



# CLOUGHWOOD ACADEMY

## Positive Holding Policy

(Previously known as the Safe Handling Policy)

Version and Date		Author	Committee Responsible	Review frequency	Approval	Next Review Due
1.0	18.06.2018	Mr A Larkin	Full Board	Annually	Approved by Full Board on 10.07.2018	10.07.2019
2.0	06.02.2019	Mr A Larkin	LGB	3 yearly	Transferred to and approved by LGB 06.02.19	06.02.2022
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**[www.cloughwoodacademy.co.uk](http://www.cloughwoodacademy.co.uk)**

## **Positive Holding Policy (Physical Intervention)**

This policy has been written for

All staff at Cloughwood Academy who have contact with pupils, their parents and carers. All staff should have a working knowledge of this policy. Whilst pupils will not be familiar with the details of this written policy they will be made aware of its contents.

Copies of this policy can be obtained from...

- The Academy web site - <http://www.cloughwoodacademy.co.uk>
- It is available as a hard copy on request from the academy office
- Staff shared area drive

This policy links with the following policies

Behaviour, Rewards and Consequences Policy, Safeguarding Policy, Staff Handbook, Health & Safety, Risk Assessment Policy

### **Person(s) responsible for this policy are**

The Headteachers, senior leadership team and the Local Governing Board of the Academy.

This policy was written July 2018

It had a change of title and was reviewed in February 2019 to transfer its oversight to the Local Governing Board.

This policy will be reviewed every three years.

### **Relevant statutory guidance, circulars, legislation & other sources of information are**

The Education Act 1996

National Guidance (DfES/DoH 2002)

**The Lead Member of staff is Vice Principal Mr Newton**

### **Definitions and key terms used in this policy**

PI Physical intervention

RPI Restrictive Physical Intervention

PH Positive holding/holding

ELSA Emotional Literacy Support Assistant

Thrive Whole-school emotional literacy strategy

### **The rationale and purpose of this policy**

Staff at this academy are trained to look after the pupils in their care. Staff have a duty to intervene in order to prevent pupils from hurting themselves or others. There may also be situations in which a child seriously disrupts good order in the academy or causes damage to property. If a member of staff ever needs to intervene physically they will follow the academy's Positive Holding Policy. Any parents wishing to view this policy may do so on request. All new parents/carers will receive induction during admissions in relation to physical intervention practice at the academy.

## Appendices

This policy has 1 appendix

Appendix 1 Positive Holding Plan form

### Introduction

The term 'Positive Holding' describes a wide range of supportive strategies for managing challenging behaviour by means of physical intervention. Included in this framework are a small number of responses which may involve the use of force to control or hold a pupil. The term 'physical intervention' is used when force is used to overcome active resistance. These are referred to as 'Restrictive Physical Interventions' in national Guidance (DfES/DoH 2013). A clear and consistent positive holding policy supports pupils who have social, emotional and mental health (SEMH) difficulties within an ethos of mutual respect, dignity, care and safety.

Pupils with severe behavioural difficulties sometimes present a risk to themselves and others. Section 550A of the Education Act 1996 describes the circumstances in which teachers and others authorised by the Principal may use reasonable force to control or hold pupils. Examples of when such action may be reasonable are to prevent injury to people, damage to property or the breakdown of discipline. This policy details how we implement the guidance in this academy. It should be considered alongside the most recent local and national guidance. It is designed to help staff to ensure that any actions they take are reasonable, proportionate and absolutely necessary.

### Ethos of mutual respect, dignity, care & safety

#### Reasonable force

The law explains that any force used to manage behaviour must be **reasonable, proportionate & absolutely** necessary. In our academy all staff are trained on an annual basis to carry out appropriate physical interventions and to use holding to prevent injury, harm, disorder or damage from occurring and to maintain a safe environment. The staff are trained to use reasonable, safe holding techniques which take into account the age, aptitude and needs of any pupil wherever necessary. Physical intervention is used as a last resort strategy and staff are trained to work together in situations of absolute necessity to keep everybody protected once all other de-escalatory and non-physical interventions have been exhausted.

### The Aims of this Policy

To help ensure that staff are equipped to respond appropriately when pupils are in danger of hurting themselves, others or academy property or of seriously disrupting good order.

### **The Objectives to Meet the Above Aims**

The Board of Trustees takes seriously its duty of care towards pupils, employees and visitors to the academy. Staff protection is an important part of child protection; both depend on confident and competent staff who feel supported by the senior leaders. This policy has a clear focus.

- The first and paramount objective is the welfare, safety and protection of the children in our care.
- The second is the welfare, safety and protection of the adults who look after them.

### **Procedures & Practices**

Behaviour Management and Rewards and Consequences

ELSA intervention.

Nurture academy-wide strategy

Pre- and De-escalation skills and practice

Risk-assessment and pre-emptive strategies

Positive Holding Plans

Restorative Justice

All physical interventions at this academy are conducted within a framework of positive behaviour management. The academy Behaviour, Rewards and Consequences Policy is intended to reward effort and application, and encourage pupils to take responsibility for improving their own attainment and behaviour. Part of our preventative approach to risk reduction involves establishing strong staff-pupil relationships, knowing our pupils, looking for early warning signs, learning and communicating any factors which may influence negative behaviour and taking steps to divert behaviours leading towards potential situations of risk. All high-risk pupils will have access to a personal ELSA who will regularly meet with the pupil to help them improve their own behaviour to avoid the necessity for PI. The Academy has adopted an academy-wide strategy to improve resilience and emotional literacy known as 'Nurture' which seeks to make pupils take greater ownership of their own development and generate consistent approaches across all key stages. Pupils are encouraged to participate in the development of their own Positive Holding Plans by focusing on positive alternatives and choices. Parents are also encouraged to contribute. However, if problems arise, staff have an additional responsibility to support all pupils when they are under pressure and safely manage crises if, and when, they occur. Staff must demonstrate that they can provide outstanding teaching practice which reduces incidences of PI in their areas of responsibility. Staff also work with outside agencies such as the police and youth intervention programmes to ensure, wherever necessary, that restorative justice strategies are included in post-intervention support.

### **Alternatives to Physical Controls (Pre- and De-escalation)**

### *Effective actions to reduce risks*

A member of staff who chooses not to make a physical intervention can still take effective action to reduce risk. They can de-escalate potentially dangerous behaviours before they occur by

- Showing care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiation, reason and support.
- Giving clear directions for pupils to stop.
- Reminding pupils about rules and likely outcomes/consequences.
- Removing an audience or taking vulnerable pupils to a safer place.
- Making the environment safer by moving furniture and removing objects which could be used as weapons or pose a safety risk.
- Using positive touch to guide or escort pupils to somewhere less pressured.
- Ensuring that colleagues know what is happening and get help.

### **Modifications to Environment (Pre-escalation)**

#### *Equipment, storage & design*

#### *Safe places*

#### *Quality First Teaching and Exceptional Planning*

Ideally, staff will not be waiting until a crisis is underway before conducting a risk assessment of the environment. We know that some pupils at this academy may exhibit extreme and possibly dangerous behaviour. In general, it is a good rule to keep the environment up-to-date and clutter-free. This may mean giving consideration to secure storage for a range of everyday objects when they are not being used. For example

- How is the availability of pointed implements (including pens, pencils, compasses and darts) controlled?
- What small items are available to an angry pupil who may be tempted to use them as missiles?
- What objects are available to be used as blunt instruments?
- Do they all need to be left out all the time?
- Are there sharp edges or corners which present a risk?
- Are the design arrangements or furniture safe and appropriate for pupils who exhibit extreme behaviour?
- Is there a comfortable place to sit with an agitated pupil?
- Are protocols in place to encourage angry pupils to take themselves to a safer place?
- Are my lessons of such interest that pupils are unlikely to become bored/distracted?

All teaching staff are required to provide an annual risk assessment for their teaching area and resources.

### **Teamwork**

The expectation at this academy is that all staff should support one another. This means that staff always offer help and always accept it. Help does not always mean taking over. It may mean just staying around in case you are needed, getting somebody else or looking after somebody else's group. Supporting a colleague does not only mean agreeing with their suggestions and offering sympathy when things go wrong. Real support sometimes means acting as a critical friend to help colleagues become aware of possible alternative strategies. Good communication is necessary so that colleagues avoid confusion when help is offered and accepted. They need to agree scripts so that all parties understand what sort of assistance is required and what is available.

### **Well-chosen words**

The only purpose in communicating with a person in crisis is to prevent escalation.

A well-chosen word can sometimes avert an escalating crisis. When pupils are becoming angry there is no point in getting into an argument. Telling people to calm down can actually raise levels of anxiety, aggression and distress. Pointing out what they have done wrong can often make things worse. The only purpose in communicating with an angry person is to prevent further escalation. It is better to say nothing and take time to choose your words carefully than to say the wrong thing and provoke a further escalation.

### **Physical Intervention - The Last Resort Principle**

At Cloughwood Academy we only use physical intervention when there is no realistic alternative. This does not mean that we always expect people to methodically work their way through a series of failing strategies, before attempting an intervention in which they have some confidence. Nor does it mean always waiting until the danger is imminent, by which time the prospect of safely managing it may be significantly reduced. National guidance is clear on this point.

"If necessary staff have the authority to take immediate action to prevent harm occurring even if the harm is expected to happen sometime in the predictable future."

Para 10 Page 4 Department of Health – 1997 – The Control of Children in the

Public Care: Interpretation of the Children

Act 1989 – London: H M S O

It does mean that we expect staff to conduct a risk assessment and choose the safest alternative. It also means that we expect staff to judge each situation on its merits and think creatively about any alternatives to physical intervention which may be effective, given the knowledge of the persons involved.

### **Reasonable and Proportionate**

#### *Useful questions*

Any response to extreme behaviour should be reasonable and proportionate. People should not react in anger. If they feel they are becoming angry they should consider withdrawing to allow someone else to deal with the situation. Where staff act in good faith, and their actions

are reasonable and proportionate, they will be supported. When physical controls are considered staff should think about the answers to the following questions

- Is there a clear or perceived risk of disruption/damage?
- Is there a clear or perceived risk of injury to self or others?
- Is this in the best interest of the pupil?
- Is a less intrusive intervention available?
- Have the alternatives, age and competence of the pupil been considered?
- Am I the best person to be doing this?
- Is the immediate environment safe?
- Is PI a last resort?

If staff can answer these questions it is more likely that a physical intervention will be judged to be reasonable and proportionate.

### **Unreasonable use of Force**

It is not reasonable to use force simply to enforce compliance in circumstances where there is no risk. Nor is it reasonable to use any more force than is necessary to achieve a reduction in risk. Under no circumstances should pain be deliberately inflicted or should pupils be deliberately subjected to undignified or humiliating treatment (this should not be confused with the unavoidable discomfort associated with some approved techniques for disengaging from assaults such as bites, spitting and grabs). Other than as a one-off emergency measure to protect health and safety, force should never be used to keep a pupil secluded. Seclusion is only lawful by specific court order and cannot become part of a planned strategy at this academy. Seclusion must not be confused with isolation., such as detention or time out of class.

### **Personal Searches**

The academy follows Government guidelines set out in Department of Education, Searching, Screening, Confiscation document these can be found through the following hyperlink <https://www.gov.uk/government/publications/searchingscreening-and-confiscation>.

To minimise risk from unwanted items being brought into the academy learning environment all pupils are asked to hand in personal items at the start of the day. This includes mobile phones and other devices. Smoking and associated paraphernalia are banned and will be disposed of if found on any pupil.

### **HCEST Ltd**

It is the policy of Cloughwood Academy that all staff working closely with pupils are trained in the pre-emptive and responsive positive holding strategies and techniques, to complement the behaviour management approaches and strategies reflected in the Academy Behaviour, Rewards and Consequences Policy.

### **Health & Safety**

*Shared responsibility for the identification and reduction of risk*



If dangerous behaviour presents a significant risk of injury to people, there is a legal Health and Safety issue to be addressed. Dangerous behaviour should be regarded just as seriously as dangerous equipment. Dangerous occurrences should be reported to the person responsible for Health and Safety in the academy. We all have shared responsibility to identify risk, communicate potential risks and take active steps to reduce risk wherever possible. We recognise that it is not possible to entirely remove risk. Sometimes things go wrong even when we make our best efforts to do the right thing. Sometimes we are faced with unpalatable choices. In these circumstances we have to try and think through the outcomes of the options available, balance the risks and choose whatever course of action which seems to involve the least risk. As a minimum requirement, in order to comply with Health and Safety legislation, each employee has a responsibility to ensure that they are conversant with academy policy and guidance, and to co-operate to make the academy safer. It is also a requirement that all staff participate in training if they are directed to do so. This does not necessarily mean that all staff can be involved in all the physical activities. The non-physical aspects of positive holding training are crucially important too.

### **When considering a pupil's behaviour staff should think about the following questions**

*Pupil pro-social capability*

*Risk Assessments of environment and pupils*

*Planning ahead*

*Immediate risk assessments*

- Can we anticipate a Health and Safety risk related to this pupil's behaviour?
- Have we got all the information we need to conduct a risk assessment?
- Have we provided a written plan as a result?
- What further steps can we take to prevent dangerous behaviour from developing?

Informal risk assessments should be a routine part of life for staff working with pupils who may exhibit extreme behaviour. Responsible staff should plan ahead to anticipate what might go wrong. If a proposed activity or course of action involves unacceptable risk the correct decision is to do something else. Factors which might influence a more immediate risk assessment, and,

therefore, a decision about how to intervene, might include the state of health and fitness of the staff member, their physical stature, competence, confidence and relationships with the pupils concerned.

Confidence and competence are often related to the quality and level of staff training achieved. Other than in an emergency, staff should only attempt physical controls when they are confident that such action will result in a reduction of risk. When faced by extreme behaviour, or even in a fight situation, the judgement may be that by becoming involved, the member of staff will increase the chance of somebody getting hurt. In this the correct decision is to hold back from the physical controls and wait until situations can be brought under control safely.

### **Getting Help**

### *Support structure*

At this academy the following support structures are in place

- Daily briefing sessions in the morning to update all staff on current issues and share information.
- Use of help protocols and language to remind all staff of availability of colleagues to offer help including change-overs of staff during a crisis situation with a pupil.
- Teamwork.
- Debrief sessions after a crisis with the pupil(s) involved, reflecting on how crisis was managed by all involved and identifying any points for review or learning.
- Annual refresher sessions covering strategies and techniques for all staff, and continuous review by SLT to inform these.
- Staff access to Support Line counselling service.

### **Individual Support Plans**

#### *Known effective strategies identified*

Risk management is regarded as an integral part of behaviour management planning. All pupils who have been identified as presenting a risk should have an Individual Support Plan. The plan details any strategies which have been found to be effective for that individual, along with any particular responses which are not recommended. If particular physical techniques have been found to be effective they should be named, along with alerts to any which have proved ineffective or which caused problems in the past. Individual Support Plans should be considered alongside the risk assessment, EHCP, one page profile and any other planning documents which relate to the pupil. They should take account of age, sex, level of physical, emotional and intellectual development, special need and social context.

### **Responding to Unforeseen Emergencies**

Even the best planning systems cannot cover every eventuality and the academy recognises that there are unforeseen or emergency situations in which staff have to think on their feet. It is not enough to thoughtlessly apply rules without thinking through the likely consequences. The key principals are that any physical intervention should be

- in the best interest of the child;
- reasonable and proportionate;
- intended to reduce risk;
- the least intrusive and restrictive of those options available which are likely to be effective.

Whenever a physical intervention has to be made there should be a verbal warning. Where possible, staff should always attempt to use diversion or de-escalation in preference to physical interventions. They should only use the techniques and methods approved for use in this academy. If staff act in good faith and their actions are reasonable and proportionate and, fall within the academy policy they will be supported.

### **The Post Incident Support Structure for Pupils and Staff**

Following a serious incident, it is the policy of this academy to offer support for all involved. People take time to recover from a serious incident. Until the incident has subsided the only priority is to reduce risk and calm the situation down. Training for staff gives them a detailed understanding of the 'Assault Cycle'. Staff should avoid saying or doing anything which could inflame the situation during the recovery phase. Immediate action should be taken to ensure medical help is sought if there are any injuries which require more than basic first aid. All injuries should be reported and recorded using the academy's systems. It is important to note that injury in itself is not evidence of malpractice. Even when staff attempt to do everything right, things can go wrong. Part of the post-incident support for staff may involve a reminder of this, as people tend to blame themselves when things go wrong. Time needs to be found to repair relationships. When careful steps are taken to repair relationships a serious incident does not necessarily result in long-term damage. This is an opportunity for learning for all concerned. Time needs to be given to following up incidents so that pupils have an opportunity to express their feelings, suggest alternative courses of action for the future and appreciate other people's perspective. When time and effort are put into a post-incident support structure the outcome of a serious incident can be learning, growth and strengthened relationships. All incidents of physical intervention must be communicated to parents, carers and, where appropriate, social worker.

## **Complaints**

### *Formal procedures for both staff and pupils*

It is not uncommon for pupils to make allegations of inappropriate or excessive use of force following an incident. The academy has a formal Complaints Procedure. Pupils should be reminded of the procedure and encouraged to use the appropriate channels. The complaints policy applies equally to staff. We are an open academy and promote transparent policy and practice in order to protect the interests of staff and pupils alike. Any staff concerns regarding the welfare of children should be taken to the designated person for child protection. Any safety concerns should be reported to the designated person for Health and Safety.

## **Training**

Teachers and anyone authorised by the Principal who are expected to use planned physical intervention techniques should be trained. This academy has adopted the HCEST Ltd Model of training. All training courses have been fully accredited by the British Institute of Learning Disabilities (BILD) in accordance with DfES and Department of Health guidance. Positive holding training is always provided by qualified instructors with rigorous guidelines. Full training is completed every three years with regular, at least, annual update and refresher sessions.

The level of training recommended is related to the level of risk faced by the member of staff. Our preferred approach is for whole-staff team training. Office staff may not require the same level of training in physical techniques as those working directly with the most challenging pupils, however all staff benefit from the whole-academy training. The level of training required is kept under review and may change in response to the needs of our staff and pupils.

## **Recording**

### Approved forms

Whenever restrictive physical intervention is used the incident must be recorded using ARBOR which must signpost an incident report form (by number) in the Academy bound RPI Record Form Book. All staff involved in an incident should contribute to the record which should be completed within 24 hours. The details recorded are kept confidentially and securely and overseen by the DSL.

## **Confidential Care and Accuracy**

### Staff should

- Read through the academy recording form carefully
- Take time to think about what actually happened and try to explain it clearly
- Complete all names in full
- Sign and date all forms
- Bear in mind these records will be retained and cannot be altered

They will be kept for many years and could form part of an investigation at some time in the future if ever needed to support an investigation.

RPI forms should not be completed until the individuals concerned have recovered from the immediate effects of the incident. They should not be rushed.

## **Monitoring and Evaluation**

The Headteachers will ensure that each incident is reviewed and instigate further action as required. The academy incident log is open to external monitoring and evaluation. Each RPI form will be checked, reviewed and signed off by the most senior person present on duty at the time of the incident.

Following an incident, consideration may be given to conducting a further risk assessment, reviewing the Individual Support Plan or Behaviour, Rewards and Consequences Policy. Any further action in relation to a member of staff, or an individual pupil, will follow the appropriate procedures. (See Staff and Student Disciplinary Policy).

## Appendix 1



### Cloughwood Academy Individual Support Plan

<b>Name of Pupil:</b>	<b>Year Group:</b>
<b>Form Tutor:</b>	<div>Picture of Pupil</div>
<b>Original Date:</b>	
<b>Date amended:</b>	
<b>Pupils Diagnosis:</b>	
<b>Any known medical conditions:</b>	
<b>Details of any medication:</b>	
<b>Administered daily:</b>	

<b>Pupil Trigger information:</b> -

**Pupil Behaviour stages**

**Stage 1:**

*Response & Supportive Strategies:*

**Stage 2:**

*Response & Supportive Strategies:*

**Stage 3:**

*Response and supportive strategies:*

<b>Interventions</b>	<b>Number of staff</b>	<b>Standing/sitting</b>	<b>Use?</b>
<b>Phase 1's</b> Embrace Adapted Embrace Side Hug Adapted Side Hug <b>Phase 2's</b> Figure Of Four Cupped Hand			

**Additional Physical Intervention Comments:**

**After Physical Intervention/ De- brief:**

**Names & Signatures**

**Form Tutor** .....

Signed.....

**Parent/carers** .....

Signed .....

Date .....

Parent/Carer received copy of ISP                      Yes/No

Head of Care.....

Signed.....

Date.....

**Therapeutic Interventions:****Recording**

All Positive Handling incidents are recorded on ARBOR and RPI Record Book

**De-brief strategy:**

**Names & Signatures**

Form Tutor .....

Signed.....

Parent/carers .....

Signed .....

Date .....

Parent/Carer received copy of PHP                      Yes/No

Social Worker (if applicable) .....

Signed .....

Date .....

Pupil .....

Signed .....

Date .....

**Important Information**

Does the parent/carers wish to be informed on each occasion that a Physical Intervention has occurred?

Yes/No

Preferred method of communication:



