All Saints Church of England Primary School

POSITIVE HANDLING

Reviewed by	Signed (Chair)	Date Reviewed	Review Due Date
Board of Governors		January 2022	January 2025

Contents

1. Introduction
- About this document
- All Saints Mission Statement

2. Interaction with pupils
- How do we communicate information in school?
- How do we communicate with pupils in school?
- What is meant by physical interaction with pupils?
- Safeguarding Children

3. Positive management of challenging behaviours
- Understanding behaviour
- How can we create positive experiences and feelings for pupils?
- Encouraging and rewarding positive behaviour
- Celebrating success
- Managing and discouraging inappropriate behaviours
- Risk Assessment and Positive Handling
- Code of Conduct for the use of physical contact
- Intervention Strategies
- Physical intervention
- Authorisation of staff
- Acceptable ways of holding
- Recording, reporting and assessment of incidents
- Support and training

4. School Statement on bullying

5. Facing aggression

School Policies that staff must be aware of and which support this policy

Safeguarding Children policy
Policy statement on medication
Risk Assessment guidelines and proforma
Behaviour Management Plans
School Equality Plan
Inclusion and Integration policy

1.   Introduction

About this document

The purpose of this document is to provide all staff with guidance on the many different ways in which we interact with pupils in our care on a daily basis, and to ensure that the interaction is founded in positivity. This policy lays out our school's ethos and aims, the values we uphold and the expectations we have for pupils, staff and associates. This document underpins all aspects of our roles and practice as educators and carers for the young people who come to All Saints C of E Primary School.

It is essential that you read this document carefully in addition to the documents signposted within it. You will be required to sign to confirm that you have read, understand and agree to put the content of this policy into practice. Staff are invited to make suggestions to amend this policy as required. A professional discussion will take place if an occasion occurs when it is considered that this policy was not adhered to.
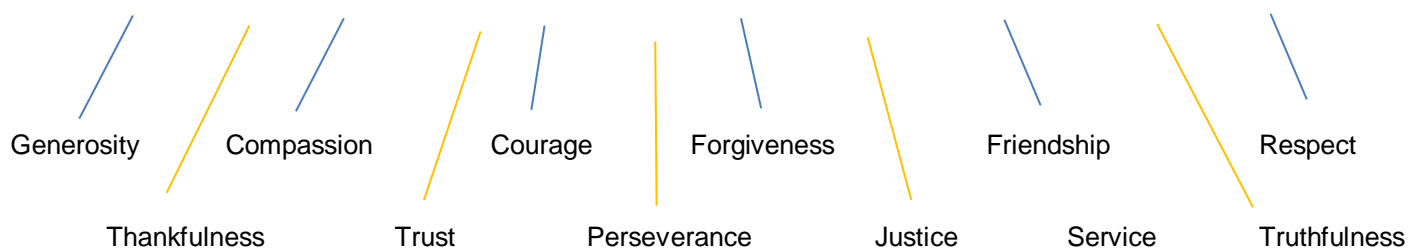
All Saints is a mainstream school meeting the educational needs of pupils aged 2 -11 years. At All Saints Primary School, we provide a nurturing, enjoyable educational experience in which pupils are valued as individuals in an inclusive environment. Pupils are encouraged to take increasing control of their own learning and their personal and social lives. All Saints strives to develop each pupil's skills to their full potential and celebrates all achievement. We are a caring Christian school where attitudes of mutual respect and responsibility are fostered and promoted; where everyone is valued, where personal endeavour is encouraged and where achievements are recognised.

All Saints Mission Statement

All Learning, All Growing, All Together in the eyes of God

At our school we have high aspirations for all our community to grow, to be well rounded and confident with a strong sense of self-worth. We teach children to love to learn and learn to love, respectfully and inclusively.

Generosity	Compassion	Courage	Forgiveness	Friendship	Respect
Thankfulness	Trust	Perseverance	Justice	Service	Truthfulness

2. Interaction with pupils

How do we communicate information in school?

All pupils are individuals and need to be treated in a way that best meets their needs. It is important for all staff to be clear about general aspects of the way we directly interact with pupils.

In order that all staff contribute to, and promote, the appropriate environment and characteristics of caring and education provision, we observe the following code:

- The information that you need to support individual pupils will be made available to you by the class teacher. This will include Pupil Passports and may also include other documents such as Positive Handling Plans (PHP). You should accurately follow this guidance. **IF IN ANY DOUBT ASK** the class teacher or another member of the established class team. It is always appropriate for you to ask questions rather than to put pupils, yourself, colleagues and others at risk.
- Good communication between staff is vital. Colleagues should always feel comfortable to seek, and be able to offer, information and support.
- School staff will need to provide appropriate levels of support to supply staff, students on placement, volunteers and visiting professionals.
- Significant changes about pupils and their care or other relevant aspects of their lives should be carefully communicated to the wider team, where applicable.
- If you have concerns or anxieties about any aspect of the work, follow the chain of concern, class teacher, head of key stage, Headteacher, Chair of Governors.
- Always observe strict confidentiality in matters concerning pupils and their lives.
- At all times communicate **with** pupils - avoid discussing pupils or their situations in front of them.

There will be times when there is a need to exchange information between staff, other professionals and parents about a pupil. Find an opportunity to discuss in private not over the head of the pupil.

If this is not possible or if it is appropriate to do so;
- Include the individual in your conversation. 'Talk with them not about them'.
- Listen to, respect and maintain their dignity.

How do we communicate with pupils in school?
Good communication:

- Greet and identify yourself and use the individual's name.
- Assume an open, non-threatening stance and facial expression. Our stance, body language, facial expressions and how we say things have a direct effect on the responses we get.
- It is important for you to communicate your intentions appropriately before and during activities and interaction.
- At all times communicate **with** pupils - avoid discussing pupils or their situations in front of them.
- Your voice is a powerful instrument, use it to best effect. Tone and volume are important.
- Children will respond negatively to too much shouting. Use this sparingly and consider the impact this will have on the child and the rest of the class. Always ensure you are in control and that you have let another adult know you are about to shout.
- If a child is in crisis, use emotion coaching to settle them (see Behaviour

Policy)

☐   Remember we're a non-shouting school

What is meant by physical interaction with pupils?
The nature of the school's work can require a significant level of personal contact with pupils including during the following times:

- Individual physical support to access aspects of the curriculum
- **Positive** management of challenging behaviours

Safeguarding Children

Staff will be given County Council's Advice on Safeguarding and Child Protection procedures each year. You are required to read and then sign to say they have been understood. All staff must follow the guidelines accordingly and alert senior management to any concerns they have. The Headteacher is the Designated Safeguarding Lead and any concerns should be reported directly to her. Other safeguarding leads are displayed clearly around the school.

All staff should be aware of systems within their school or college which support

safeguarding and these should be explained to them as part of staff induction. This

should include the:

• child protection policy, which should amongst other things also include the policy

and procedures to deal with peer on peer abuse;

• behaviour policy (which should include measures to prevent bullying, including

cyberbullying, prejudice-based and discriminatory bullying);6

• staff behaviour policy (sometimes called a code of conduct);

• safeguarding response to children who go missing from education; and

• role of the designated safeguarding lead (including the identity of the designated

safeguarding lead and any deputies).

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3.   Positive Management of challenging behaviours

All Saints C of E Primary School considers that it is important to communicate to pupils, parents and carers its expectations of behaviour and will do so individually where appropriate.

Inappropriate or unacceptable behaviour will be addressed according to the specific needs of pupils. There may be aspects of a pupils' behaviour which are out of the control of our students e.g. epilepsy, diabetic, medication managed conditions such as ADHD and attachment disorders. Also, behaviours can be difficult to analyse and understand, particularly with children with ASC. What they are trying to gain or avoid is sometimes far from obvious. Details of behaviour management strategies for individual children are included in their Positive Handling Plan. Any child that needs physical intervention MUST have a PHP.

Understanding Behaviour

The purpose of any behaviour falls into one (or sometimes both) of the following broad umbrella categories:

Pupils are trying to GAIN something or AVOID something. It is our role to interpret and understand the purpose of the behaviour in order to develop effective responses that will modify it long term to something more appropriate.

In order to help understand the function of what sometimes appear as 'random acts' of inappropriate behaviour it may be helpful to record and monitor behaviour patterns over a longer period of time (see appendix B). This may highlight unforeseen patterns of behaviour and therefore help target our response more effectively.

The way all of us react and behave in different situations is driven by the feelings and emotions generated from our experiences. Positive experiences evoke positive feelings which in turn generate positive and productive reactions and behaviours. Likewise, negative experiences produce negative feelings and emotions, which in turn generate negative reactions, and often inappropriate and sometimes challenging behaviours.

CONFLICT SPIRAL

REACTIONS
reactions are experiences feeding the **CONFLICT** spiral

CONFLICT

BEHAVIOUR
negative behaviour provokes negative reactions for others

FEELINGS
negative thoughts and emotions drive behaviour

EXPERIENCES
result from incidents and perceptions

It is therefore essential that we provide and promote positive experiences and feelings in school in order to create an effective learning environment.

How can we create positive experiences and feelings for pupils?

Effective communication

- Build trust through consistency
- Get to know the pupils well as individuals and build positive relationships through shared experience
- Greet and identify yourself and use the individual's name.
- Assume an open, non-threatening stance and facial expression. Our stance, facial expressions and how we say things have a direct effect on the responses we get.
- It is important for you to communicate your intentions before and during activities and interaction.
- Be precise about the aims of PHPs and lessons - share information about the pupils.
- Be positive but realistic, plan for success, SMART targets (Specific, Measurable, Achievable Realistic, Time-related)
- Be organised
- Ensure the pupils know what you expect of them
- Prepare pupils for changes in routine or structures
- Say what you mean and do what you say.
- Don't be afraid to say sorry.
- Ask for support.
- Give responsibility wherever possible
- Use appropriate humour - it can build bridges
- Keep calm - it reduces tensions
- Listen - it earns respect
- Be consistent
- Ensure you can do what you say you are going to do.
- Follow up problems to their conclusion – yourself if possible.
- Be firm but fair.
- Notice positive behaviour and comment whenever you can.
- Be aware of the quieter pupils – notice their work and give praise.

Encouraging and rewarding positive behaviour

At All Saints C of E Primary School we have a positive approach to maintaining and improving high standards of behaviour, rewarding effort and application and to build self-esteem. Look for opportunities wherever possible to praise and reward effort, and positive behaviour to encourage students to manage their behaviour appropriately in the future. We encourage and reward pupils generally by:

- Positive use of praise by voice, facial expression and signing
- Telling pupils when we are pleased with them and why
- Letting them help, be responsible for assembly, in the dining room, doing those things they enjoy
- Showing examples of good work to the class
- Choosing a 'reward' activity
- Messages to parents/carers
- Giving stickers, certificates, awards etc.
- Rewards from other staff eg Deputy Headteacher and Headteacher

Celebrating success

Everyone appreciates recognition of their efforts and achievements. At All Saints C of E Primary School, we celebrate the successes of the pupils in the following ways:

Praise, sticker, star of the week, Class Dojo

Managing and discouraging inappropriate behaviours

Staff will work in partnership with those who know the pupil best to help identify:

- and understand the factors that influence the pupil's behaviour in other words; Why the pupil behaves as he or she does.
- What the outcomes are of their inappropriate behaviours to their learning and that of others.
- What risks they may present to themselves, others and property of their inappropriate behaviours
- How we can resolve the current difficulties and what we can do to promote a more successful approach in the future
- Offer the child opportunities for reparation through discussion

Risk Assessment and Positive Handling

At times some of our pupils present challenging behaviours. It is vital that we adopt the correct approach to dealing with these behaviours for the individual and then implement them consistently. To ensure this the class teacher, in conjunction with those people who know the individual best, will assess the risks posed by the behaviours and then draw up a **Positive Handling Plan** (PHPs) to address the behaviours.

The risk assessment is part of, and will inform, the PHP (see Appendix as above). This identifies triggers and early warning signs that indicate inappropriate behaviours may develop. It will also provide strategies for the individual and for staff to reduce or modify the inappropriate behaviours and to empower the individual to take control of their own conduct. Staff must become familiar with the PHPs of the pupils they work with and follow them precisely. **If in doubt ask** the class teacher, Behaviour Mentor, Pastoral Lead, or SENCO. **There may be aspects of physical intervention included in these behaviour plans. Where possible, prioritise staff who have undergone the relevant Team Teach Training to participate in the specific physical interventions outlined in the PHPs. However, if a child is at immediate risk of:**
- **Causing harm to themselves**
- **Causing harm to others**
- **Causing damage to property**
- **Absconding from the premises**

Staff should feel comfortable that the school will support them, as long as their intervention is brief, proportionate and fully documented following the incident.

This approach will help ensure that early preventative intervention and resolution is the norm and should reduce the need for negative outcomes or the incidence of extreme behaviours. Outcomes must be appropriate at all times so careful use must be made of them.
Agreed outcomes are:
- Temporary loss of privilege
- Reparative actions
- Appropriate verbal reprimand
- Sending to a senior member of staff
- Restriction of leisure activities
- Partial loss of break time – no child should miss their entire break
- Time out - this should only be used as a part of an agreed behavioural programme, and only to allow pupils under close supervision, to calm down
- Exclusion - only to be used in very extreme and exceptional circumstances.

Once an outcome is completed, the incident should be put behind the pupil. Every lesson and every day is a new start. This does not mean forget about the consequences. Staff should always debrief with the child to help the individual to learn from their actions in order to help them move on. This should be done at the right time by an appropriate member of staff.

Trying to rationalise what has happened, and why, with an individual is best done when pupils and staff can reflect calmly.

The Children Act 2004 specifically prohibits the use of the following:
- Corporal punishment - the intentional application of force as a punishment which includes biting, pinching, slapping, rough handling, striking with or without an implement or throwing missiles at a child
- Deprivation of food and drink
- The use or withholding of medication, medical or dental treatment
- Intentional deprivation of sleep (applies to residential facilities)
- Requiring students to wear distinctive or inappropriate clothing as a punishment
- The use of accommodation to restrict physically the liberty of any child as a form of punishment. This is only permitted in premises approved by the Secretary of

State for use as secure accommodation
- Imposition of fines
- Intimate body searches

CODE OF CONDUCT FOR THE USE OF PHYSICAL CONTACT

To be read in conjunction with:
- Leicestershire County Council document entitled "Child Protection Guidance for Employees in the Education Service" whose work brings them into contact with young people
- Guidance on the use of Restrictive Physical Interventions for pupils with Severe Behavioural Difficulties (**Appendix D**)

All staff should be aware of the distinction between physical contact or positive touch used appropriately in everyday situations to support, guide, encourage or comfort a pupil and the use of force to restrict movement or to disengage from pupils whose behaviour presents a clear risk of injury.

The aim of this Code of Contact is to make a clear statement that can be a common reference point for staff, parents, governors, visiting professionals and the Local Authority. Hopefully, it will support other work to promote child protection and also to minimise the risk of any adult being the victim of false allegations. The Children Act makes it clear that the welfare of a child is the most important factor in the way adults behave towards them. Sadly, a few students will always challenge the authority of staff. We anticipate this, but if that challenge becomes violent or another pupil is at risk, staff have an obligation to act.

- We cannot expect to 'legislate' for all physical contact, but in the everyday life of a special school there **WILL** be situations that legitimately involve some physical contact with pupils either in the classroom, around school or in the general management of behaviour
- If pupils are not comfortable with physical contact, this should be respected whilst opportunities to develop contact should continue to be offered at an acceptable level
- We acknowledge that pupils with severe learning difficulties may need and seek physical comfort, although age appropriate issues should be taken into consideration. In response, staff must be careful not to arouse inappropriate responses and be aware that children can misinterpret words and actions. Staff must not put themselves or students in vulnerable situations and best practice is not to be alone with students.

At All Saints it is acceptable to:
- Aid a pupil with physical disabilities in any way that aids learning or self-help skills but staff should ensure appropriate support in these situations
- Gently assist to head and limbs to gain attention
- Support a hand to give physical guidance for a set task, e.g. writing, puzzles, learning to control scissors
- Guide a pupil from one room to another - holding a hand if necessary but preferably a Team Teach 'caring c's'
- Guide a student to their seat – as above
- Encourage participation in activities. e.g. games
- Guide a student to a 'time out' area ('Caring Cs' to the upper arms)
- Ensure a pupil's safety, apply minimal force necessary. However, if the pupil becomes distressed then staff should not persist but try another approach where it is safe to do so
- Praise, encourage and celebrate success by physical contact e.g.; a pat on the back, arm around a shoulder/side-ways 'appropriate hug'/Team Teach "help hug"
- Physical assist/model a behaviour or skill to promote learning Positive remarks should always outweigh the negative many times over.

The following are <u>inappropriate</u> in our setting:

- Humiliating
- Shouting (other than to prevent a potentially dangerous action from a distance)
- Over reacting - the problem will grow
- Blanket punishments
- Punishing what you can't prove 'beyond reasonable suspicion"
- Sarcasm
- Negative attitudes towards pupils
- Unnecessary physical interaction that are not in the pupils' best interest

Intervention Strategies

Before using physical intervention in situations other than in emergency or unforeseen situations, always consider the following:

- **Have you exhausted non-physical methods of intervention?**
- Have you had regard for the pupil's level of understanding and age?
- As far as possible, have you made your intentions clear to the child?
- Have you discussed and agreed with parents the range of acceptable responses to their son/daughter's challenging behaviour?
- How important is the outcome? Does the benefit of achievement involving physical intervention outweigh not achieving without physical intervention occurring?
- Is there another adult present?
- Have you had appropriate Team Teach training?

The use of the following may exclude the need for physical intervention.

- Planned ignoring - sizing up which behaviour needs intervention and which to ignore
- Giving a signal - **'the look'**, catching the child's eye or pointing to him/her when aware that misbehaviour is contemplated or beginning
- Coming closer and positive touching - having the pupil near an adult or giving a pat on the shoulder while making a limiting demand - proximity
- Showing interest - a student may be diverted from misbehaviour if an adult shows interest in the task
- Humour - kidding the pupil out of it - not sarcasm
- Offering help when the pupil is about to become frustrated
- Regrouping
- Changing activities - when tension mounts or interest flags
- Friendly appeal –
    a) Appeal to a personal relationship
    b) Warning of consequences 'that's dangerous'
    c) Peer group reaction "what will the others think?'
- Limiting of space and tools - putting away or controlling the use of objects that are being used dangerously or that could become a potential hazard
- Time out. Pupils are made to face away from the group, or sit distant from the group alone
- Distraction – refocusing attention to a new task or situation

Physical intervention

Physical intervention should be avoided wherever possible and where it is needed it must be in the best interest of the child and should be only the minimum required.

There are times when physical intervention is appropriate but it must be used in ways that maintain the safety and dignity of all concerned as far as this is possible. Section 550A of The Education Act 2006 under the heading *Power to Restrain Pupils* allows teachers and other authorised staff of a school to use reasonable force in accordance with the following:

- The young person should be in immediate danger of harming himself or others, in danger of seriously damaging property or of committing an offence

- Physical Intervention can be used when a pupil is engaging in any behaviour that is prejudicial to maintaining good order and discipline at school or amongst any of its pupils whether in a teaching session or otherwise
- The member of staff should have good grounds for believing the above
- Only the **minimum** force necessary to prevent injury or damage should be applied
- Every effort should be made to secure the presence of other staff before applying restraint. These staff can act as assistants or witnesses
- The lead person in any restraint (normally the staff member who has been challenged) must be clearly identified; they will be the one to decide when to ask for assistance from others present. The exception to this is when others in the area perceive the pupil or the staff member to be in danger
- Staff teams may decide in order to avoid confusion, interrupt, or inflame a situation to use an agreed 'key' word to ask for help. This use of the key word (agreed by all staff in preparation for such an incident) does not alert the pupil with challenging behaviours that you are calling for help. This may help the situation to be kept as calm as possible.
- Once safe, restraint should be relaxed as soon as possible to allow the student to gain self-control
- Restraint must be an act of care and control, not punishment
- Physical restraint should not be used purely to force compliance with staff instructions when there is no immediate danger present to people and property
- Whilst holding a pupil, speak calmly as a way of reassurance e.g.; I'm doing this to keep you safe" or "I'm going to hold you until you are calm"
- **The circumstances and justification for physical restraint should be noted immediately in the Incident Book and pupils PHP records.**
- Senior staff should be informed. They will take an early opportunity to discuss the incident with staff or respond to any request for supportive discussion
- The restraint should be discussed with the pupil (if appropriate) and shared with parents at the earliest opportunity

Staff have a duty of care to themselves and to others; the duty of care includes taking reasonable measures to prevent harm. When it appears necessary to restrain a pupil the physical restraint is a form of control that is legally defensible once other alternatives have been employed or considered or when the urgency of the situation does not allow for other methods to be employed. Staff should be aware that they might need to justify their actions if they have used physical intervention.

If physical intervention is necessary and in the pupil's best interest, staff should follow the guidelines below to ensure the protection of pupils and reduce their own vulnerability to complaint.

- Staff should risk assess and have good grounds for believing restraint to be necessary. They should do so with reasonable or proportionate force.
- Physical intervention should only be used after all other less intrusive methods have been attempted or considered
- Wherever possible call for assistance and make sure credible witnesses are present
- Tell the pupil why you are restraining them i.e. to avoid the pupil harming themselves or others or property. It is helpful for witnesses to hear you make these statements

Any and all physical interventions should be as brief as possible

Authorisation of Staff
As far as is possible all staff will receive training in appropriate restraint methods. The current system identified by the local authority is Institute of Conflict Management (ICM) accredited *Team Teach*. Staff using restraint must also understand the holds identified within the pupil's PHP. The following is a list of staff that are authorised to have control or charge of pupils and use restraint where necessary:

- Teachers (including licensed or agency teachers)
- Other staff in schools that have substantial opportunity for access to pupils.

Volunteers or others who are not covered or protected by contracts and conditions of service in the same way as employees should **not** use restraint or control methods. This applies to everyone regardless of level of training. However, they should dispatch their duty of care to keep themselves and others safe to the best of their ability acting on the premise that any actions are necessary reasonable and appropriate and in the best interest of the individual(s).

Acceptable ways of holding
Staff need to be sensitive to issues of gender and to their own strength and body weight. All acceptable forms of guiding and holding are outlined and taught in detail during staff Team Teach training. Staff must not deviate from or adapt any of the techniques or holds taught. Staff must consider the learning difficulties and physical disabilities that the student has.

Recording, Reporting and Assessment of Incidents
An Incident Book is to be kept in each classroom (see **Appendix C** for an example of an Incident Form) it contains incident forms that record:

- The incident, who was involved and who witnessed the situation
- Any holding and calming strategies used, the restraint strategies for the individual pupil
- How the situation was resolved
- Points for future action

Positive physical contact and low level holds and guides eg:
Holding of one hand or forearm does **NOT** usually need recording in the Incident Book, but restrictive physical interventions (RPIs) **DO** need recording. If injury or severe distress is suspected prompt medical attention must be arranged for all those concerned. The Headteacher/Deputy Headteacher must be informed immediately. As a general rule keep detailed, factual, objective notes of all incidents. They must be recorded on the day of incident or done when everyone is calm.

More serious incidents RPI have been employed or where someone is hurt or there is significant destruction of property or there is an occurrence that is far beyond that of what is expected of an individual, then the incident may also be recorded in the **Risk Reduction bound book** in the Headteacher's office.

Parents and Carers _must_ be kept informed of times when physical intervention is required. Should the amount of physical restraint required be greater than that identified on the pupils PHP, then parents will be informed immediately. Parents will be asked to sign to say they have read and understood the PHP. Each term the Headteacher will monitor the number of incidents and determine any appropriate action, e.g. contact Educational Psychologist, amend PHP, etc. The Chair of Governors will be informed of persistent challenging behaviours causing concern and expect that school will take reasonable steps to reduce the risk of such behaviours reoccurring. Parents will be made aware of the following statement as outlined on their child's PHP:

"Team Teach techniques seek to avoid injury to the service user, 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 the service user remains safe." (George Matthews – Direct of Team Teach Ltd).

However, regardless of whether they sign or not school has a duty of care to keep everyone safe and act in what they consider to be in the best interest of the individual.

Support and training

Dealing with challenging behaviour is both demanding and stressful, especially if staff are assaulted physically during the course of an incident. Any assaults should be recorded on the appropriate forms; this ensures that the incident is on record both in school and at County Hall.

It is difficult to devise a framework of support that meets the needs of all staff. As individuals, we all vary how much support we need after an unpleasant incident. Generally, a member of senior staff would expect to talk to staff (and children involved where this is appropriate) in any incidence involving violence. If a member of staff needs time to rest or compose him or herself, then the Headteacher will make arrangements for the class group to be supported. Following any incident where a member of staff feels that their actions have been, or may be misconstrued, they must discuss the matter immediately with the Headteacher. If a situation occurs in the public domain, staff must provide information to the members of public as to how they can contact school should they wish to discuss the situation further.

During the course of an incident, colleagues may feel it appropriate to offer direct support. This should always be done in a positive way and only if the member of staff involved in the incident requests assistance or they or pupil are in imminent danger (refer to section of policy on **Intervention Strategies**). Staff reserve the right to intervene in situations if they deem it necessary (and in the best interest of the individual i.e. the member of staff has become the trigger or is part of the problem in the eyes of the pupil).

Support for all those involved should also come when reviewing the incident. As part of an evaluation of the incident all staff should consider how the situation was handled and whether improvements could be made to improve actions in the future.

Team discussions to review and update PHPs take place as and when behaviours change but at least on an annual basis. Individual Behaviour Management or related courses are offered on whole school or individual basis as required. Other professional development in this area may take the form of visits, reading or focussed discussion.

4.   <u>School Statement on Bullying</u>

The occasions when bullying occurs in schools for pupils with severe learning difficulties, are rare. Nevertheless, All Saints believes it is important to have guidance in the event of any incidences.

What is bullying?
There are many definitions of bullying, but most have three things in common:
- ♦ It is deliberately hurtful behaviour
- ♦ It is repeated, often over a period of time
- ♦ It is difficult for those being bullied to defend themselves.

Bullying can take many forms but four types are:
- ♦ Physical - hitting, kicking, and taking belongings
- ♦ Verbal - name-calling, insulting, hurtful or racist remarks
- ♦ Indirect - spreading nasty stories about someone, excluding someone from social groups
- ♦ Cyber-bullying – when someone intentionally victimises another person using the internet, mobile phones or other electronic technology. Refer to the school's E-Safety policy.

Why challenge bullying?
No school can claim with confidence that bullying does not occur in their environment but we must respond positively and effectively to reduce and challenge bullying. We need to minimise bullying in order to ensure:
- ♦ The safety and happiness of pupils is maintained
- ♦ Educational achievement is not hampered
- ♦ Pupils feel safe and protected within the school environment
- ♦ Pupils feel supported by adults in authority

If pupils observe bullying behaviour going unchallenged, others may learn that bullying is an effective way of getting what they want

Bullying is never acceptable
All staff should:
- ♦ Be aware of what constitutes bullying and help pupils to understand what is meant by it
- ♦ Listen carefully to any student who feels they are being bullied
- ♦ Be aware of pupils who cannot speak for themselves and the interaction that occurs around them
- ♦ Think about times of the day, parts of the building etc. where bullying may occur
- ♦ Stop play fights, mock kicking etc.
- ♦ Deal with incidents of bullying promptly
- ♦ Report any bullying episode to the Headteacher.

Pupils should be encouraged to:
- ♦ Include others in their games and groups
- ♦ Not laugh if someone is upset
- ♦ Tell staff if they see bullying
- ♦ Never join in with bullying.

All positive aspects of social interaction are encouraged at All Saints School and the promotion of an enjoyable learning environment is at the core of school belief. The PSHE curriculum includes units of work on friendship and good social interaction. Teaching about bullying and why this is unacceptable is included in several sections in the scheme of work.

If a pupil bullies we will:
- Try to help them understand the effect their behaviour is having on another child
- Help them think of ways to make amends
- Give an appropriate sanction
- Support the child who is being bullied
- Inform parents/carers where appropriate

5. Facing aggression

Despite the ethos and culture promoted within school, staff may at times find themselves in challenging situations where aggression between pupils and/or towards property, staff and others occurs. Careful planning and awareness of the content of individual Pupil Passports and PHPs will help staff predict, avoid and manage the majority of such situations, however it is impossible to predict all situations, therefore in all situations:

- Make a dynamic risk assessment of the situation to include the environment (proximity to potentially dangerous areas or objects which could be used as weapons), the individuals involved and the level of experience and expertise of the staff supporting to be able to assist. What is the likely outcome of the situation?
- Whilst we have a duty of care towards all the students, we also have to minimise the risk of harm towards ourselves.
- Remain calm and try to "defuse the situation" verbally.
- 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. Eye contact can sometimes be threatening.
- Ensure a swift exit for both parties if required.
- Use the handling strategies outlined in the Behaviour Management plans of individual pupils involved.

Planned Procedures
In all situations it is essential that as part of the debrief, staff and pupils reflect on the incident in order to learn from it and therefore reduce the risk of it reoccurring and to help empower the individuals involved to modify their behaviour to promote a positive outcome.

Student towards Student

- The first duty is of care. Students should be separated as quickly as possible using the minimum of force necessary, adopting physical intervention techniques as outlined within the Team Teach training capability of the individual. Staff should minimise the risk to themselves.
- Assistance should be sought immediately - send a "runner".
- Ensure a swift exit for both parties, removing and/or diffusing the trigger.
- Allow cooling off time if needed under the supervision of an adult.
- Medical attention to injured student/s should then have priority from a designated first aider or school nurse.
- Inform class teacher.
- Write up the incident in detail on CPOMs. Be factual and avoid emotional responses.
- A DSL ma investigate the incident further, should further action warrant and decide on further action.
- Medical form to be filled in by First Aider if called.
- As part of the debrief, reflect on and amend PHPs as appropriate, especially if this is a first-time occurrence or a 'new' behaviour. This will focus staff on helping individuals to manage their behaviour in the future.

Student towards 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 towards Student.
- Inform Headteacher for letter to go home re request for cost of repair.
- Reflect on the incident; look for ways to prevent this reoccurring and ways to help the individual to manage this inappropriate behaviour in the future. Whilst All Saints C of E Primary School recognises that this behaviour is unacceptable, abuse towards replaceable equipment is preferable to abuse and harm of other individuals, and indeed this may be recognised as a step forward for some individuals.

Student towards Member of Staff

- Verbal abuse towards a member of staff should normally result in the removal of the student to a quiet area as appropriate under the supervision of a responsible adult.
- An incident form will be completed and Deputy Head to be informed
- Physical assault on a member of staff – **Headteacher to be informed immediately**. Student to be withdrawn as appropriate. 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 (as appropriate) to be asked individually to give their account of the circumstances as soon as possible after the incident allowing for recovery time.
- Written report to be made - Incident Form **APPENDIX C**
- Staff accident form completed.
- Medical form to be filled in by first aider.
- Possibility that police are informed.
- Parents to be informed.
- Local authority and Chair of Governors to be informed.
- PHP and at Risk Assessment form to be reviewed and updated.

Parent towards 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.
- Headteacher to be informed/implement local authority Guidelines. The Headteacher 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.

Recording
- All incidents are to be recorded on an incident form and forwarded to the Senior Leadership Team. **APPENDIX C**
- Medical forms are to be completed where appropriate and a witness must sign the report. Parents to be informed.

Risk Assessments
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. Copies are kept in students files in the classroom

Debriefing

- All persons involved in a 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.

INSET:

- All new staff will receive INSET on handling strategies, as appropriate to their role within school, to ensure consistency of approach and support in the events of such incidents.

References

BILD Code of Practice for minimising the use of restrictive physical interventions
DfE Guidance on the use of Restrictive Physical Interventions for pupils with Severe Behavioural Difficulties – 2012
All Saints Equality Plan
Education and Inspections Act 2006
DfE guidance *Working together to Safeguard Children in Education* - March 2013
All Saints Safeguarding policy
DfE *Keeping Children Safe in Education* – September 2016
Latest Local Authority guidance
2014 Children and Families Act

Review of Policy

This policy will be reviewed annually and distributed to all staff, who sign to acknowledge they have read it (see Section 1).

All Saints School

Risk Assessment and Positive Handling Plan

Name of pupil:	Name of Teacher: (and the name of the person writing this plan if different)
Date of Birth:	Class / Tutor Group:

Date of plan:
This plan is a dynamic working document and should be reviewed regularly and updated whenever new or different behaviours become apparent or when other significant changes arise. But as a minimum annually. This plan must be made available and read by those people in contact with the individual.

Identification and Assessment of Risk
Why is it necessary to have a positive handling plan?

(write a brief pen portrait of the individual)

Are there any conditional, medical or emotional considerations? (refer to EHCP, IEP etc)

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Additional Advice: Other significant factors that may impact on behaviour to consider?
e.g. sleep patterns, hunger, illness, medication change, menstrual cycles, changes at home etc.

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Where/when do the behaviours occur?
e.g. classroom, corridors, toilets, playground, hall, community, transport, during transitions, playtimes etc.

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Who/what is affected by the risk/hazard/behaviour?

self		peers		staff		public		property	

People in the home environment (identify them):

Specific Individuals (identify them):

What are the known triggers?
Who, what, when, where? (What pushes their buttons?)

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-
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What are the warning signs?
How can you tell something is about to happen? What happens just before?

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-
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What purpose do the challenging behaviours serve?
Ask yourself: "What's that all about?" Why do they do that? What do they want to achieve?

What do they want to gain?	What are they trying to avoid?

Hazard Identification and Risk Assessment

Write down <u>all</u> the behaviours they exhibit in the appropriate boxes below depending on the frequency they occur and the risk of harm/injury they present. Prioritize behaviours which happen often and pose most risk of harm/injury.

Prioritize an action plan for behaviours which occur in the darker boxes.	Risk of harm/injury		
	3 = Low risk of harm/minor injury	2 = Medium risk of harm/significant injury	1 = High risk of harm/serious injury
Likely frequency — C) Low = once or twice per month or less frequent			
B) Medium = several times per week			
A) High = likely to happen daily and often throughout the day			

Risk Reduction Action Plan

Pupil's frame of mind and emotional state will have an impact on their level of receptive and expressive communication. This and their disability and/or learning difficulty must be taken into consideration when planning interventions to reduce the risk of behaviours which challenge.

Motivators

What are they interested in? What do they like? Who do they like/get on with? What are they good at?

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Avoidance strategies

Pro-active interventions to **prevent** risks occurring and strategies to promote alternative and more acceptable forms of behaviour by the individual as identified by the **Debrief/Follow up-stage 6.** (Include what strategies you've tried, what worked and what didn't work).

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Early de-escalation (Stage 1 and 2 of a developing crisis.)-strategies to prevent crisis

Early interventions to manage and reduce risk. This may include Team Teach pre-emptive **Physical Interventions (in bold).** These must be carried out by appropriately trained staff. Any action must be necessary, proportionate and reasonable. The decision to physically intervene has to be taken in the individual's best interest and be based on the need to reduce the risk of harm and prevent crisis.

- *E.g. **Guide and steer with 'caring c's'** away from trigger*
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When in crisis (Stage 3) - Positive handling strategies

Bold type refers to Team Teach specific physical techniques including **Restrictive Physical Interventions (RPI)**. These must be carried out by appropriately trained staff. Any action must be necessary, proportionate and reasonable. The decision to physically intervene has to be taken in the individual's best interest and be based on the need to reduce the risk of harm and to bring the person out of crisis in order to calm the situation as soon as possible.   **RPIs** must be recorded.

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Recovery (Stage 4 - Recovery, Stage 5 - Depression) - Actions following crisis

What brings the individual down effectively from crisis? Where? Who with? With what? For how long? How do we monitor and prevent loop back into crisis?

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De-brief structure (Stage 6- Follow up)- Where? Who with? When? How?

To include positive listening. Develop planned strategies to prevent reoccurrence/ modifying the challenging behaviour to something more acceptable with a reduced risk- **Avoidance strategies.** Consider de-brief for other pupils and staff etc. Are relationships damaged and need repairing?

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RECORDING AND REPORTING REQUIRED

Records on any incident must be completed on that day, once everyone is calm. Record accurately and honestly using the Team Teach 'safe words' outlined in this plan.

- ☐ Inform parents/carers by home/school diary or phone according to severity of incident.
- ☐ Inform parents/carers of any other child injured by diary or phone.
- Record in individual/class and/or school's bound incident book (Head's office).
- ☐ Record injuries on appropriate accident forms.
- ☐ Inform Headteacher or Deputy Headteacher if someone is injured.
- ☐ Governors/Trustees to monitor the rate and severity of incidents.
- ☐ Archive paperwork.

"Team-Teach techniques seek to avoid injury to the service user, 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 the service user remains safe." (George Matthews – Director of Team Teach Ltd)

Signature of Headteacher:	**Date:**
Signature of Parents:	**Date:**
Pupil's thoughts and comments:	
Signature of Pupil:	

This document has been read by:		
Staff name	**Date**	**Team Teach trained (yes or no)**