



Positive Handling and Physical Intervention Policy

Version: 2

Name and Designation of Policy Author(s)	Jenny McCormick, Assistant Headteacher		Is this a Statutory Document
			No
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Target Audience	Pupils, Staff, Parents, Carers and Governors		
Links to Other Strategies, Policies, Procedures, etc.	Health and Safety Policy, Staff Handbook, Safeguarding Policy, Behaviour Policy, Anti-Bullying Policy, Confidentiality Policy, PSHE Policy, Critical Incidents, Intimate Care Policy, Complaints Policy, Whistle Blowing Policy, and Dealing with Allegations Against Staff.		

Version History

Date	Ver	Author Name and Designation	Summary of Main Changes
January 2017	1	Nina Chwastek, Headteacher	New Policy, no previous version
January 2020	2	Jenny McCormick, Assistant Headteacher	Updates in regards to positive handling of those with SEND

Monitoring Compliance with the Policy

Describe Key Performance Indicators (KPIs)	Target	How will the KPI be Monitored?	Which Committee will Monitor this KPI?	Frequency of Review	Lead
Policy is available to all staff, parents, carers and governors	100%	Audit of school website	Curriculum Committee	Annually	Chair of Curriculum Committee
Procedures and record Keeping follow the policy	100%	Reported by the Headteacher's to the Curriculum Committee	Curriculum Committee	Annually	Chair of Curriculum Committee

Tracking that incidents are being reported	100%	Termly report to FGB in HT's report	Full Governing Body	Termly	Chair of Governors
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Mission Statement

Our school community is rooted in the Gospel and the vision of St. Catherine of Siena. This inspires each of us *'To be who God wants us to be and so set the world on fire.'*

- We are called to love one another as we seek to be the best in all that we learn and do.
- We celebrate and nurture the gifts, talents and skills of everyone.
- We commit ourselves to grow together in faith, love and service.

Introduction

It is recognised that the vast majority of pupils in our school respond positively to the St. Catherine's Mission Statement and Core Values and our behaviour and conduct expectations. The well-being, welfare and safety of all pupils and staff at St. Catherine's is of paramount importance.

It is acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of reasonable force may be required.

St. Catherine's acknowledges that physical techniques are only part of a whole school approach to behaviour management. Positive Handling 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.

St. Catherine's does not support the routine use of physical interventions.

All staff at St. Catherine's understand that school cannot use force as a punishment; it is always unlawful to use force as a punishment.

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

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

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

What is Reasonable Force?

Although there is no legal definition of 'reasonable force', schools have the power to use physical intervention, although it is only used when absolutely necessary. The Department for Education provides guidance on the Use of Reasonable Force (2015) as detailed below:

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

At St. Catherine's:

- Positive Handling uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming him/herself, 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.

Different types of physical contact with pupils:

1. Physical Contact

There are situations in which proper physical contact occurs between staff and pupil. Examples of where physical contact with a pupil might be proper or necessary include:

- Holding the hand of the child at the front/back of the line when going to worship or when together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercise or techniques during PE lessons or sports coaching; and
- To give first aid.
- To support a child who has a manual handling plan.

2. Positive Handling

This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the arm or shoulder where the pupil is compliant.

3. Physical Intervention, Control and 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. All such incidents must be recorded and be stored in an accessible way. If at all possible, more than one member of staff should be present if physical restraint is necessitated.

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

Positive Handling of Children with SEND

Some pupils in school may require support in terms of manual handling. In these circumstances, a manual handling plan, emergency evacuation plan and risk assessment must be in place for the child. These should be accessible for all staff working with the child and all staff should be aware if these plans are in place.

Staff working with these children should all have the appropriate Moving and Handling training, provided by Manchester Local Care Organisation. The guidelines of this training must be followed in order to best care for both themselves and the child involved.

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:

- i. Where action is necessary in self-defence or because there is an imminent risk of injury
- ii. Where there is a developing risk of injury, or significant damage to property
- iii. 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:

- A pupil attacks a member of staff, or another pupil
- Pupils are fighting
- 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 in a way which s/he might have or cause an accident likely to injure him/herself or others
- A pupil absconds from a class or tries to leave School (NB this will only apply if a pupil could be at risk if not kept in the classroom or at School)

Examples of situations which fall into the third category are:

- A pupil persistently refuses to obey an order to leave a classroom
- A pupil is behaving in a way that is seriously disrupting a lesson.

Strategies for Dealing with Challenging Behaviour and Escalating Situations

Staff consistently use positive strategies to encourage acceptable behaviour and good order, in line with the St. Catherine's Behaviour Policy. Every effort is made to resolve conflicts positively.

Staff should be able to justify that strategies other than force have been attempted and proved ineffective or would have been impractical. Furthermore, staff should recognise that restraint is only a small part of a wider spectrum of positive framework that may include use of space, safe environments, diversions, calm stances and postures, non-threatening facial expressions, low tone, volume and pace in communication, careful use of words, and physical reassurance and prompts.

Consideration of these strategies should be maintained during and after the need for physical contact. As soon as it is safe, any hold or restraint should be gradually relaxed to allow the pupil to regain self-control. The pupil should be informed about what will happen next and be offered reassurance and encouragement to remain calm. In this way the pupil will be more likely to see the restraint as an act of care.

All members of school staff have a legal power to use reasonable force. (Section 93, Education and Inspections Act 2006).

The 1996 Education Act (Section 550 A) stipulates that:

A member of the staff of a school may use, in relation to any pupil at the school, such force as is reasonable in the circumstances for the purpose of preventing the pupil from doing (or continuing to do) any of the following, namely:

- a. committing any offence,
- b. causing personal injury to, or damage to the property of, any person (including the pupil himself), or
- c. engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether that behaviour occurs during a teaching session or otherwise.

This applies where a member of staff is on the school premises and elsewhere at a time when, as a member of school staff, that adult has lawful control of the children concerned, for example, on an educational visit.

The decision on whether to physically intervene is down to the professional judgement of the adult concerned. Whether the force used is reasonable will always depend on the particular circumstances of the case but also on information and understanding of the needs of the pupil concerned. St. Catherine's acknowledges its legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEND).

The use of force is reasonable if it is proportionate to the consequences it is intended to prevent. This means the degree of force used should be no more than is needed to achieve the desired result. (DfE guidance document 'use of reasonable force', 2015)

Individual members of staff cannot be required to use physical restraint. However, as teaching and non-teaching staff work in 'loco parentis' and should always operate with an appropriate 'Duty of Care', it might be argued that failing to take action (including a failure to use reasonable force) may in some circumstances breach that duty. (DfE guidance document 'Use of Reasonable Force', 2015)

Physical Intervention, Control and Restraint

Where there is clear documented evidence that particular sequences of behaviour escalate rapidly into violence, the use of a restrictive physical intervention at an early stage in the sequence may, potentially, be justified if it is clear that:

- the risks associated with NOT using a restrictive physical intervention are greater than the risks of using a restrictive physical intervention
- other appropriate methods have been tried without success.

Risk Assessments

Both challenging behaviour and restrictive physical interventions will involve a risk – to both staff and pupils. A risk assessment aims to balance these risks. (Appendix 3)

Positive Handling Plan

When the risk assessment indicates the likely need for school staff to hold or restrain a child to prevent an injury, the school should record this in a Positive Handling Plan.

The aim of the individual pupil's Positive Handling Plan and of this policy is to reduce the risks associated with pupils' challenging behaviour, the risks that are associated with the behaviour itself and the risk of managing that behaviour. The risks of employing an intervention should be lower than the risks of not doing so.

The information in the risk assessments will help to inform this plan which will outline:

- Who has been consulted about the plan.
- The type of physical intervention to be used.
- Which adults are authorised to use this intervention.
- Parental consent for the plan.
- Headteacher authorisation for the plan.

The recommended format for a Positive Handling Plan is included in Appendix 4.

These will be shared with all staff and parents or carers and are kept in each classroom.

Team Teach

Team Teach training is accredited through the British Institute of Learning Difficulties (BILD) and adheres to their Code of Practice on physical intervention. The use of Team Teach techniques is one of our management methods for reducing risks presented by children's challenging behaviour.

The application of any form of physical control inevitably carries an attached risk of unintended harm and this places staff and the School at risk.

The use of force can only be justified according to the circumstances described in this Policy. Staff, therefore, have a responsibility to follow this Policy and to seek alternative strategies wherever possible in order to prevent the need for physical intervention.

Staff need to be aware that they are responsible for:

- assessing risks (a dynamic risk assessment) related to individual circumstances which may arise in the course of their day-to-day duties
- making judgements about when the use of force is necessary and the degree of force which may be regarded as necessary to manage a situation
- justifying their decisions in writing through the recording and reporting procedures

Acceptable measures of physical intervention

The use of Team Teach physical intervention techniques can only be deemed reasonable if:

- a. it is warranted by the particular circumstances of the incident
- b. it is delivered in accordance with the seriousness of the incident and the consequences which it is desired to prevent
- c. it is carried out as the minimum needed to achieve the desired result (d) the age, understanding and gender of the pupil are taken into account (e) it is likely to achieve the desired result.

Wherever possible, assistance should be sought from another member of staff before intervening. This form of physical intervention **may** involve staff:

- escorting a pupil
- shepherding a pupil away
- supportively holding a pupil to keep them or others safe until they have regained control of themselves or can be supported to an area to calm down.

In some circumstances, staff may need to use more restrictive holds. Acceptable methods are taught as part of the training procedures made available to staff. Any such measures will be most effective in the context of the overall positive and caring ethos of the School, the way in which staff exercise their responsibilities and the behaviour management strategies used. Staff may need to rotate roles and have a break if the incident is prolonged. Pupil's Positive Handling Plans should be followed at all times, therefore acting in the best interests of the pupil.

Key staff within the School are trained in First Aid. Any of these may be called upon to implement First Aid or seek further guidance in the event of an injury or physical distress arising as a result of a physical intervention.

Training

Behaviour training is available for all staff at St. Catherine's; for most staff this is enhanced by Team Teach training in the use of positive handling and it is the responsibility of the Headteacher to ensure this training is kept up to date.

Staff receive training in Team Teach techniques and receive information about the risk to pupils of positional asphyxia. There are very clear protocols delivered during training to minimise the possibility of this and to ensure that appropriate safeguards are implemented.

Prior to the provision of training, guidance will be given on action that can 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.

Health and Safety of Staff

Under the Health and Safety at Work Act, employees have a responsibility to report any circumstances which give rise to an increased risk to their Health and Safety. Staff who have, or acquire, permanently or temporarily, any medical condition that may impact on their ability to carry out pupils' Positive Handling Plans, have a duty to report these to the Headteacher immediately as there may be an impact on their own safety and that of colleagues and/or pupils.

Support Following Incidents

Physical interventions are not used in isolation and St. Catherine's is committed to ensuring that, as a result of incidents, learning opportunities are created for pupils that allow them to 'own' and take responsibility for their behaviour at a level appropriate to their stage of development. Whilst the physical techniques are intended to reduce risk, there is always risk when two or more people engage to use force to protect, release or restrain.

Team Teach techniques seek to avoid injury to the pupil, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that everyone remains safe. In addition, procedures are in place to ensure that appropriate support is provided for staff and that following an incident, pupil and staff relationships are rebuilt and repaired to ensure that a positive learning environment is maintained.

Recording and Reporting

School keeps a record of all incidents where physical intervention involving the use of force against resistance from a child has been necessary (see Appendix 5). The record should be completed by the end of the working day on which the incident took place. A member of the Leadership Team will be told at the earliest possible time after an incident and parents are informed by telephone or in person.

A member of the Leadership Team will discuss the incident with any children or staff who were present and, where appropriate, collect a written account from them. In line with our commitment to working with parents, we aim to maintain an open discussion during any relevant procedure which may follow an incident.

School will regularly review the number and type of incidents in which physical intervention and/or restraint has been necessary. This will be used to ensure that there is adherence to this policy and to identify improvement needed in other policies and procedures of the school.

Sharing of information

In principle, as few people as possible should know of any specific incident and staff should maintain confidentiality to the greatest possible extent. This is to enable governors and staff involved in any consequence or complaint to do so without having acquired hearsay knowledge.

Monitoring incidents

Whenever a member of staff has occasion to use reasonable force, this will always be recorded and documented following agreed procedures.

The Headteacher will monitor records of any incidents in order to:

- Identify any patterns of behaviour resulting in the use of physical intervention.
- Review the levels of staff awareness of and compliance with the school policy.
- Inform staff training needs.
- Explore the relationship between the use of physical intervention and behaviour in school.

Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert the Headteacher to the needs of any pupil(s) whose behaviour may require the use of reasonable force.

Monitoring of incidents will take place on a regular basis and the results used to inform planning to meet individual pupil and School needs. The Headteacher will present an annual summary of incidents to Governors.

Action after an incident

St. Catherine's operates a debrief procedure which should be utilised after an incident. Where staff have been involved in an incident involving reasonable force, they should have access to counselling and support. Within the School, this will be made available through Phase Leaders in the first instance.

The Headteacher will ensure that each incident is reviewed and investigated further as required. If further action is required in relation to a member of staff or a pupil, this will be pursued through the appropriate procedure:

- Review of Positive Handling Plan
- Safeguarding Procedure (this may involve investigations by Police and/or Social Services)
- Staff or Pupil Disciplinary Procedure
- Exclusions Procedure; in the case of violence or assault against a member of staff this may be considered.

The member of staff will be kept informed of any action taken.

In the case of any action concerning a member of staff, he/she will be advised to seek advice from his/her professional association/union.

In some circumstances it may be appropriate to provide additional training or professional support for particular staff in relation to the management of incidents where, although the criteria for the application of the above procedures were not met, it is decided that the incident could have been managed more effectively.

Support Following Incidents

St. Catherine's believes that 'listening and learning' is vital to the ethos of the School. Staff use a wide range of skills and communication aids to ensure that 'listening and learning' takes place following incidents.

Any member of staff at the school involved in, or witnessing, a serious incident involving the use of physical intervention may require additional support following the incident.

Staff should ensure that they are fully recovered from an incident before resuming their duties, and colleagues are encouraged to seek and offer support where it is deemed necessary.

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 Autistic Spectrum Condition
- A drink of water may be given

Whistleblowing

Whilst the training in Team Teach provided to staff encourages the use of help protocols and reflective practice, it is acknowledged that under some circumstances, physical intervention can be misapplied. 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, (short of immediate Safeguarding concerns which should of course be passed to the Designated Safeguarding Person), should be raised with the Headteacher or another Senior Leader 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. Complaints following a dispute about the use of physical intervention by an adult should be pursued in accordance with the Complaints Policy.

Appendix 1: Advice for staff

At St. Catherine's R.C. Primary School, we believe that physical intervention and/or restraint should be the last resort. In the majority of cases de-escalation and diffusion are the appropriate methods of dealing with situations that might result in a threat to the health and safety of any individuals.

On extremely rare occasions it may be appropriate for staff to intervene physically with or between pupils. These include:

- Injury, or risk of injury, to another pupil
- Injury, or risk of injury, to a member of staff
- Serious damage to property

Any intervention should be a last resort and be **proportionate, reasonable** and **appropriate**, and be done with the aim to **reduce** not **provoke**.

All staff owe a **duty of care** to pupils. To take no action, where the outcome is that a pupil injures him/herself, or another, including staff, could be seen as negligence.

Members of staff facing confrontational situations with pupils are reminded that the following behaviours can either reduce or inflame incidents, and that a brief moment of risk assessment may allow the time to decide on the appropriate action necessary.

Staff are strongly advised not to physically stop pupils from leaving their room. They should give a clear choice and spell out consequences, but unless there is a risk of injury should never block a pupil's exit.

Remaining calm – the ability to try and remain calm and appear relaxed is less likely to provoke. A relaxed posture and a non-threatening (CALM) stance, i.e. not toe-to-toe, are recommended.

Awareness of Space – try to be aware of the space around you and avoid stepping into another individual's personal/intimate space. Try to take a step back outside the circle of danger.

Pacing and Chasing – angry people often pace around in tense situations and staff should try to avoid the temptation to follow as they attempt to help them calm down. This can be counter-productive as it may trigger an animal chase response and drive the other person away. Where possible it is preferable for the staff member to stand still, speaking calmly, clearly and confidently – or even sit down.

Intonation - when people are anxious or angry they tend to talk faster, higher and more loudly. In a potential crisis situation staff need to deliberately speak slower, lower and more quietly

Help Script

- Connect by using the child's name
- Recognise the feelings
- Tell the child you're there to help
- You talk and I will listen
- Give direction

Diffusing body language responses

- Social distance
- Sideways stance, step back
- Intermittent eye contact
- Relaxed body posture
- Palms open

Calm Stance

Think of the values of stepping back from a situation, both physically and emotionally:

- Allows a more considered response
- Time to make a 'dynamic' risk assessment and seek assistance
- Allows other person 'take up' time to make their own choices

Application of Force (DfES advice to schools 10/98)

- Staff should NOT act in a way that might reasonably be expected to cause injury. This includes:
 - Slapping, punching, kicking or tripping a pupil
 - Twisting or forcing limbs against joints
 - Indecently touching, holding or pulling a pupil by the hair or ear
 - Other than in circumstances that are exceptional, using reasonable force to hold a pupil face down on the ground

In the event of a serious incident e.g. a fight, staff should:

- Make their presence felt – "stop fighting, stop fighting"
- Send for assistance
- Spell out sanctions
- Remove the 'fuel' by clearing the 'audience' away
- Be a witness
- Intervene physically if confident and having assessed the degree of risk

But should not ignore or walk away.

Appendix 2: NON-PHYSICAL CRISES INTERVENTION TECHNIQUES

Do	Don't
appear calm and relaxed	appear afraid and unsure of yourself; appear bossy, arrogant; assume an "I don't give a damn about you" stance
keep the pitch and volume of your voice down.	raise your voice
feel comfortable with the fact that you are in control (if you control yourself, you control the situation); project a calm assured feeling that you will see the situation through to peaceful end no matter what happens	appear to expect an attack (or you will have one)
talk <u>with</u> the pupil	give commands; make demands
be very matter of fact if the pupil becomes agitated; be sensitive and flexible; be flexible yet consistent; be aware of body language; monitor breathing (chest movements) which can telegraph aggressive responses	make threats (Especially any that you are not absolutely sure that you can carry through!); maintain continuous eye contact; gesticulate (this may provoke confrontation)
stay close to the pupil and attend to him/her	turn your back or leave; invade the pupil's personal space
be patient; if a pupils agitation increases to the verge of attack: * Acknowledge his/her feelings; * Continue with a matter of fact attitude; * Always leave the pupil an avenue of escape	display emotion; argue; corner the pupil physically or psychologically
where possible, remain seated as long as the pupil does; avoid crowding	get up and move towards the pupil
stay near him/her, about one arm's length away; stand to one side; give the pupil more space if appropriate	give up
seek to relax your muscles and keep them under control.	tense your muscles

**Appendix 5: St. Catherine's R.C. Primary School
Physical Intervention Incident Form**

Name of Child:	
Child's Date of Birth:	Class:
Ethnicity:	Gender:

Date of Incident:	Time of incident:
Location of Incident:	

Name(s) of staff involved:	Name (s) of witnesses:
Reason for intervention: <small>(E.g. Injury to a person, Damage to property, Criminal offence, Serious disruption, Absconding)</small>	External agencies informed: (Circle where appropriate) Medical staff Parent/carer Social worker

Describe events leading up to the incident including what was said by the parties involved:

Behaviours that occurred by the child:		
Verbal abuse	Slapping	Punching
Biting	Pinching	Spitting
Kicking	Hair grab	Neck grab
Clothing grab	Body holds	Arm grab
Weapons/missiles	Head butting	Self-harm <small>(Please detail)</small>
Pushing	Disruption	Damage to property
Other <small>(Please detail)</small>		

Who was at risk?

Describe the steps taken to defuse or calm the situation:

Diversions, Distractions & De-escalation strategies attempted:	
Verbal advice	Limited choice
Clear directions	Distraction
Negations	Planned ignoring
Take up time	Consequences
Time out	Humour
Change of staff	Success reminders
Other <small>(Please detail)</small>	

Physical interventions used & duration of restraint:		
Help hug	Sitting wrap	Other:
Cradle hug	One person escort	
Wrap	Two person escort	
Why was this action in the best interest of the child?		
Detail any medical intervention that may have been actioned as a result of the		
Injury to child:	Action taken:	
Injury to staff:	Action taken:	
Injury to others:	Action taken:	
Action following the		
Designated Person for Safeguarding has checked this record:		
Parent/carer informed:		
Risk assessment to be carried out/reviewed:		
Positive Handling Plan to be completed/reviewed:		
Procedural change:		
Child support:		
Staff support:		
Completed by:	Role:	

Appendix 3: Risk Assessment: Physical Intervention and Positive Handling

Risk Assessment Completed by:	
Name of Child:	
Child's Date of Birth:	Class:
Ethnicity:	Gender:

Identification of

Describe the foreseeable risks:

Is the risk: potential occurring

Assessment of

In which situations does the risk usually occur?

How likely is it that the risk will occur? (unlikely, possible, probable, likely)

If the risk arises, who is likely to be injured or hurt?

What kinds of injuries or harm are likely to occur?

How serious are the adverse outcomes? (severe, substantial, minor, minimal)

Risk Reduction

What actions are being taken to minimise the level of risk?

(Consider changes to environment, awareness of triggers, de-escalation strategies, varying staff deployment, varying teaching group/size, access to quiet area)

Any immediate actions to be taken, by whom and by when?

Signed:

Role:

Date:

Copy to:

Appendix 4:

Positive Handling Plan



St. Catherine's
RC Primary School

Insert picture here	Name of child:	Date of Birth:
	Triggers	Medical Information: (that need taking into account before physically intervening)

Stage of Crisis:	Topography of Behaviour Describe common behaviours/situations which are known to have led to positive handling being required. Describe what the behaviour looks/sounds like.	Preferred Supportive/intervention (Describe strategies that should be attempted at each stage, including critical friends)
Anxiety		
Defensive/Escalation		
Crisis		
Recovery		
Depression		
Follow Up		

Additional information/Preferred handling:

(Describe preferred holds, standing, sitting stating numbers and names of preferred staff and useful 'get outs' that can be used when holding)

Plan Agreed by:

Child's Name: _____ Signed: _____

Parent/Carer's Name: _____ Signed: _____

Teacher's Name: _____ Signed: _____

