



Our vision, rooted in the words of Jesus (Matthew 19:14), “***Let the little children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these,***” is to provide a safe, happy and caring environment where all pupils are nurtured and valued within a Christian ethos.

To achieve our vision we:

- provide inspirational and enjoyable learning experiences through a curriculum that is broad, balanced and based on the needs of our children
- work hard to reach our full potential
- share each other's success
- promote a sense of belonging to our school, local and Church community
- foster high self-esteem and nurture high aspirations
- ensure pupils become more confident independent learners
- provide a safe, warm and welcoming Christian environment within which everyone feels valued and respected
- develop spirituality, a moral ethos and an appreciation for Christian values
- enable everyone to grow and blossom into responsible and successful citizens through the firm Christian foundations we provide and an appreciation of national and global communities.

We are a strong team of proud pupils, parents, staff, governors, the Church and the local community.

Our Christian faith gives rise to our service to God and to the community. Our core principles are friendship, forgiveness, hope, trust and courage. These give rise to justice, wisdom and thankfulness.

5/2/20

Accepted by governors

Jan 26

Date for Review

Introduction

Staff at Christ Church CE Academy are trained to look after pupils in their care. Staff have a duty to intervene in order to prevent pupils from hurting themselves or others. If a member of staff ever needs to intervene physically they will follow the school's Positive Handling Policy.

Only staff trained in the pre-emptive and responsive positive handling strategy techniques of TEAM TEACH will use physical intervention techniques with children when necessary.

The term positive handling includes a wide range of supportive strategies for managing challenging behaviour. The term 'physical restraint' is used when force is used to overcome active resistance. A clear and consistent positive handling policy supports pupils who have social, emotional and behavioural difficulties within an ethos of mutual respect, care and safety.

The school takes seriously its duty of care to pupils, employees and visitors to the school.

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

Section 93 of the Education and Inspections Act 2006 enables a school's staff to use such force as is reasonable. There is no legal definition of when it is reasonable to use force

DFE guidance ' Use of Reasonable Force- July 2013

- *All members of school staff have a legal power to use reasonable force*
- *This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.*

Team Teach

The TEAM TEACH system is recognised by the Local Authority and accredited through BILD – British Institute of Learning Disabilities. Staff undergo a one or two day course (depending upon the severity of behaviour of the children they are working with) led by qualified trainers with a single day refresher course undertaken every three years. Although any member of staff may be required to physically intervene with a pupil who is endangering themselves or others, we would expect accredited staff to take over as soon as possible.

Steps to be taken before using physical controls:

- Show care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiating and reasoning.
- Give clear directions for the pupil to stop
- Remind the pupil about rules and likely outcomes
- Remove an audience or take the vulnerable pupil to a safe place
- Make the environment safer by moving furniture and removing objects which could be used as weapons
- Use positive guidance to escort pupils to somewhere less pressured
- Ensure that colleagues know what is happening and call for help.

Restraint

At Christ Church CE Academy we only use physical restraint when there is no realistic alternative. We expect staff to risk assess and choose the safest alternative. This also means that we expect staff to experiment and think creatively about alternatives to physical intervention which may be effective. The paramount consideration is that the action is taken in the interest of the child and that it **reduces rather than increases** risk. Any response to extreme behaviour should be reasonable and proportionate. Physical restraint must only be in accordance with the following:

- The child should be in immediate danger of harming him/herself or another person or in danger of seriously damaging property.
- The member of staff should have good grounds for believing this.
- 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.
- Once safe, restraint should be relaxed to allow the child to regain self-control.
- Restraint should be an act of care and control, not punishment.

- Physical restraint should never be used to force compliance with staff instructions when there is no immediate danger present to people and property.
- The restraint should be discussed with the child, if appropriate, and the parents at the earliest opportunity.

In addition, whilst or before intervention, staff should speak calmly as a way of reassurance e.g. 'I am doing this to keep you safe'.

Alternative Strategies

There are some situations in which the need for positive handling is immediate and where there are no equally effective alternatives (eg is a pupil is about to run across a road). However, in many circumstances there are alternatives e.g. use of assertiveness skills such as:

- the broken record in which an instruction is repeated until the pupil complies
- use of a distracter, such as a loud whistle, to interrupt the behaviour (such as a fight) long enough for other methods of verbal control to be effective
- withdrawal of attention (audience) e.g. if an action such as damage to property is threatened
- other techniques designed to defuse the situation, such as the avoidance of confrontation, or use of humour (in these cases the incident can be dealt with later when emotions are no longer running high)
- the employment of other sanctions consistent with the School's Positive Behaviour policy

Responding to unforeseen emergencies

Even the best planning system cannot cover every eventuality and the school recognises that there are unforeseen or emergency situations in which staff have to think on their feet. An unforeseen event may require an emergency response. After that event, staff have a duty to plan ahead and prepare a new risk assessment.

Behaviour support plans

If the behaviour is part of an ongoing pattern it may be necessary to address the situation through the development of a behavioural management plan, which may include an anger management programme, or other strategies agreed by the SENCO. It is also helpful to consider the circumstances precipitating the incident to explore ways in which future incidents can be avoided.

Risk Assessment

Risk assessments are required for pupils who exhibit extreme behaviour. Responsible staff should think ahead to anticipate what might go wrong.

When considering a pupil's behaviour, staff will think about the following questions:

- 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?

If we become aware that a pupil is likely to behave in a disruptive way that may require the use of reasonable force, we will plan how to respond if the situation arises. Such planning will address:

- Management of the pupil (e.g. reactive strategies to de-escalate a conflict, holds to be used if necessary)
- Involvement of parents to ensure that they are clear about the specific action the school might need to take
- Briefing of staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance)
- Identification of additional support that can be summoned if appropriate

Positive Handling Plans

Risk management is regarded as an integral part of behaviour management planning. All pupils who have been identified as presenting a risk should have a Positive Handling 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. Any particular physical techniques which have been found to

be effective should be named, along with any alerts to any which have proved to be ineffective or which caused problems in the past. Positive Handling Plans should be considered along with the child's Educational Health care Plan (EHCP) and any other planning document relevant to the pupil. They should take account of age, sex, level of physical, emotional and intellectual development, special needs and social context.

Post Incident Debrief

Following a serious incident, it is the policy of our school to offer support to all involved. This is an opportunity for learning and time needs to be given for following up incidents so that pupils have an opportunity to express their feelings, suggest alternative courses of action for the future and appreciate other peoples' perspective. It is difficult to devise a framework of support that meets the need of all staff. As individuals we all vary in how much support we need after an unpleasant incident. Generally, a member of senior staff would expect to talk to staff and children involved (if appropriate) in any incidents involving violence. If members of staff need time to rest or compose themselves, then the Headteacher will make arrangements for the class group to be supported.

Recording

- All incidents of unacceptable behaviour should be recorded electronically on CPOMS.
- All serious incidents or incidents involving restraint will be recorded in the Bound and Numbered Book which is kept in Executive Head and Head of School's office.

Within these recording strategies, all details must be recorded by witnesses within twenty-four hours and signed by at least two members of staff. The Head teacher needs to be informed.

Monitoring and Evaluation

The Senco/ Head of School will ensure that each incident is reviewed and instigate further action as required.

Parents

When there is concern about a child, parents will be invited to contribute to a risk assessment and Positive Handling Plan. Written parental agreement will form part of this. Parents will be informed of the school's policies. Parents will be informed following serious incidents.

Complaints and Allegations

Any complaints will follow the school's complaints procedure.

The school's positive behaviour, safeguarding and child protection, and anti-bullying policies will all be incorporated into the care package which is used to address each child's needs.