsibility to ensure that colleagues from support services are aware of academy policy and practice.

### **Training**

It will be the responsibility of the Head Teacher working with the relevant Assistant Head to arrange suitable training. Training for all staff will be made available. No member of staff will be expected to undertake the use of reasonable force without appropriate training. Prior to the provision of training, guidance will be given on action to be taken. Arrangements will be made clear as part of the induction of staff and training will be provided as part of on-going staff development.

St. Anthony's Girls' Academy acknowledges that physical techniques are only a part of a whole setting approach to behaviour management. The governors of the academy will ensure that:

- the behaviour policy is reviewed on a two-year cycle at least;
- training will be delivered on a needs-based approach and procedures are in place to monitor incidents, following a behavioural audit and implementation of appropriate risk management procedures;

All training will include theory on at least the following:

- causes of challenging behaviour;
  - prevention strategies;
  - positive behaviour management;
  - de-escalation;
  - risk assessment;
  - behaviour support planning;
  - de-briefing following incidents.
- physical techniques are not treated in isolation and the academy is committed to ensuring that, as a result of incidents, learning opportunities are created for children that allow them to 'own' and take responsibility for their behaviour.

## **Conclusion**

Procedures need to be in place to ensure that appropriate support is provided for staff and that following an incident pupil/staff relationships are rebuilt and repaired to ensure that a positive learning environment is maintained.

All the techniques used take account of a young person's:

- age;
- gender;
- level of physical, emotional and intellectual development;
- special needs;
- social context, and
- they provide a gradual, graded system of responses.

### Appendix 3

Use of force to control or restrain pupils: incident record form (exemplar)

<b>Details of pupil or pupils on whom force was used by a member of staff (name, class).</b>
<b>Date, time and location of incident</b>
<b>Names of staff involved (idirectly or as witnessed)</b>
<b>Details of other pupils involved (directly or as witnessed), including whether any of the pupils involved were vulnerable for SEN, disability, medical or social reasons.</b>
<b>Description of incident by staff involved including any attempts to de-escalate and warnings given that force might be used.</b>
<b>Reasons for using force and a description of force used.</b>
<b>Any injury suffered by staff or pupils and any first-aid and/or medical attention required.</b>
<b>Reasons for making a record of the incident.</b>

<b>Follow-up, including post incident support and any disciplinary action taken against pupils.</b>	
<b>Any information about the incident shared with staff not involved in it and external agencies.</b>	
<b>When and how those with parental responsibility were informed about the accident and any views they have expressed.</b>	
<b>Has any complaint been lodged (details should not be recorded here)?</b>	
<b>Report compiled by:</b>	<b>Report countersigned by SLT:</b>
<b>Name and role:</b>	<b>Name and role:</b>
<b>Signature:</b>	<b>Signature:</b>
<b>Date:</b>	<b>Date:</b>