



STOCKPORT
METROPOLITAN BOROUGH COUNCIL

CARE AND CONTROL

**An information and guidance
document for schools**

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Stockport Local Authority

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Care and Control

1. Statement of Intent

This guidance is applicable to the whole of Stockport's Services to People Directorate and its users regardless of race, gender, ability, culture, creed or status.

Stockport Services to People recognises the right of every person to be protected from harm and, for that reason it seeks to protect all pupils from any form of physical intervention which is **unnecessary, inappropriate, excessive or unlawful**.

Stockport Services to People also acknowledges its responsibility for providing a healthy and safe working environment for school staff, who themselves may be put at risk whilst attempting to preserve good order and discipline.

2. Context

It is acknowledged that teams of staff in our schools, particularly some special schools, deal on a day to day basis with groups of children who may exhibit disturbed, distressed or distressing behaviours. The Services to People seeks therefore to assist staff in preserving good order and discipline and in promoting and maintaining an environment conducive to meeting children's needs. The LA also recognises there are occasions when staff members touch children and young people in ways that are entirely appropriate. There is also a need to minimise the risk to staff of false accusations of improper conduct towards a pupil and to ensure that staff members feel confident about appropriate action in very difficult circumstances.

Services to People recognises the constraints upon staff in this context and has issued this guidance to help them to deal with these issues upon which individual policies can be based.

3. Statutory Framework

The Education Act 1997 (Section 4) adds Section 550A to the Education Act 1996 and establishes the power of members of staff to restrain pupils and in certain specific instances to use reasonable force. This provision does not, however, authorise any actions which constitute corporal punishment within the meaning of Section 548 of the Education Act 1996.

The School Standard and Framework Act 1998 outlaws corporal punishment for all pupils in Maintained and Independent schools and for children receiving nursery education. Further guidance can be found in the **Behaviour & Discipline Guidance February 2014**.

Clarification about the powers of teachers and other staff and their lawful control of children using reasonable force is given in the non-statutory guidance document "**Use of reasonable force, 2013**". As good practice **Schools should consult this latest guidance in conjunction with this document**. Schools should acknowledge the difference between emergency intervention and that which can be anticipated for some children with complex learning difficulties and planned for with risk assessments and an individual handling plan if necessary. Additional Guidance for specialist settings are included in

“Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who Display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorder” JULY 2002 (LA/0242/2002);

4. Policies

Every school is required to have a behaviour policy and to make this policy known to staff, parents/carers and pupils. The governing body should notify the head teacher that it expects the school behaviour policy to include the power to use reasonable force.

There is no requirement to have a policy on the use of force but it is good practice to set out, in the behaviour policy, the circumstances in which force might be used. For example, it could say that teachers will physically separate pupils found fighting or that if a pupil refuses to leave a room when instructed to do so, they will be physically removed.

Any policy on the use of reasonable force should acknowledge their legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).

Schools do not require parental consent to use force on a student.

Schools should not have a ‘no contact’ policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.

By taking steps to ensure that staff, pupils and parents are clear about when force might be used, the school will reduce the likelihood of complaints being made when force has been used properly.

BSS can offer support and guidance with the writing and adapting of Behaviour Policies.

The policy should identify:

- Where physical intervention sits as part of the school’s general behaviour management policy
- The range of approaches which should be used prior to force being used in crisis situations
- The circumstances/conditions when intervention may be necessary and the consequences if intervention did not occur when the situation was this serious. .
- Alternatives available before restraint including strategies for preventing and “de-escalating” behaviours that precipitate the use of physical interventions.
- The type of intervention used: (In schools where staff members have been given specific training, policies will refer to specific techniques.)

(i) Restraint

(ii) Holding

(iii) Guides/Supports

- Recording and reporting arrangements including ways parents/carers will be informed and involved.
- The approach to risk assessment and risk management employed
- Support available after restraint
- Ongoing training and monitoring of staff
- Distinctions between seclusion, time out, withdrawal

- Distinctions between planned and emergency physical interventions
- Evaluating and reviewing procedures
- Complaints and allegations – how these will be handled by the school.

Whilst Headteachers have ultimate responsibility for pupils, all staff have a duty of care and must take reasonable and appropriate steps to ensure the safety and well-being of all pupils.

Any action taken must be in the best interests of the pupil. Failure to take such action could be regarded as negligence on the part of the individual staff member.

5. Duty of Care

The LA and its schools share a “duty of care” to its staff and pupils within schools. The general obligation “It shall be the duty of every employer to ensure, so far as is reasonably practicable, the health, safety and welfare of all employees” - the Health and Safety at Work etc. Act 1974, specifies the employers duty to keep its employees informed and safe.

The Children Act 1989 Annex A Section 8 (para 3b) with its guiding principle of:

“the welfare” of the child being paramount, also supports the taking of;

“... any necessary action to prevent injury or serious damage to property...”

Section 3(5) states:

“A person who does not have parental responsibility for a particular child, but ‘has care of’ the child may (subject to the provision of this Act) do what is reasonable in all circumstances of the case for the purpose of safeguarding or promoting the child’s welfare”.

All school staff must seek to protect the child from harm to the same extent that a parent/carer would. The duty of care is owed to the **individual child** rather than the ordinary or reasonable child. There is a need for staff to take account of all the circumstances surrounding a child which may be influencing some behaviour.

Statutory Power

All members of school staff including teachers and any other staff members the head teacher has authorised have the statutory power to use force. Head teachers can also decide whether to authorise for a limited time volunteers at the school although this should be in exceptional circumstances only. Such individuals should be given clear instruction on when the power can be used and on the school’s policy and practice.

The head teacher or delegated senior member of staff is advised to do the following:

- As part of a staff induction process, set out the school policy on the use of force; and
- Ensure that all authorised staff know that they have the power to use force.

Head teachers are expected to take all reasonable steps to ensure staff members have access to training and guidance in relation to the school’s behaviour and discipline policy and procedures. More specialist settings will require specialist training e.g. Team-Teach approaches.

6. Appropriate Physical Contact

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking 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 exercises or techniques during PE lessons or sports coaching.
- To give first aid.

7. Circumstances Justifying Physical Intervention

This can range from guiding/supporting 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.

Schools generally use force to **control** pupils and/or to **restrain** them. Control means either passive physical contact, such as standing between pupils, or active physical contact such as leading a pupil by the arm out of a classroom.

Circumstances include:

- a) Committing any offence (or for a pupil under the age of criminal responsibility, what would be an offence for an older pupil).
- b) At imminent risk of causing personal injury to self.
- c) At imminent risk of injuring someone else.
- d) Causing significant damage to property.
- e) Prejudicing the maintenance of good order and discipline at the school or among pupils receiving education at the school, whether during a teaching session or otherwise.

The provision applies when a teacher, or other authorised person, is on the school premises, and when he or she has lawful control or charge of the pupil concerned elsewhere, e.g. on a field trip or other authorised out of school activity.

Use of force as a punishment is always unlawful.

The use of force can be regarded as reasonable if:

- It is used for the minimum length of time to achieve its objective;
- It is used as a last resort;
- The degree of force must be the minimum necessary and in proportion to the incident and the seriousness of the behaviour or the consequences it is intended to prevent; (reference BILD code of practice)

Lawful methods of reasonable force can take several forms. It might involve staff:

- Physically interposing between pupils;
- Blocking a pupil's path;
- Holding;
- Pushing;
- Pulling;
- Leading a pupil by the hand or arm;
- Shepherding a pupil away by placing a hand in the centre of the back; or,
- In extreme circumstances using more restrictive holds.

8. Unreasonable levels of physical restraint

Only a court can judge and does so retrospectively, if a reasonable level of physical force was used to restrain a child/young person. The following actions are likely to be deemed unreasonable:

- Holding a pupil around the neck, or by the collar, or in any way that might restrict the pupil's ability to breathe;
- Slapping, punching or kicking a pupil;
- Twisting or forcing limbs against a joint;
- Tripping a pupil;
- Holding or pulling a pupil by the hair or ear;
- Holding a pupil on the ground except in specialist settings in which appropriate training has been offered to authorised staff;

This list is not exhaustive, nor does it cover all possible circumstances which could arise. The application of restraint will vary according to the particular circumstances of each case. The omission of a particular kind of conduct from this list does not mean that it would be deemed reasonable. For instance, much will depend on a child/young person's age, size, race, culture, disability or demeanour. There may also be particular difficulties when a member of staff of the opposite sex restrains a child/young person, and much will depend on the circumstances and background.

9. Recording incidents

Governing bodies must ensure that a procedure for recording incidents is in place and is followed by staff. A record should be made as soon as practicable after the incident when all parties involved are emotionally ready to do so.

All accounts of the same incident should be taken including those of the pupil/pupils involved where possible.

Best practice demonstrates that this should be a description of the behaviour and action taken. There should be no emotive or judgemental language.

Schools should keep an up to date record of such incidents, **with a reference in a bound incident book**, which cross references to a more detailed, numbered recording sheet, as appropriate. (See pro

forma in Appendix 2). A copy of incident forms relating to restraints should be sent to the Education Access team at Stopford House or electronically to Zhenab.naeem@stockport.gov.uk.

Staff may find it helpful to seek advice from a senior colleague or a representative of their professional association when compiling a report. They should keep a copy of the report. RIDDOR '95 (Reporting of injuries, diseases and dangerous occurrences regulations) and Stockport 'Assaults on Staff' policy and procedure may also apply.

Completed forms should be sent to the Education Access Team. (Schools to retain copies)

It is good practice for head teachers to keep their Governing Body informed about physical interventions in their termly report. Head teachers should be reporting to their Governing Body of such interventions at least annually.

It is assumed that planned responses are put into place if a risk is recognised and this plan can be detailed on either Appendix 3 or Appendix 4. This plan should be revisited after any incident to assess its usefulness and to amend if necessary following the post incident learning detailed on the recording form (Appendix 2). Any plan for physical intervention should be shared with parents of the child in question.

10. Involvement of Parent and Carers

Schools do not require parental consent to use force on a student and parents should not be given copies of the incident reports as a matter of routine. However, it is good practice for schools to speak to parents about serious incidents involving the use of force. It is up to schools to decide whether it is appropriate to report the use of force to parents.

- In deciding what is a serious incident, teachers should use their professional judgement and consider the:
 - Pupil's behaviour and level of risk presented at the time of the incident.
 - Degree of force used.
 - Effect on the pupil or member of staff.
 - The child's age.

If a complaint is received from a parent/carer regarding the use of physical intervention, a school should seek advice immediately from the LADO at the safeguarding unit.

11. Risk Assessment

The DCSF issued guidance on assessing and managing risks for children who present challenging behaviours in the document; "Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties." LA/0264/2003.

This guidance stresses the need for schools to consider using risk assessment tools to manage risks for the minority of severely challenging pupils whose behaviour may result in adverse outcomes for themselves or others.

For the minority of pupils where extra support is needed a 'My Plan' or 'Positive Handling Plan' should be completed (see appendices 3 & 4) as referred to previously.

Risk assessment and management is the process that helps staff and others to consider risk issues, to act reasonably, and to learn from what happens in every day practice. In the main, risk assessment and management involves:

- Using what is known, in the light of experience, to make rational judgements about risk issues.
- Weighing up options and taking reasonable risks.
- Taking action to implement a range of approaches to support and safeguard children and others.

Challenging behaviours are often foreseeable, even though it may be difficult to predict exactly when they will occur or the degree of challenge they will pose. As a general rule schools should:

- Explore why pupils behave in ways that pose a risk.
- Try to understand the factors that influence the behaviour.
- Recognise the early warning signs that indicate that the pupil's behaviour is beginning to emerge; and develop skills to manage difficult situations competently and sensitively.

Key steps in risk assessment and management are:

- Assessing the context for risk – trying to predict the situations in which the pupil may display the dangerous behaviour.
- Assessing the probability – how likely is it to occur and how likely it is that injury would result to pupil or others.
- Assessing the seriousness – trying to gauge the kind of injury that may result.

The 'Risk assessment for children with challenging behaviour' can be found on Learning Leads under 'risk' and www.oakgrovestockport.co.uk/bss .

12. Team teach

Team Teach is the recognised method of positive handling in Stockport. Without Team Teach training Stockport Schools are still required to act within this guidance and to complete the necessary paperwork (appendix 1). Team teach training can be booked via the Education Access Team (0161 474 3971) or the Behaviour Support Service (0161 437 4956 opt 2).

13. Complaints

All complaints about the use of force should be thoroughly, speedily and appropriately investigated.

Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.

When a complaint is made the onus is on the person making the complaint to prove that his / her allegations are true – it is not for the member of staff to show that he / she has acted reasonably. Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance (see the 'Further sources of information' section below) where an allegation of

using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.

Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate. If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.

Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher. As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force.

Appendix 1

Safeguarding in Schools

Guidance on Conduct for Staff in Educational Establishments

Child Protection Procedures

At our school we follow the policies and procedures generated by Stockport's Local Safeguarding Children Board.

1. When staff receive a disclosure or notice something which leads them to suspect that abuse may have taken place the information is recorded on our 'Note of Concern'. If physical abuse is suspected a 'Skin Map' will be used to record the site and extent of any injury that has been noticed. These are both passed in a sealed envelope to the Designated Officer as soon as possible. This record should include:
 - The date and time of the observation/disclosure.
 - Full information including verbatim accounts when possible of the incident.
 - Comments about the child's appearance, behaviour, emotional state and actions.
 - When staff are receiving a disclosure from children they should follow the guidance issued by the LSCB.
 - When technology is involved we retain all the evidence (e.g. screen shots/emails/text messages) and use it to support the 'note of concern'. However we do not search mobile phones or computers to gain further information.
2. Upon receiving the 'note of concern' the designated officer follows the procedures endorsed by Stockport's Local Children Safeguarding Board, which are described in the flow-chart that is displayed around school. Action should be taken within the same working day and as early as possible.
3. Where abuse is suspected a referral will be made to Social Care by the Designated Officer. A verbal referral will be supported by the completion of the Common Assessment Framework in line with local procedures

The content of the referral will be discussed with parents/carers where this is appropriate. Advice may be sought from Social Care concerning this aspect of information sharing. It is recognised that parents/carers are unlikely to be told that a referral is being made if sexual abuse or fabricated illness are suspected. Staff are aware that they must not discuss any issues with parents/carers unless they are told to do so by the designated officer.

NO ATTEMPT SHOULD BE MADE BY OUR STAFF TO CONDUCT AN INVESTIGATION INTO CASES OF SUSPECTED ABUSE.

Social Care and the police are responsible for undertaking investigations. Inappropriate actions by others may negate or contaminate evidence.

At our school it is expected that staff will co-operate with those investigating abuse following a referral. It will be the responsibility of those investigating the case to ensure that parents/carers are fully informed about the investigation. This is not the responsibility of our school.

Managing allegations against members of staff

All the staff in our school are aware that they have a duty to report any concerns they have about the conduct of another member of staff, volunteer or governor to the Headteacher. If the concerns are about the Headteacher they are aware that they report the matter to the Chair of Governors. When an allegation has been made against a member of staff the Headteacher will consider whether the allegation suggests that the individual has:

Behaved in a way that has harmed, or may have harmed a child

Possibly committed a criminal offence against or related to a child

Behaved in a way that indicates that s/he is unsuitable to work with children

If any of the above may have happened the Headteacher must record the concerns, and contact the Local Area Designated Officer (LADO: 474 5657) to ask for advice about how to proceed. The LADO will advise the Headteacher about whether to complete Form 1, or treat the matter internally via other policies (eg. disciplinary/capability). For additional information about the process we refer to the flowchart written by the LSCB (www.safeguardingchildreninstockport.org.uk)

If the allegation was made against the Headteacher the Chair of Governors should contact the Local Area Designated Officer immediately to ask for advice about how to proceed.

All staff are made aware of this policy at least annually.

The forms that accompany both of the above sections are contained within our schools' Safeguarding Children Policy'.

Staff Conduct

All staff in school should follow the establishment's code of conduct in order to maintain their high standards in their relationships with pupils.

This is based on the DCSF guidance: Guidance for Safer Working Practice for Adults who work with Children and Young People (Jan 2009) which can be found on www.DCSF.gov.uk The table below outlines the areas that are covered.

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Our staff have the opportunity to discuss the implications of this guidance during their induction into our school and through regular staff meetings.

Choice of use of teaching materials

Staff should avoid teaching materials, the choice of which might be misinterpreted and reflect upon the motives for the choice.

When using teaching materials of a sensitive nature staff should be aware of the danger that their use may be criticised by pupils, parents/carers or a member of staff, after the event. Headteachers have received advice on the value of consulting parents and governors when using material such as health and sex education programmes.

Conclusion

In all circumstances the professional judgement of staff is necessary for high standards of conduct to be maintained. If staff have any doubts about points in this document they should consult their Headteacher or a representative of their professional association.

School development programmes should include the opportunity for all staff to reappraise their teaching styles and relationships, manner and approach to individual pupils, to ensure that they give no grounds for doubt about their intentions, either in the minds of colleagues, pupils or their parents.

PHYSICAL INTERVENTION REPORTING FORM All Settings

School:	Report Number:	
Name of Young Person:	Date of Birth:	Year Group:
Date/Time of incident:	Location:	

CONTEXT: Events Leading up to the incident. Describe de-escalation strategies used

Anxiety (stage 1)
Behaviours of Student:

Staff Response:

Defensive/Escalation (stage 2)
Behaviours of Student:

Staff response:

NAMES OF OTHER PEOPLE PRESENT: identify which staff are team teach trained and the date of their training.

PERCEIVED RISK: reason for physical intervention. Be specific

15

POST-INCIDENT LEARNING – communication and response

Listen, Link, Learn (Stage 6)

Does the student have a ‘positive handling’ or ‘behaviour management’ plan in place to prevent future incidents?

Yes No

Signed:

Position:

Date and time of report:

For any incident recorded as a restraint, this form must be returned to :

*Inclusion Support Officer
Education Access Service
Stopford House
Stockport*

Or electronically to:

Zhenab.naeem@stockport.gov.uk

Copy to file/bound and numbered book

Appendix 3

My Plan

Name:

Date of Plan:

Review Date of plan:

What does my behaviour look like?

Stage 1 Anxiety Behaviours	Stage 2 Defensive Behaviours	Stage 3 Crisis Behaviours
<p>My behaviour:</p> <p>What can I do to help?</p> <p>What can you do to help?</p>	<p>My behaviour:</p> <p>What can I do to help?</p> <p>What can you do to help?</p>	<p>My behaviour:</p> <p>What can I do to help?</p> <p>What can you do to help?</p>
Stage 4 Recovery	Stage 5 Depression	Stage 6 Follow up
<p>My behaviour:</p> <p>What can I do to help?</p> <p>What can you do to help?</p>	<p>My behaviour:</p> <p>What can I do to help?</p> <p>What can you do to help?</p>	<p>My behaviour:</p> <p>What can I do to help?</p> <p>What can you do to help?</p>

What are my triggers?

Motivators/Interests/Strengths

1.
2.
3.
4.
5.

De-escalation skills

	Try	Avoid	Notes
Verbal advice and support	<input type="checkbox"/>	<input type="checkbox"/>	_____
Giving space	<input type="checkbox"/>	<input type="checkbox"/>	_____
Reassurance	<input type="checkbox"/>	<input type="checkbox"/>	_____
Help scripts	<input type="checkbox"/>	<input type="checkbox"/>	_____
Negotiation	<input type="checkbox"/>	<input type="checkbox"/>	_____
Limited Choices	<input type="checkbox"/>	<input type="checkbox"/>	_____
Humour	<input type="checkbox"/>	<input type="checkbox"/>	_____
Remind Consequences	<input type="checkbox"/>	<input type="checkbox"/>	_____
Planned ignoring	<input type="checkbox"/>	<input type="checkbox"/>	_____
Take up time	<input type="checkbox"/>	<input type="checkbox"/>	_____
Time-out	<input type="checkbox"/>	<input type="checkbox"/>	_____
Supportive touch	<input type="checkbox"/>	<input type="checkbox"/>	_____
Transfer adult	<input type="checkbox"/>	<input type="checkbox"/>	_____
Success reminded	<input type="checkbox"/>	<input type="checkbox"/>	_____
Simple listening	<input type="checkbox"/>	<input type="checkbox"/>	_____
Acknowledgement	<input type="checkbox"/>	<input type="checkbox"/>	_____
Apologising	<input type="checkbox"/>	<input type="checkbox"/>	_____
Agreeing	<input type="checkbox"/>	<input type="checkbox"/>	_____
Removing audience	<input type="checkbox"/>	<input type="checkbox"/>	_____
Others	<input type="checkbox"/>	<input type="checkbox"/>	_____

Preferred method Physical intervention?

Intermediate

	Try	Avoid	Notes
Friendly escort	<input type="checkbox"/>	<input type="checkbox"/>	_____
Single elbow	<input type="checkbox"/>	<input type="checkbox"/>	_____
Figure of four	<input type="checkbox"/>	<input type="checkbox"/>	_____
Double elbow	<input type="checkbox"/>	<input type="checkbox"/>	_____
Single elbow in seats	<input type="checkbox"/>	<input type="checkbox"/>	_____
T Wrap	<input type="checkbox"/>	<input type="checkbox"/>	_____
T Wrap to seats	<input type="checkbox"/>	<input type="checkbox"/>	_____
Seats to T Wrap	<input type="checkbox"/>	<input type="checkbox"/>	_____
T Wrap to ground	<input type="checkbox"/>	<input type="checkbox"/>	_____
Cradle	<input type="checkbox"/>	<input type="checkbox"/>	_____

Advanced

Front Ground Recovery	<input type="checkbox"/>	<input type="checkbox"/>	_____
Back Ground Recovery	<input type="checkbox"/>	<input type="checkbox"/>	_____
Shield	<input type="checkbox"/>	<input type="checkbox"/>	_____

Are there any factors to consider when debriefing? E.g. Communication aids, staff etc.

L L L	
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Parents/Carers:	Name:
Teacher	Name:
Social services (if applicable)	Name:
Educational Psychologist	Name:
Case Worker	Name:
Young Person	Name:

Appendix 4 – Positive Handling Plan

Name:

Setting:

TRIGGER Behaviours: (Describe common behaviours / situations which are known to have led to Positive Handling being required. When is such behaviour likely to occur?)

TOPOGRAPHY of Behaviour: (Describe what the behaviour looks / sounds like?)

PREFERRED Supportive & Intervention Strategies (Other ways of C.A.L.M.ing such behaviours Describe strategies that, where and when possible, should be attempted before positive handling techniques are used)

- | | | | |
|---------------------------|--------------------------|--|--------------------------|
| Verbal advice and support | <input type="checkbox"/> | Distraction (Known Key words, objects, etc..Likes) | <input type="checkbox"/> |
| Reassurance | <input type="checkbox"/> | Take up Time | <input type="checkbox"/> |
| C.A.L.M talking / Stance | <input type="checkbox"/> | Time Out (Requires a written plan) | <input type="checkbox"/> |
| Negotiation | <input type="checkbox"/> | Withdrawal (Requires Staff/Carer Observation) | <input type="checkbox"/> |
| Choices / Limits / | <input type="checkbox"/> | Cool Off: Directed / Offered (Delete as appropriate)
Time allowed out to calm down or cool off. | <input type="checkbox"/> |
| Humour | <input type="checkbox"/> | Contingent Touch | <input type="checkbox"/> |
| Consequences | <input type="checkbox"/> | Transfer Adult (Help Protocol) | <input type="checkbox"/> |
| Planned Ignoring | <input type="checkbox"/> | Success Reminder | <input type="checkbox"/> |
| Others? | | | |

Praise Points / Strengths: (Areas that can be developed and built upon) Please state at least 3 Bridge builders.

1:

2:

3:

Medical Conditions that should be taken into account before physically intervening.

i.e. Asthma, Brittle bones

Preferred Handling Strategies:(Describe the preferred holds: standing, sitting, ground, stating numbers of staff, what “get outs” that can be used when holding, etc)

De-briefing process following incident: (What is the care to be provided)

Recording and notifications required:

Please print:	_____	Please sign:	_____
Establishment:	_____	Name:	_____
Placing Authority:	_____	Name:	_____
Parents/Guardians:	_____	Name:	_____
Name:	_____	Signature:	_____
Date:	___ / ___ / _____	Review Date:	___ / ___ / _____

Other Factors to Consider:

- Key behaviour difficulties
- Our understanding of the behaviour
- What we want to see instead
- Environmental Changes that might help
- Monitoring progress
- How the individual can help
- How Parents or Carers can help
- Rewarding progress