



Marlborough Primary Academy Positive Handling Policy November 2018

Rational.

At Marlborough Primary Academy we believe that excellent personal and professional relationships between all the staff and pupils are vital to ensure good order in our Academy. The vast majority of our pupils respond to the positive behaviour management employed by the staff. We do have a very strong supportive and positive ethos around the Academy. But we acknowledge that there may be exceptional circumstances where staff may need to take action involving the use of reasonable, proportionate and necessary force to maintain safety and order. This policy follows the DfE guidance on the 'Use of reasonable force.'

The DfE guidance details that '**Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.**'

This would include:

- self – injuring
- causing injury to others
- committing a criminal offence
- putting others at risk
- engaging in any behaviour prejudicial to maintaining good order and discipline at the Academy or among any of its pupils, whether the behaviour occurs in or outside a classroom during a teaching session.

Authorised Staff.

All teachers, staff and the Headteacher are authorised to have control or charge of pupils automatically; they have the statutory power to use reasonable force within the context of The Education and Inspections Act 2006 and the subsequent guidance 'The Use of Reasonable Force'. Supply staff must ensure that they

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are familiar with this Academy's policy. Appropriate guidance and training will be given. Authorisation is **not given** to volunteers, students on placement, visitors or parents.

Training of Staff.

Marlborough Primary Academy follows the MAPA, Management of Actual and Potential Aggression, programme. MAPA training gives staff the ability to respond to 'risk behaviour' (acting out) using non-verbal, verbal and if require physical approaches appropriate to the person, situation and level of risk. Staff currently (2018-19) trained to use physical intervention are:

- Miss Lisa Majer
- Miss Sarah Murts

Definition of Positive Handling.

The positive handling should be seen as a range of strategies and techniques to reduce the risks to individuals through diversion, diffusion and de-escalation when an individual's behaviour is at risk of becoming extreme, 'risk behaviour'. It also includes supporting an individual during the recovery after an incident. Restraining, physical intervention, of an individual should only be used when other techniques have failed or the risks or likelihood of harm are great and/or imminent.

1. Physical Contact.

Marlborough Primary Academy does not operate a 'non contact' policy with children. There are many situations in which proper physical contact occurs between staff and pupils. It would seem reasonable that young children do require opportunities for close contact, as long as this is within public view, sensitively carried out and age/person-appropriate.

2. Physical/ Direct Intervention. (Directive Actions MAPA)

This may be used to divert a pupil from a destructive, dangerous or disruptive action, for example guiding or leading a pupil by the arm or shoulder where the pupil is compliant. Many pupils can be deflected from a potentially volatile situation into a less confrontational situation i.e. it may be possible to "defuse" a situation by a timely intervention.

3. Physical Control / Restraint. (Physical Intervention MAPA)

This should only be used as a last resort when there is an immediate risk to pupils, staff or property. All such incidents should use MAPA agreed techniques Any incidents involving the use of reasonable force must be recorded. If anyone is injured an accident/incident report must also be completed. Records of incidents must be given to the Head Teacher/Deputy Head Teacher as soon as possible, and by the end of the Academy day at the latest.

Types of Incident.

The incidents described in The Education and Inspections Act 2006 The Use of Reasonable Force to Control and Restrain Pupils fall into three broad categories:

- Where action is necessary in self-defence or because there is an imminent risk of injury.
- Where there is a developing risk of injury, or significant damage to property.
- Where a pupil is behaving in a way that is compromising good order or discipline.

Examples of situations which fall within one of the first two categories are:

- Pupil attacks a member of staff, or another pupil;
- Pupils are fighting;

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- A pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property;
- A pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects;
- A pupil is running in a corridor or on a stairway in a way which he or she might have or cause an accident likely to injure him or herself or others;
- A pupil absconds from a class or tries to leave Academy (NB this will only apply if a pupil could be at risk if not kept in the classroom or at Academy).

Examples of situations which fall into the third category are:

- A pupil persistently refuses to obey a request to leave a classroom because their behaviour is unacceptable or disruptive.
- A pupil is putting at risk the safety of their peers and staff.

Positive Handling Strategies.- Directive Actions

When a child's behaviour is causing concern and may become volatile, de-escalation techniques should be employed. These include:

- Time out, some pupils may have agreements in place with members of staff that they can move to a quiet supervised area to calm down.
- Withdrawal, removing a child from an inflammatory situation to a quieter area to allow them to calm down. This may involve some physical direction through guiding their by their hand, arm or shoulder to this quiet area.

If the above measures have failed to resolve the situation and there is a clear and imminent risk to individuals safety or of serious damage to property then a physical intervention will be required. Members of staff retain their duty of care to pupils and any response, even in an emergency, must be proportionate to the circumstances. Staff should use the minimum force necessary to prevent injury and maintain safety. Physical Intervention should only be employed by a MAPA trained member of staff. Staff should work in teams if available, to ensure the safety, care and welfare of all involved

Following any such incident the events will be recorded on form in the appendix. Parents will be informed of the details of the incident as soon as possible. A risk assessment will be devised (or the existing one updated) to support effective responses to any such situations which may arise in the future.

Recovery

- Pupils who may be distressed by events can be offered the following support:
- Quiet time taking part in a calming activity
- Quiet time away from the incident / trigger
- Resuming their usual routine / previous activity as soon as possible, especially for pupils with special needs
- Time with a member of staff to debrief the incident
- Time spent at home if the pupil is very distressed

Injury to the Child.

Any injuries to pupils as a result of incidents involving physical intervention will be recorded on the written report. On inspection of the report the Headteacher will seek advice and take the appropriate action.

Recording and Monitoring Incidents.

Where physical interventions have been used, a record of the incident will be kept in a log in the head's office. Monitoring of incidents will help to ensure that staff are following the correct procedures and will

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alert the Headteacher to the needs of any pupil(s) whose behaviour may require the use of reasonable force. This will be monitored by the Headteacher as appropriate.

Whistle Blowing.

Staff are reminded that part of their duty of care to pupils includes the requirement to report any such matters which cause them concern in relation to pupil management and welfare. Any such concerns should be raised with the Headteacher, another member of the Safeguarding Team or with the Chair of Governors, in order to allow concerns to be addressed and practice improved.

Complaints.

The availability of a clear policy about reasonable force and early involvement of parents should reduce the likelihood of complaints but may not eliminate them. Where the nature of any complaint made by a pupil, parent or other person in relation to the use of physical hold within the Academy indicates that an allegation of mishandling by a member staff, the Academy's Complaints Policy will be followed. In such circumstances the investigation of the complaint / allegation and any resulting action in respect of child protection, disciplinary or other procedures will be carried out in accordance with the guidance received from the LADO (Local Authority Designated Officer).

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Further guidance is available in the MAPA participant workbook.

Other Relevant Policies

This policy should be read in conjunction with:

Behaviour Policy

Health & Safety Policy

Child Protection & Safeguarding Policy

Also see DfE guidance 'The Use of Reasonable Force, advice for head teachers, staff and governing bodies.'
Copy in Academy's Policy Folder.

Marlborough Primary Academy Physical Intervention Record

Date.	Time.	Where.
Name of child subject to intervention.		
Staff involved. 1. 2. 3. 4.		Specific roles. 1. 2. 3. 4.
Reason for intervention. (non physical interventions used & risk behaviours)		
Type of Physical Intervention used.		
Any injuries. (mark on outline overleaf if required)		
Parents informed on.		
Further notes/ complaints or allegations.		

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Signed.

Date completed.

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Mark on any injuries caused



