

Ellesmere College Positive Handling Policy

This policy reflects the guidance contained within:

Physical Intervention Guidance – The use of Reasonable Force to Control or Restrain Children and Young People – Guidance No 34 May 2011 LCC.

Staff or student safety is the priority in any incident and any action - even physical intervention, is taken for this purpose and not deemed as punishment. Physical intervention is a last resort. Staff will be trained in Behaviour Management Techniques – ‘Team Teach’ and refreshers given.

Our aim is to provide clear guidance to college staff on the use of physical contact. We want them to be able to meet the needs of the students with confidence, whilst safeguarding themselves and those in their care. Physical contact is necessary and justifiable when it meets the needs of the students.

Ellesmere College has adopted the Team Teach training approach, which is Institute of Conflict Management accredited. A significant part of the training centres on minimising the requirement for use of force and it also includes a range of personal safety strategies and methods for holding children safely as well as de-escalation techniques.

Where possible physical intervention will be avoided and any issues addressed effectively before they escalate. Staff will endeavour to anticipate an incident and diffuse the situation where possible. However, it is recognised there will be times when withdrawal or physical restraint may be necessary. **Staff involved in such an incident will be given opportunity for a debriefing to take place.** Anytime an SO2 or physical intervention record has been filled in, an opportunity to debrief must be offered. See Health and Safety Policy re staff/student safety.

Debrief offered by: Student Support officers and SLT.

Facing aggression:

- Remain calm and try to "defuse the situation" verbally. Use a ‘Calming Script’ and connecting language
- Try for a win/win outcome. Give possible outcomes/ideas as to how the situation could be resolved.
- Allow the other person to change his/her mind.
- Avoid presenting any threat. Direct eye contact, raise voice/intonation, aggressive body language.
- Ensure swift exit for both parties if required.
- Try and use the handling strategies in the SPARC (Student, Pastoral, Agencies, Risk, Challenges) for each student

Planned Procedures: using Team Teach

Student v Student.

- The first duty is of care. Students should be separated as quickly as possible using the minimum force necessary. Staff should not put themselves at risk.
- Assistance should be sought immediately - send a "runner".
- Medical attention to injured student/s should then have priority from a named College first aider.

- Allow cooling off time if needed under the supervision of an adult.
- Inform Student Support Officer who will inform SLT
- Record on SIMs and where appropriate the Physical Interventions Book which can be found in every Phase office.
- Student Support Officer and staff involved will investigate the incident and decide on further action.
- Medical form to be filled in by First Aider if called.
- **Parents to be informed – Student Support Officers to co ordinate communication with homes.**

Student v Property.

- In the situation where a student is abusing equipment, make sure all other staff and students are clear of any danger.
- If possible prevent student from damaging equipment, refer to Guidelines for Physical Restraint / Team Teach
- Follow up every incident as in Student v Student.
- Inform Principal for letter to go home re request for cost of repair- **Student Support Officer to co-ordinate.**

Student v Member of staff

- Physical assault on a member of staff – SLT/ Student Support to be informed immediately. Student to be withdrawn immediately. Medical attention should be given or sought immediately where required. The member of staff to be given time to recover from the incident. Both the member of staff and student to be asked individually to give their report of the circumstances as soon as possible after the incident allowing for recovery time by Student Support Officers
- Written report to be made - SIMs
- SO2 Form completed.
- If Team Teach used complete Leicester City Physical Intervention Record – Kept in Phase offices
- Medical record to be filled in by First Aider if needed.
- Possibility that police are informed.
- Parents to be informed – Student Support Officers to co-ordinate communication with homes.
- L.A. and Chair of Governors to be informed – decision by Principal.
- Possible student exclusion – number of days dependent on severity of incident or internal exclusion set up.
- SPARC form to be reviewed and updated.

Parent v Member of Staff.

Abusive or violent behaviour by parents will not be tolerated under any circumstances.

- Staff should remain calm and professional. Continued abuse should result in parent requested to leave the premises. Failure to do so must lead to informing the police.
- Physical abuse must be reported to the Police as soon as possible.
- Abusive phone calls - put down after calmly explaining you are not prepared to listen to such abusive language.

- Principal to be informed / implement LA Guidelines. The Principal can take out an injunction against a parent for abusive / violent behaviour.
- In the case of violent behaviour medical attention is highly recommended immediately. A written report to be made.
- A medical form to be filled in by First Aider.

Cooling off areas.

Staff have agreed there will be a number of "cooling off" areas. Students are also been asked to choose suitable places which will be recorded on their SPARC.

- Phase 1 and Phase 2 offices
- Learning Zone
- Meeting room
- Medical room
- Cafe Area
- Blue Sensory Room
- Green Sensory Room

Under no circumstances should a pupil be locked or shut into a room.

Support for each other.

- In any lesson teachers can send a "runner" to any Phase office or nearby classroom for support
- Staff have agreed that they would use staff from nearby classrooms. If there is no nearby staff available then please use the office for support.
- Use Student Support Officers
- The 'support' teacher needs to be aware that intervention should be sensitive.

Recording:

- **All incidents are to be recorded on SIMs.**
- **All physical interventions to be recorded on the Leicester City Physical Intervention Record kept in phase 1 and 2 offices.**
- **SO2 are to be completed where appropriate and a witness must sign the report.**

Reporting Incidents:

- Leadership Team should be notified of significant incidents as soon as possible, once the priority post-incident support measures have been put in place. It is always wise to notify parents, carers as soon as practical, unless agreement has been reached with them for communication to happen at other times. A record of the communication should be kept and Student Support Officers inform homes liaising with Tutor and Phase Leader.

At Risk Assessments:

At Risk Assessments are put in place for students where it is felt that their safety and other staff and students' safety could be at risk. These can be found on the student SPARC form which is a linked document on SIMs. Parents / Carers to be informed and explained why their child has a Risk Assessment. Student Support Officers to co-ordinate communication with homes

Debriefing:

- All persons involved in a Positive Handling situation should be given the opportunity to discuss the incident.
- Staff and students should be made aware of their legal rights to follow up any incident.
- De-briefing Form to be completed.
- Staff to be covered to ensure debriefing takes place – Student Support staff will organise cover.

Monitoring and Review:

The Leicester City Physical Intervention Record is monitored regularly by the SLT to identify trends, necessary changes in policies and practice along with training needs. Significant incidents also provide an opportunity to review SPARC forms and adjust where needed.

The Record is also shared with Governors Health and Safety group.

Team Teach instructors and staff trained on 2 day /advanced modules are also involved in monitoring and reviewing policy and practice.

INSET:

- All new staff will receive INSET on handling strategies through 'Team Teach' to ensure consistency of approach and support in the events of such incidents.
- Tuesday Briefing meetings are used to update staff on student issues.

GUIDELINES FOR PHYSICAL RESTRAINT

The following principles are extracted from 'Guidance on Permissible Forms of Control in Children's Residential Care' issued by the Department of Health in 1993.

1. Staff should have good grounds for believing that immediate action is necessary to prevent a child from significantly injuring themselves or others, causing serious damage to property.
2. Staff should take steps in advance to avoid the need for physical restraint e.g. through dialogue and diversion; and the child should be warned orally that physical restraint will be used unless they desists.
3. Only the minimum force necessary to prevent injury or damage should be applied.
4. Every effort should be made to secure the presence of other staff before applying restraint. These staff can act as assistants and witnesses.
5. As soon as it is safe, restraint should be gradually relaxed to allow the child to regain self control.
6. Restraint should be an act of control, not punishment.
7. Physical restraint should not be used purely to force compliance with staff instructions when there is no immediate risk to people or property.

Calming script

Points to note

“I can see something has happened We have a problem
. Something is up”

“I’m here to help”

“Talk and I’ll listen”

“Come and let’s”

STAFF DEBRIEF REVIEW

Member of Staff: _____

Date: _____ Time: _____

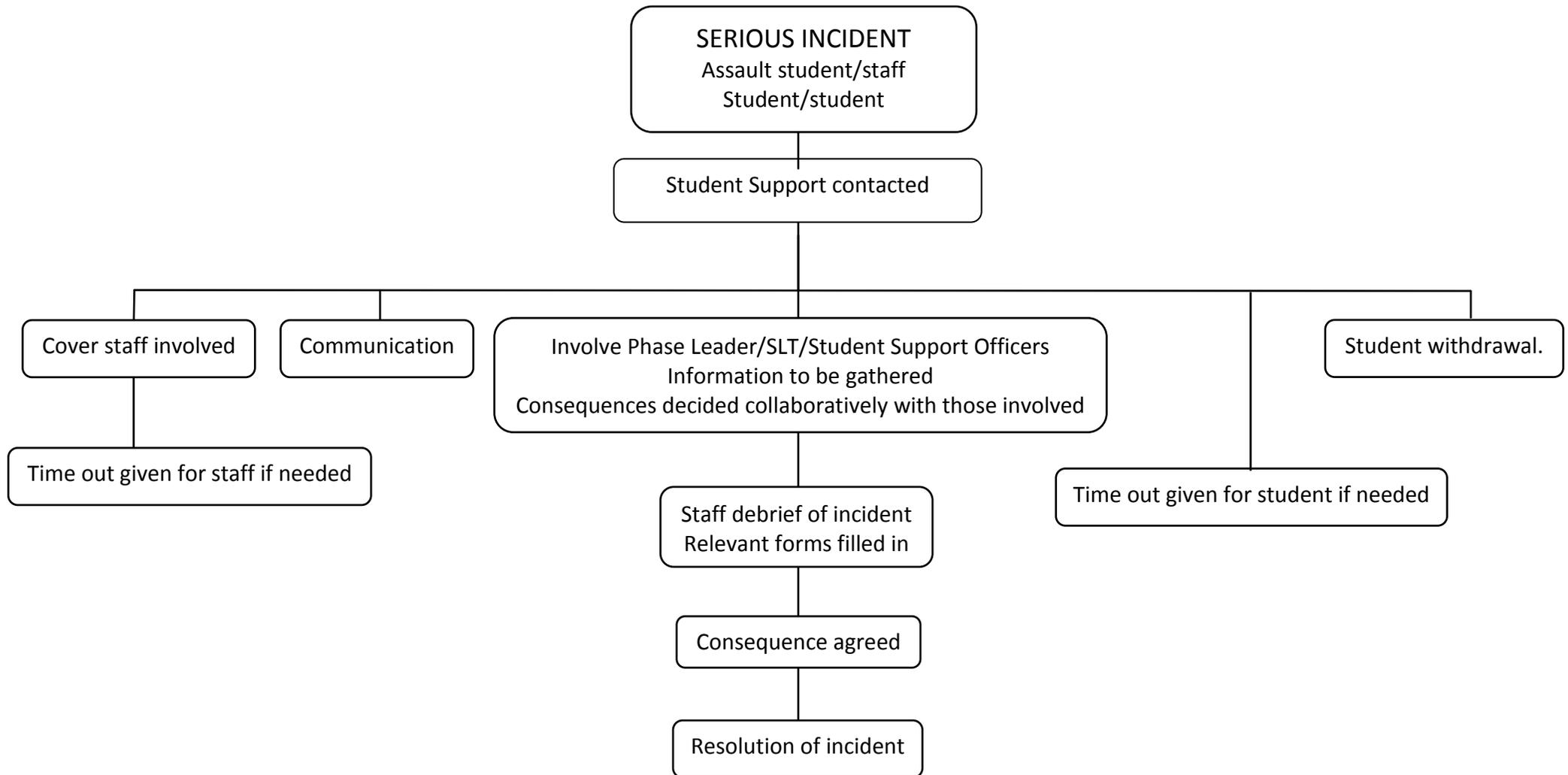
Member of staff offered debriefing Yes / No

Name of staff who debriefed: _____

Summary of debrief:

Staff Signature: _____ Date: _____

Debriefer Signature: _____ Date: _____
(Copy to member of staff debriefed and Linda Oakley)



Support for staff involved in a restraint:

- “Is there anything I can do?”

If it is decided that the situation needs the member of staff changed the following statement will be made and change over completed with new member of staff.

- “There is an important phone call for you”
- “Your visitors are in reception”
- “Your meeting is about to start”

Team Teach Instructors

Owain Wadkin

The SLT link for Team Teach is Rebecca Tobitt

Policy Reviewed – 27th September 2018

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