



# Moat House

## Positive Handling (Care and Control)

Our Mission:

**To provide a happy, safe, healthy and stimulating environment where all are valued as individuals and are encouraged and supported to reach their full potential**

## **Purpose**

The purpose of this policy is to safeguard the well-being of students and staff when an incident requires the use of positive handling or physical restraint. Staff should have exhausted de-escalation techniques where possible, using physical restraint as a very last emergency measure. Its intention is to develop and encourage consistent and safe practices in the use of physical restraint. Staff should be aware Positive Handling approaches are non-hierarchical – staff should not hesitate to assist colleagues, to act in an emergency, provided they follow this guidance; however, they should always satisfy themselves that the action they take would be considered justifiable by a wider audience of their professional colleagues.

## **Definition**

**Physical Restraint** is the positive application of force in order to protect/prevent a child from causing injury to themselves or others or seriously damaging property.

Injury means 'significant injury'; this would include: actual or grievous bodily harm, physical or sexual abuse, risking the lives of, or injury to, themselves or others by wilful or reckless behaviour, and self-poisoning.

It must be shown that on any occasion where physical restraint is used there were strong indicators that if immediate action had not been taken, injury would have followed.

Moat House staff undergo training in Team Teach, which is a recognised award for de-escalation and positive behaviour handling. Team Teach training was completed by all classroom based staff in July 2023. Training for any new staff will be arranged in the coming academic year. Team Teach training records will be reviewed in July 2024.

## **Searching**

- On rare occasions, it may be felt necessary to search a student if it is thought they may be carrying items that could cause harm.
- A search would be conducted in a classroom with CCTV and two members of staff would be present.
- On such occasions, a search wand operated by staff trained in its use, may be used to look for dangerous items on a student's person.
- Should dangerous items be found, they would be confiscated.
- Dangerous items include sharps, weapons and fireworks. This is not an exhaustive list.

## **Guidance: During an Incident**

**Always summon help immediately. Be prepared to accept help. Moat House is small enough so that any call for help would be heard.**

In any application of physical restraint, the minimum reasonable force should be used to calm down the situation. Help should be summoned from colleagues; other students should never be involved in restraint.

The student should be approached calmly but firmly. Where possible, explain the consequences of refusing to stop the behaviour and continue to communicate with the student throughout the incident; it should be made clear that the physical contact or restraint will stop as soon as it ceases to be necessary. A calm and measured approach is needed and a teacher must never give the impression that they have lost their temper, or are acting out of anger or frustration - or to punish the student.

Restraint should always be considered seriously if there is the potential for injury to pregnant students or to babies. A baby in arms or in a buggy should be removed as soon as possible away from any danger.

The method of restraint employed must use the **minimum force** for the **minimum time** and must observe the following requirements:

**Restraint must NOT:**

- involve hitting the student;
- involve deliberately inflicting pain on the student;
- involve contact with sexually sensitive areas;
- restrict the student's breathing.

NOTE: SOMEONE CAN TALK EVEN IF THEY ARE UNABLE TO BREATHE

**During any incident the restrainer should:**

- offer verbal reassurance to the student;
- cause the minimum level of restriction of movement;
- reduce the danger of any accidental injury;
- take direction from any colleague.

**Physical intervention can take several forms. It might involve staff:**

- physically interposing between students;
- blocking a student's path;
- holding;
- pushing;
- pulling;
- leading a student by the hand or arm;
- shepherding a student away by placing a hand in the centre of the back; or
- (in extreme circumstances) using more restrictive holds.

**Some Dos and Don'ts**

**DO**

- remove babies who may be close by;
- be aware of any feelings of anger;
- summon help;
- continue to talk to the student in a calm way;
- provide a soft surface if possible;
- be aware of any accessories worn by you or the student;
- hold the student's arms by his/her sides;
- accept help from colleagues and remove yourself from the situation;
- follow the script "Staff name you are required on the telephone now."

## **DON'T**

- try to manage on your own;
- stop talking even if the student does not reply;
- straddle the student;
- push arms up the back;
- touch the student near the throat or head;
- put pressure on joints.

## **Recording Incidents**

It is important that a written report is kept on any occasion when force is used; the member of staff concerned should advise the head or a senior member of staff immediately following the incident and write down a comprehensive account of the incident.

Forms for recording Positive Handling are to be found in the Care and Control guidance in Appendix 1.

## **Post Incident Follow up**

It is important following a situation where Positive Handling has been required that all parties involved have the time to reflect upon and learn from the situation. This should be sooner rather than later – so that those involved can move forward. It may not be appropriate for the follow up to happen on the same day. The follow up should take the form of:

### **Listen**

### **Link**

### **Learn**

Post incident learning forms are available in the Care and Control guidance in Appendix 2. Appendix 3 contains a My Plan form for those students who need regular support with strategies to support their behaviour.

Physical Interventions are reported to Stockport Local Authority and the Governing Body.

Lucy Cooney

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To be reviewed: September 2024