



# Champion EDUCATION TRUST

## POSITIVE HANDLING POLICY

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A family of Schools

# POSITIVE HANDLING POLICY

## INTRODUCTION

The responsible person for the implementation of the policy is the Headteacher. This policy will be reviewed annually by the Headteacher and the Governing Body.

This policy takes cognisance of, and is informed by, 'The Use of Reasonable Force July 2011' "The use of force to control or restrain students: guidance for schools in England", published in 2010, the Education and Inspections Act 2006, joint guidance issued by the DfES and DOH in 2002 and 2003, and the guidance issued by ADCS in 2009 to Local Authorities in their protocol on restrictive physical interventions.

The policy should be read in conjunction with other school policies and guidance relating to interaction between adults and students, e.g. safeguarding and behaviour.

The policy has been prepared for the support of all teaching and support staff who come into contact with students and for students and volunteers working within the school to explain the school's arrangements for supporting a positive change in behaviour. Its contents are available to parents and students and is on the school website

## AIM

A well behaved school is one in which there is a climate where students feel safe, enjoy learning, engage enthusiastically in activities, can access the curriculum and achieve high standards. The staff of this school aim to promote positive relationships, trust and co-operation to secure an enjoyable learning environment where expectations are clear and conflict is minimised.

In implementing this Policy, we must be clear that each child is valued and that it is the inappropriate behaviour that is not wanted, not the child. We understand negative behaviour is often a tool of communication but that with support, students can learn more effective ways to express their feelings.

## UNDERPINNING VALUES

**Everyone attending or working at Lotus has a right to:**

- Recognition of their unique identity
- Be treated with respect and dignity
- Learn and work in a safe environment
- Be protected from harm, violence, assault and acts of verbal abuse

**Students attending this school and their parents have a right to:**

- Be encouraged to make choices concerning their education and their lives
- Be aware that physical interventions should only be used in the student's best interests
- Opportunities for learning which are appropriate to the students' interest and abilities
- Individual consideration of student needs by the staff who have responsibility for their care and protection
- Expect staff to undertake their duties and responsibilities in accordance with the school's policies
- Be informed about school rules, relevant policies and the expected conduct of all students and staff working in school
- Be informed about the school's complaints procedure

Staff should ensure that students understand, as far as they are able, that there is an expectation of high standards of behaviour.

Parents should have committed themselves through the Home-School Agreement to work with the school to develop and ensure the good behaviour of their child.

## OBJECTIVES

Good personal and professional relationships between staff and students are vital to ensure good order in our school. It is recognised that the majority of students in our school respond positively to the boundaries and support provided by staff. This protects the well-being and safety of all students and staff in school. It is also acknowledged that, in exceptional circumstances, staff may need to take action in situations where the use of reasonable, proportionate and necessary force may be required. At Lotus school physical interventions are seen as only a small part of a holistic approach to meeting the many and varied needs of our students, including the need/right to be safe from harm (from themselves or others).

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

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

## MINIMISING THE NEED TO USE FORCE

At Lotus school we constantly strive to create a calm environment that minimises the risk of incidents arising that might require the use of force. In addition to this, students who present with challenging behaviour have an individual Behaviour Plan and a personal Risk Assessment.

Students who have issues relating to sensory processing or other conditions that may result in increased anxiety levels, and therefore an increase in the likelihood of challenging behaviour, may have individualised support or programmes to help them to manage this.

The school places a huge emphasis on building positive relationships and promoting emotional resilience. The school curriculum and ethos promote independence, communication, choice and inclusion. Students are given a myriad of opportunities for personal growth and to promote emotional wellbeing and the development of emotional intelligence.

All staff are trained in skills to help them to defuse situations before behaviour becomes challenging and how to de-escalate incidents should they arise. These alternative strategies will be used in preference to physical interventions and the use of force wherever possible and safe to do so. Reasonable force will only be used when the risks involved in doing so are outweighed by the risks involved in not intervening/using force.

## IMPLICATIONS OF THE POLICY

As teaching and support staff work 'in loco parentis' and have a Duty of Care towards their students, they could be liable for a claim of negligence if they fail to follow the guidance within this policy. The use of Team Teach techniques is one of our health and safety control methods for reducing risks presented by student's challenging behaviour. Students' Behaviour Plans are Safe Systems of Work under Health and Safety Regulations. As such it is imperative that these plans are consistently followed and implemented by all members of staff.

The application of any form of physical support/intervention inevitably carries an attached risk of unintended harm and this places staff and the school at risk of potential litigation. Staff have a responsibility to follow this policy and to seek alternative strategies wherever possible in order to prevent the need for physical intervention. Staff need to be aware that they are responsible for:

- Assessing risks (dynamic risk assessment) related to individual circumstances which may arise in the course of their day-to-day duties
- Making judgements about when the use of force is necessary and the degree of force which may be regarded as necessary to manage a situation

Staff are required to justify their decisions in writing through the recording and reporting procedures outlined later in this document.

## PREVENTION AND DE-ESCALATION

Every effort will be made to resolve conflicts positively and without harm to students or staff, property, buildings or the environment. Good classroom organisation, clear boundaries that are consistently maintained and interesting lessons will be effective in preventing incidents with almost all students.

De-escalation techniques should be used wherever possible and appropriate to defuse a situation and prevent an incident from occurring – a non-confrontational, calm but assertive approach is generally most effective.

Diverting the student's attention and distracting them from the "trigger" or a third person intervening can also help to prevent incidents. These should all be used before resorting to restrictive physical interventions, unless safety is at risk.

### Primary Prevention

This is achieved by:

- Avoiding situations and triggers known to provoke challenging behaviour
- Creating opportunities for communication, choice and achievement
- Exploring students' preferences relating to the way/s in which they are managed
- Developing staff expertise through a programme of Continuous Professional Development
- The deployment of appropriate staffing numbers
- The deployment of appropriately trained and competent staff

### Secondary Prevention

This involves the recognition of the early stages of a behavioural sequence or pattern that is likely to develop into violence or aggression and employing 'defusion' techniques to avert any further escalation.

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

- Primary prevention has not been effective
- The risks associated with **NOT** using a RPI are greater than the risks of using a RPI

### Types of Incident

The Education and Inspections Act 2006 stipulates that reasonable force may be used to prevent a student from doing, or continuing to do any of the following:

- Self-injuring
- Causing injury to others
- Committing a criminal offence
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its students, whether the behaviour occurs in a classroom during a teaching session or elsewhere within school (this includes authorised out-of-school activities)

The incidents described in The Education and Inspections Act 2006 and The Use of Reasonable Force to Control and Restrain Students fall into three broad categories:

- Where action is necessary in self-defence or because there is an imminent risk of injury
- Where there is a developing risk of injury, or significant damage to property
- Where a student is behaving in a way that is compromising good order or discipline

Examples of situations which fall within one of the first two categories, are:

- A student attacks a member of staff, or another student
- Students are fighting
- A student is engaged in, or is on the verge of committing, deliberate damage or vandalism to property
- A student is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects

- A student is running in a corridor or on a stairway in a way which he or she might have or cause an accident likely to injure him or herself or others
- A student absconds from a class or tries to leave school (NB this will only apply if a student could be at risk if not kept in the classroom or at school)

Examples of situations which fall into the third category are:

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

Where a student's behaviour threatens good order and discipline and provokes intervention, some or all of the following approaches should be taken according to the circumstances of the incident:

- A calming activity should be offered/made available to the student, including the option to withdraw from the task/activity
- A clear positive statement should be given to tell the student what it is that you want them to do – ie give a positive instruction
- Positive reinforcement, praise and reward should be provided to the student for any attempt to calm down and/or behave appropriately, however small the effort
- Warning of intention to intervene physically and that this will cease when the student complies. If possible summon assistance
- Physical intervention - positive handling uses MAPA techniques to prevent a child harming him or herself, others or property
- Time in one of the Safe Spaces- To reduce the amount of time a student is placed in a physical intervention hold, staff may feel it safer to place a child in one of the Safe Spaces to minimise the risk of them harming themselves or others. Staff are trained in how to use these spaces safely.

Problems are normal where children are learning and testing the boundaries of acceptable behaviour. Our success is not measured by the absence of problems, but by the way in which we deal with them.

## **RISK ASSESSMENT AND DECIDING WHETHER TO USE RESTRICTIVE PHYSICAL INTERVENTIONS**

It may be necessary to make a judgement about the relative risks and potential benefits arising from activities which might provoke challenging behaviours compared with the impact on the student's overall quality of life if such activities are not allowed.

Both challenging behaviour and restrictive physical interventions will involve a risk – to both staff and students. A risk assessment aims to balance these risks. The aim of the individual student's Behaviour Plan and personal Risk Assessment and of this policy is to reduce the risks associated with students' challenging behaviour as far as is reasonably practicable – both the risks that are associated with the behaviour itself and the risk of managing that behaviour. The risks of employing an intervention should be lower than the risks of not doing so.

A Challenging Behaviour Risk Assessment will be carried out if it is foreseeable that a student's behaviour may pose a risk to staff or students. This may result in a Behaviour Plan being devised. This will be done in discussion with the staff team working with the student. The Headteacher may also be involved at this stage. The Behaviour Plan will be shared with staff working with the student and also the parent/carer.

All staff authorised to use physical intervention with students will receive training in MAPA techniques as a risk reduction strategy and receive information about the risk to students of positional asphyxia. There are very clear protocols delivered during training to minimise the risk of harm to students and to ensure that appropriate safeguards are implemented.

## **STRATEGIES FOR DEALING WITH CHALLENGING BEHAVIOUR AND SUPPORTING STUDENTS IN CRISIS**

All staff at Lotus will consistently use positive strategies to prevent the likelihood of incidents occurring, and to develop appropriate behaviour and good order – research shows that the way to improve behaviour is to praise and reward appropriate behaviour to increase the likelihood of it happening again! Alternative, positive behaviours are actively taught to replace inappropriate behaviour and students have a target relating to this incorporated into their Behaviour

Plan. It is acknowledged that progress can be very slow and some students may take many years to develop socially acceptable behaviour. A small steps approach, with positive reinforcement consistently and enthusiastically employed, and where progress is carefully recorded, allows staff and parents/carers/others to acknowledge the progress that all students make in changing their behaviour.

## DEFINITIONS

Positive Handling describes a broad spectrum of risk reduction strategies. Positive handling is a holistic approach involving policy, guidance, management of the environment, and deployment of staff. It also involves personal behaviour, diversion, diffusion, and de-escalation. Positive Handling at Lotus is seen as a proactive response to meet individual student needs and any such measures will be most effective in the context of the overall ethos of the school, the way that staff exercise their responsibilities and the range of behaviour change support strategies used.

Behaviour Plans, are a plan for the positive management of students' behaviour. They are based on a risk assessment and identify positive prevention strategies and how a student may need to be supported in a crisis. The focus of these plans is how to keep everyone safe whilst ultimately teaching/supporting a student to change their behaviour to a more positive alternative. A SMART target is included in the Behaviour Plan so that everyone is clear what the student is working towards and how we will know when they have achieved this.

### Physical Contact

Situations in which proper physical contact occurs between staff and students, e.g. in the care of students and in order to support their access to a broad and balanced curriculum. It would seem reasonable that young children do require opportunities for close contact such as cuddles/hugs and as long as this is within public view, sensitively carried out and age/person-appropriate the Governors would fully support this approach. At all times, (especially whilst assisting a student with their personal care and when teaching/practising personal independence skills) staff should use discretion to preserve the dignity of those students needing help/support. See the document Safer Working Practice for Adults who work with Children and Young People in Education Settings, March 2009.

### Physical Intervention (PI)

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

This technique cannot be emphasised enough and in the hands of a skilful practitioner many students can be deflected from a potentially volatile situation into a less confrontational situation i.e. it may be possible to "defuse" a situation by a timely intervention.

### Physical Control/Restraint/Restrictive Physical Intervention/Safe Space (RPI)

This will involve the use of reasonable force when there is an immediate risk to students, staff or property. **All such incidents must be recorded on a MAPA form.** If anyone is injured an accident/incident report must also be completed. The student's parents/carers will be informed of any significant incident concerning their child as soon as is practicable after the incident.

**The level of compliance from the student determines whether or not the interaction is an intervention or a restraint/RPI.** Restraint is defined by MAPA as the positive application of force by staff, in order to overcome rigorous resistance; completely directing, deciding and controlling a person's free movement.

In order to minimise the use of RPI staff may decide to place the student in the Safe Space, so that they do not need to be forcibly held. The Safe Space is a versatile, soft, durable space for anyone who may be unsafe in an ordinary room. Some students are able to better regulate themselves when they are given time in the Safe Space to calm down, rather than being held. If a student is placed in the Safe Space they will be placed in the area for up to 15minutes and then released. A member of staff is present at all times to observe the student.

## STUDENTS

Where a student has sufficient understanding their Behaviour Plan should be discussed with them. They may benefit from a simple symbolised version of the plan as an aide-memoir – the plan should be seen as supportive to/by the student. It may be beneficial to “rehearse” the plan so that they are comfortable with what will happen if they need support. The above is the responsibility of the class teacher.

## PARENTS/CARERS/THOSE WITH PARENTAL RESPONSIBILITY

When a Behaviour Plan is first drawn up the parents/carers/those with parental responsibility will be invited into school to discuss the plan, why there has been a need to devise a plan, and the techniques that may be used, including any Restrictive Physical Interventions. Their views should be sought in relation to the plan. If parents/carers are not in agreement with the plan the Headteacher will attempt to negotiate a solution. If a solution is not found it may be necessary to review the suitability of the continued attendance of the student at Lotus School. Parental permission will be sought to share the plan with other agencies involved with the student in order to encourage consistency of management, e.g. social care, after school club/Personal Assistants. Subsequent reviews of the plan will be sent home for approval and the plan will also be formally reviewed at the time of the Annual Review each year.

## BULLYING

Bullying can be defined as persistent action, criticism or personal abuse either in public or private, which humiliates, intimidates, undermines or demeans the individual involved. Where instances of bullying are discovered the perpetrator will be taken to one side and the matter discussed and sanctions put into place if necessary. The victim will be given appropriate support and parents/carers of both parties will be informed. Further work on relationships and caring about others will be taught via the PSHE curriculum.

## PLANNED AND EMERGENCY PHYSICAL INTERVENTIONS

A **planned intervention** is one that is described/outlined in the student’s Behaviour Plan. This should cover most interventions, as possible scenarios will be identified through the Challenging Behaviour Risk Assessment and planned for when the Behaviour Plan is drawn up. These interventions may include the use of MAPA techniques.

An **emergency physical intervention** may be necessary if a situation arises that was not foreseen or is uncharacteristic of the student. Members of staff retain their duty of care to students and any response, even in an emergency, must be **proportionate to the circumstances**. Staff should use the minimum force necessary to prevent injury and maintain safety, consistent with the training that they have received. Wherever possible assistance will be sought from another member of staff.

Following any such incident, a Risk Assessment will be carried out and a Behaviour Plan will be devised (or the existing plan amended) to support effective responses to any such situations which may arise in the future.

## USING FORCE

No legal definition of reasonable force exists however for the purpose of this policy and the implementation of it within Lotus School:

- Positive Handling uses the **minimum** degree of force necessary for the **shortest period of time** to prevent a student harming himself, herself, others or property
- The scale and nature of any physical intervention must be **proportionate** to both the behaviour of the individual to be controlled, and the nature of the harm they might cause
- Staff would be expected to follow the student’s Behaviour Plan in the first instance to manage an incident/challenging behaviour
- If this was unsuccessful and the situation continues to escalate staff would then be expected to employ other MAPA techniques that they have been trained in

Any use of force by staff outside of the MAPA training framework would need to be judged on whether it was reasonable, proportionate and necessary in the particular circumstances concerned.

All the techniques taught take account of a young person's:

- Age
- Gender
- Level of physical, emotional and intellectual development
- Special needs
- Social context

They also provide a gradual, graded system of response.

## ACCEPTABLE MEASURES OF PHYSICAL INTERVENTION (PI)

The use of Team Teach PI techniques can be justified if:

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

Wherever possible assistance should be sought from another member of staff before intervening.

This form of physical intervention may involve staff:

- Escorting a student
- Shepherding a student away
- Supportively holding a student to keep them or others safe until they have regained control of themselves or can be supported to an area to calm down
- Placing the student in the Safe Space area to help them calm down

## RESTRICTIVE PHYSICAL INTERVENTIONS

In some circumstances, trained staff may need to use more restrictive MAPA RPI techniques. Acceptable methods are taught as part of the training procedures made available to appropriate staff.

Any such measures will be most effective in the context of the overall positive and caring ethos of the school, the way in which staff exercise their responsibilities, and the behaviour change support strategies used.

Staff may need to rotate roles and have a break if the incident is prolonged (over 10 minutes) – you should follow the student's Behaviour Plan; at all times acting in the best interests of the child.

It is acknowledged that with some disengagement techniques students may encounter some minimal discomfort when appropriate release techniques are used. However, this is very brief, transient and poses less of a risk than the behaviour they are employed in response to, e.g. biting, head butting.

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

## TIME OUT AND WITHDRAWAL

### Time out

This involves restricting the service user's access to positive reinforcements as part of the behavioural programme in a room or area which they may freely leave. It is a specific behaviour management technique and does not necessarily literally mean time spent out of the class/group, but rather refers to a withdrawal of attention and/or things they find rewarding (it could be as simple as turning away from a child who is attention seeking, or positioning a child away from the class/group). This withdrawal of attention could also be achieved by sending a student to another class/group or a quiet area.



## Withdrawal

Involves removing the person from a situation which causes anxiety, high arousal levels, or distress to a location where they can be continuously observed and supported until they are ready to resume their usual activities. This can mean removing a student from the class/group to allow them time to calm down or to prevent a situation from escalating. They may need time away from staff and students (either on their own or in another class/group) in order to break the cycle/pattern of their behaviour or to reduce their level of anxiety/distress.

## RECORDING OF INCIDENTS

Where a Restrictive Physical Intervention has been used a record of the incident will be kept. All incidents of the use of Restrictive Physical Interventions should be placed onto a MAPA form and handed to Mrs Miller-Fieldhouse.

Less serious incidents such as antecedents, behaviour and consequences, should be recorded on Bromcom. This will help staff to build up a picture of patterns of behaviour and could inform the Behaviour plan.

## REPORTING INCIDENTS

All serious incidents recorded on MAPA forms will be communicated to parents/carers. For less serious incidents the teacher will make a judgement whether there is a need to inform parents/carers. This may be by telephone by the class teacher- depending on the nature of the incident and the procedure agreed with parents when their child's Behaviour Plan is devised/reviewed.

Where there is any concern over the appropriateness of a response the Headteacher or Chair of Governors may refer the incident to Blackpool LA for clarification and/or investigation.

Whilst the physical interventions are intended to reduce risk, there is always risk when two or more people engage to use force to protect, release or restrain. MAPA techniques seek to avoid injury to the service user and staff, 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. Any such injury will be reported on the MAPA form. Any injuries to students as a result of incidents involving restraint will be reported in line with locally agreed LADO procedures.

## MONITORING INCIDENTS

Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert the Headteacher to the needs of any student(s) whose behaviour may require the restrictive physical intervention/s and/or an adjustment to the provision made for them at the school.

Monitoring of incidents will take place on a regular basis and the results used to inform planning to meet individual student and school needs. To safeguard students and ensure objectivity, and support the Headteacher & school, the Trust lead and a school governor will also be involved in the monitoring of all incidents involving a Restrictive Physical Intervention.

## POSITIVE LISTENING, LEARNING (PLL) AND SUPPORT FOLLOWING INCIDENTS

Physical interventions are not used in isolation and the school is committed to ensuring that as a result of incidents learning opportunities are created for children that allow them to 'own' and take responsibility for their behaviour at a level appropriate to their stage of development.

In addition PLL procedures are in place to ensure that appropriate support is provided and recorded for staff and students, and that following an incident student/staff relationships are rebuilt and repaired to ensure that a positive learning environment is maintained. Students who may be distressed by events can be offered the following support:

- Quiet time taking part in a calming activity
- Quiet time away from the incident/trigger

- Resuming their usual routine/previous activity as soon as possible, especially for students with Autistic Spectrum Disorder

PLL Time with a member of staff to “discuss” the incident. Staff should ensure that they are fully recovered from an incident before resuming their duties and colleagues are encouraged to seek and offer support where it is deemed necessary. Where staff have been involved in an incident involving a Restrictive Physical Intervention they should have access to counselling and support as needed. Within the school, this will be made available/supported through the Headteacher or Deputy headteacher.

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

- Review of Behaviour Plan
- Child Protection Procedure (this may involve investigations by Police and/or Social Services)
- Staff or Student Disciplinary Procedure
- School Behaviour and Positive Handling Policy
- Exclusions Procedure; in the case of violence or assault against a member of staff this may be considered
- The member of staff will be kept informed of any action taken.
  - In the case of any action concerning a member of staff, he/she will be advised to seek advice from his/her professional association/union.

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

## VISITS OUT OF SCHOOL

Our equal opportunities policy states that all students should be included in all curriculum activities. However, Health and Safety remains a priority and staff should carry out risk assessments for each student prior to each visit into the community. Due consideration should be given to the following:

- Is the student able to cope with the demands of the proposed visit?
- Are there sufficient, suitably trained staff - particularly if there should be an incident?
- How will you contact school to get extra help if necessary and how will you get back?
- Have you remembered to take some of the “Public Concern Cards” to give to any onlookers to avoid having to explain what is happening during an incident?

## HEALTH AND SAFETY OF STAFF

Under the Health and Safety at Work Act, employees have a responsibility to report any circumstances which give rise to an increased risk to their Health and Safety.

Staff who have, or acquire, permanently or temporarily, any medical condition that may impact on their ability to carry out students’ Behaviour Plans have a duty to report these to the Headteacher immediately as there may be an impact on their own safety and that of colleagues and/or students.

## STAFF TRAINING

Training at some level will be available for **all** staff at Lotus School. For most staff this is enhanced by MAPA training in the use of positive handling and it is the responsibility of the Headteacher to ensure this training is kept up to date. No member of staff will be expected to use MAPA techniques without appropriate training. Prior to the provision of training, guidance will be given on action to be taken in the event of an incident. Arrangements will be made clear as part of the induction of staff and training will be provided as part of on-going staff development.

Lotus School is committed to using MAPA. <https://www.crisisprevention.com/en-GB/Our-Programs/MAPA-Management-of-Actual-or-Potential-Aggression>

## AUTHORISED STAFF

All teachers, support staff and therapists the Headteacher has authorised to have control or charge of students automatically have the statutory power to use reasonable force within the context of The Education and Inspections Act 2006 and the subsequent guidance 'The Use of Force to Control and Restrain Students' 2010.

Supply staff must ensure that they are familiar with this school's policy. Appropriate guidance will be given if they have not undertaken MAPA training.

The school provides training for all authorised staff and the Headteacher retains a list of all those staff trained and authorised. The list is reviewed on an annual basis. The Headteacher is responsible for making clear to whom such permanent and temporary authorisation has been given, in what circumstances and settings they may use force and for what duration of time this authorisation will last. The Headteacher will ensure that those authorised are aware of, and understand, what the authorisation entails.

Those whom the Headteacher has not authorised will be told what steps to take in the case of an incident where control or restraint is needed. All staff will receive training in Managing Behaviour as part of their Induction Training.

*All members of staff are reminded that all students who have challenging behaviour will have a Behaviour Plan, which should be strictly adhered to. These plans are reviewed regularly and staff are encouraged to make a contribution to the plans.*

## STAFF FROM THE CSA AND PCT WORKING WITHIN THE SCHOOL

Support Services may have their own policies for Care and Control/Behaviour Support of students. When working within Lotus School it is the Headteacher's responsibility to ensure that colleagues from Support Services are aware of school policy and practice, and comply with this.

## COMPLAINTS

The availability of a clear policy about the use of reasonable force and early involvement of parents should reduce the likelihood of complaints but may not eliminate them.

If a complaint cannot be managed within the school setting the investigation of the complaint/allegation and any resulting action in respect of child protection, disciplinary or other procedures will be carried out in accordance with the guidance received from the LA.

## WHISTLE BLOWING

Whilst the training in MAPA provided to all staff encourages the use of help protocols and reflective practice, it is acknowledged that under some circumstances, physical intervention can be misapplied. Staff are reminded that part of their duty of care to students includes the requirement to report any such matters which cause them concern in relation to student management and welfare. Any such concerns, (short of immediate Child Protection concerns which should, of course, be passed to the DSL), should be raised with the Headteacher, Deputy Headteacher, or with the Chair of Governors in order to allow concerns to be addressed and practice improved.

## REFERENCE DOCUMENTS

- <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
- Restraint and Restrictive information guidance
- <https://www.crisisprevention.com/en-GB/Our-Programs/MAPA-Management-of-Actual-or-Potential-Aggression>