

## Libra School

### De-Escalation and Positive Handling Policy and Procedures

Date	Review Date	Coordinator	Headteacher
20.05.17	20.05.18	Kirsty Crosby	Joan Wilkes

We believe this policy relates to the following legislation and guidance

- Offences Against the Persons Act 1861
- Criminal Damage Act 1971
- Local Government Act 1972
- Health and Safety at Work 1974
- Safety Representatives and Safety Committees Regulations 1977
- Criminal Justice Act 1988
- Children's Act 1989, Volume 5, Children's Homes
- Offensive Weapons Act 1996
- Education Act 1996
- Health and Safety (Consultation with Employees) Regulations 1996
- provisions contained in the Education Act 1997 which came into force on 1st April 1998 to clarify the position regarding the legitimate use of physical force by inserting a new section 550A in the Education Act 1996
- Protection from Harassment Act 1997
- Crime and Disorder Act 1998
- Education (School Premises) Regulations 1999
- Management of Health and Safety at Work Regulations 1999
- Health and Safety (Miscellaneous Amendments) Regulations 2002
- The Children Act 1989/2004
- The Children and Family Act 2014
- Education and Inspections Act 2006
- Violent Crime Reduction Act 2006
- Education and Inspections Act 2006,
- Care Standards Act 2000
- Children Homes Regulations 2001
- School Premises (England) Regulations 2012
- Schools (Specification and Disposal of Articles) Regulations 2012
- The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013
- National Minimum Standards, 2015

The following documentation is also related to this policy:

- The Prevent Duty
- Statement of purpose
- Behaviour and Discipline in Schools - A guide for Headteachers and School Staff (DfE)
- Children's Views on Restraint, 2004, Dr Roger Morgan OBE. CSCI, Children's Rights Director
- Department of Health Guidance on Permissible Forms of Control in Children's Residential Care (1993)

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- Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties (DCSF)
- Safer School Partnerships Guidance (DCSF)
- Screening, Searching and Confiscation - Advice for Headteachers, Staff and Governing Bodies (DfE) 2012
- Use of Reasonable Force - Advice for Headteachers, Staff and Governing Bodies (DfE) 2012
- BILD Code of Practice (British Institute of Learning Disabilities) (for Instructor use only)
- 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 Disorders (2002)
- Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties (2003)
- Ministry of Justice advice on self-defence (when published) and Home Office PACE codes
- Dealing with allegations of abuse against teachers and other staff Statutory guidance for local authorities, head teachers, school staff, governing bodies and proprietors of independent schools
- Department of Education, Keeping Children Safe in Education, September 2016
- <http://www.education.gov.uk/aboutdfe/advice/f0076882/ensuring-good-behaviour-in-schools/allegations-of-abuse-against-staff>
- NCSC Reg 2004
- <http://www.education.gov.uk/childrenandyoungpeople/sen/sen/types/clneeds/a0013105/guidance-on-the-use-of-restrictive-physical-interventions>
- <http://www.homeoffice.gov.uk/publications/police/operational-policing/pace-codes/?view=Standard&pubID=810826>
- <http://www.legislation.gov.uk/ukpga/2006/40/contents>
- <http://www.education.gov.uk/childrenandyoungpeople/sen/sen/types/clneeds/a0013105/guidance-on-the-use-of-restrictive-physical-interventions> 9
- <http://www.legislation.gov.uk/ukpga/1996/56/contents>
- <http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076897/screening>
- <http://www.education.gov.uk/aboutdfe/advice/f0076882/ensuring-good-behaviour-in-schools/allegations-of-abuse-against-staff>

Libra works with children with severe emotional and behavioural difficulties some of whom have experienced multiple failed care and school placements as a direct result of the physical challenges they present in terms of aggressive and violent behaviours.

We have a duty under the Health and Safety at Work Act 1974 to ensure the health and safety of personnel and it is our duty as stated in the Management of Health and Safety at Work Regulations 1999 to manage risks in the workplace.

Therefore, we aim to create safe and secure school and care environments where violence, threatening behaviour or abuse to any member of the Libra community by a child is able to be managed in a therapeutic way to maintain the child's dignity whilst keeping staff safe. We take seriously all acts of violence and aggression against anyone and we will do everything reasonably practicable to reduce risk.

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We expect all parents/carers and other visitors to behave in a reasonable and acceptable manner towards all staff. We expect all staff to behave professionally at all times and when confronted with difficult situations to attempt to defuse them.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

### **Physical Intervention - 10 Training Principles**

The Libra training principles are as follows:

1. Positive handling is a last resort after significant efforts at de-escalation – This means that all other methods have been exhausted or are likely to fail.
2. A Positive Handling programme that acknowledges the young person's rights and dignity.
3. A Positive Handling programme that provides for staff safety and protection.
4. Minimum use of force and no deliberate use of pain to effect holds.
5. Consideration of sexuality and abuse issues.
6. No use of holds against the joints (wrist/arm locks)
7. Avoidance of positive handling on the ground where possible and strategies to manage when young people drop to the ground when in hold.
8. Incident appropriate techniques – phasing up or down the techniques as circumstances require
9. Individual and team approaches to managing challenging behaviour
10. To teach staff the importance of verbal De-escalation skills.

### **The Management of Actual or Potential Aggression Programme - MAPA**

We recognise that sometimes our children are so distressed that they present behaviour which significantly puts at risk the safety of themselves and others, and sometimes threatens serious damage to the fabric of the building. At such times, and as a last resort, the staff may have to use physical intervention in order to maintain the safety of the child, others or to prevent criminal damage to the buildings.

The LIBRA School has chosen to adopt a method of de-escalation and physical intervention that is accredited by BILD (British Institute for Learning Difficulties). The LIBRA School employs two managers who are qualified as certified MAPA Instructors to deliver training. Their registration is subject to annual assessment. The instructors are currently registered to teach using The Management of Actual or Potential Aggression programme.

LIBRA selected MAPA training as it is a comprehensive foundation course in dealing with confrontation, aggression and violence for people who work in a care environment, with the aim of protecting the rights, dignity and safety of both the young people in our care and the staff who work with them.

The MAPA programme is based on the recommendations of the Children Act 1989, Volume 5 and the Department of Health Guidance on Permissible Forms of Control in Children's Residential Care (1993). The package also complies with the requirement of current DfE regulations and

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Department of Education guidance as well as Health and Safety legislation, and the overall framework of civil and criminal law.

The techniques are suitable for use with children and adults, and have been effectively developed in the full range of social care and school settings, including physical and learning disabilities, mental health, involving open, secure and hospital environments. The onus is on the individual member of staff to determine the degree of positive handling appropriate, and when it should be used.

### MAPA – Crisis Development Model

MAPA is based upon the Crisis Development Model which forms the basis of all training.

<b>Crisis Development / Children's Behaviour Levels</b>	<b>Staff Approaches</b>
Anxiety – a noticeable increase or change in behaviour e.g. pacing, finger drumming, wringing of the hands, staring	Supportive – staff adopt an empathic, non-judgemental approach attempting to alleviate anxiety of the child using THRIVE techniques and de-escalation interventions
Defensive – the beginning stage of loss of rationality. The child becomes belligerent and challenges authority. The child uses verbally abusive language and threatening body language.	Directive – staff actively manage a potentially escalating situation, providing alternative options and supporting the child to make good choices using THRIVE techniques and de-escalation interventions
Risk Behaviour – the child loses control completely which often results in a behaviour that presents a risk to self or others.	Physical Intervention Holds – staff use physical intervention holds (agreed and discussed with the child through the child's placement plan or school Behaviour Action Plan) to manage risk behaviour and minimise harm.
Tension Reduction – the child's physical and emotional energy decreases and is characterised by the regaining of rationality.	Therapeutic Rapport – staff adopt an approach to maintain or re-establish communication with the child using THRIVE techniques and interventions

### MAPA Physical Intervention Holds

Holding refers to a range of physical intervention skills which enable staff to maintain a degree of physical restriction in order to minimise the potential harm to self or others associated with a child's risk behaviour. The physical interventions used range from low levels of restriction through to medium and high levels of restriction so that each level of restriction can be applied to a full range of children's behaviours and across a range of situations as determined by a risk assessment and in line with the Children's Behaviour Action Plan which is agreed with each child.

Libra does not use holds which are designed take a child down to the floor. Children can frequently and deliberately drop to the floor when in a standing hold and this is managed by putting the child into a seated position on the floor to retain dignity.

If Libra staff are unable to safely support a child into a seated position, they will release the hold to allow the child to stand up. If the child's physically aggressive behaviour continues the staff will further support with a standing hold.

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Certain positive handling techniques present an **unacceptable risk** when used on children and young people. The techniques in question are:

- the 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- the 'double basket-hold' which involves holding a person's arms across their chest; and
- the 'nose distraction technique' which involves a sharp upward jab under the nose.

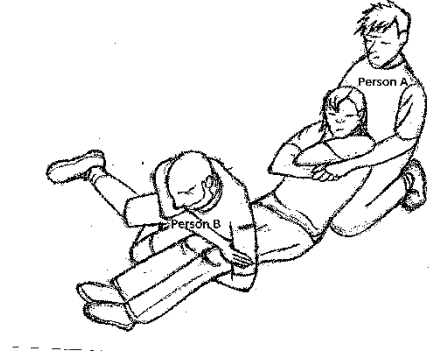
MAPA used by Libra does not use these holds and staff are trained not to use these holds.

## Libra uses the following physical intervention holds only:

### Child Control Position seated with leg support facing away from the child:

Person A – left hand is holding child's lower right forearm, right hand is holding the child's left lower forearm. The child is leaning back against the staff's thighs.

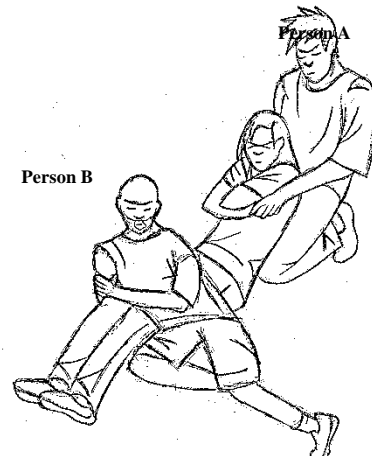
Person B – is lying on the floor with their arms cupping the child's legs, the left arm is under the legs the right arm is above holding their own left arm. There is no pressure on the child's legs as staff support their own weight on their elbow.



### Child Control Position seated with leg support facing away from the child:

Person A – left hand is holding child's lower right forearm, right hand is holding the child's left lower forearm. The child is leaning back against the staff's thighs.

Person B – is lying on the floor with their arms cupping the child's legs, the right arm is under the legs the left arm is above holding their own right arm. There is no pressure on the child's legs as staff support their own weight on their elbow.



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## Child Control Position standing:

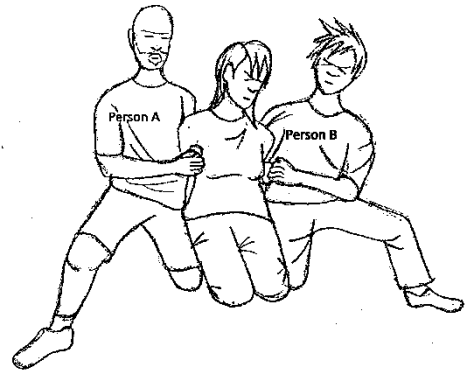
The staff member stands side on behind the child. Staff left hand is holding child's lower right forearm, right hand is holding the child's left lower forearm.



## Kneeling support High Risk Hold

Person A – Staff is to the right side of the child, left hand comes under child's right arm pit and holds child's right lower forearm. Staff right hand crosses their body to cup child's right hand. Child's right arm is bent at the elbow and raised slightly back to open their chest cage.

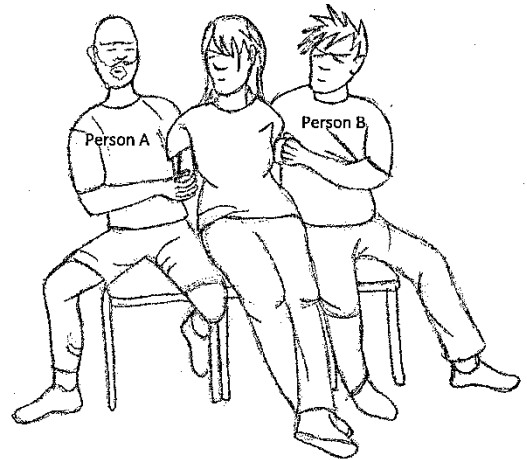
Person B – Staff is to the left side of the child, right hand comes under child's left arm pit and holds child's left lower forearm. Staff left hand crosses their body to cup child's left hand. Child's left arm is bent at the elbow and raised slightly back to open their chest cage.



## Seated support High Risk Hold

Person A – Staff is sat to the right side of the child, left hand comes under child's right arm pit and holds child's right lower forearm. Staff right hand crosses their body to cup child's right hand. Child's right arm is bent at the elbow and raised slightly back to open their chest cage.

Person B – Staff is sat to the left side of the child, right hand comes under child's left arm pit and holds child's left lower forearm. Staff left hand crosses their body to cup child's left hand. Child's left arm is bent at the elbow and raised slightly back to open their chest cage.

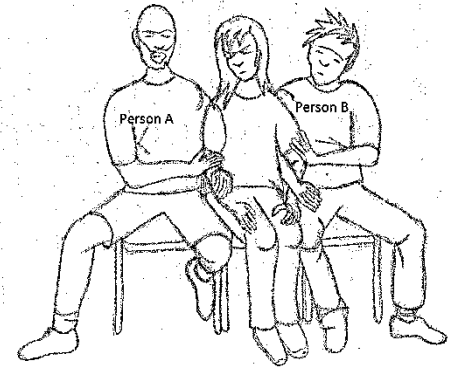


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## Seated support Medium Risk Hold

Person A – Staff is sat to the right side of the child, left hand comes between child's body and right arm and rests in place alongside child's right lower forearm. Staff right hand crosses staff body and rests gently on child's right arm on their outer upper arm/elbow.

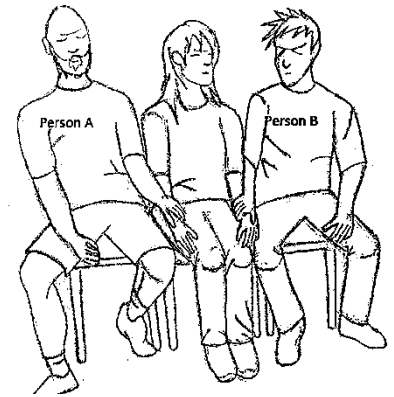
Person B – Staff is sat to the left side of the child, right hand comes between child's body and left arm and rests in place alongside child's left lower forearm. Staff left hand crosses staff body and rests gently on child's left arm on their outer upper arm/elbow.



## Seated support Low Risk Hold/Intervention

Person A – Staff is sat to the right side of the child, their left hand holds the child's right lower forearm with staff's forearm resting on child's outer upper forearm.

Person B – Staff is sat to the left side of the child, their right hand holds the child's left lower forearm with staff's forearm resting on child's outer upper forearm.



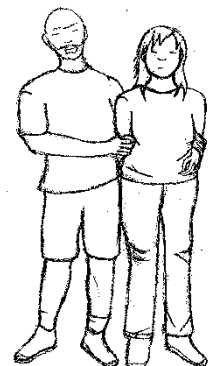
## Standing Low Risk

Staff stand to the right side of the child. Staff left arm comes behind the child and holds the child's left upper forearm. Staff right arm crosses their body and holds the child's right upper forearm or vice versa on the other side.



## Child Control Standing Medium Risk

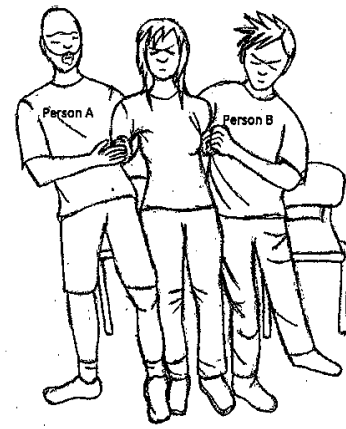
Staff stand to the right side of the child. Staff left arm comes behind the child and hooks the child's left crook of elbow. Staff right arm crosses their body and holds the child's right upper forearm or vice versa on other side or vice versa on the other side.



## Standing High Risk

Person A – Staff is stood to the right side of the child, left hand comes under child's right arm pit and holds child's right lower forearm. Staff right hand crosses their body to cup child's right hand. Child's right arm is bent at the elbow and raised slightly back to open their chest cage.

Person B – Staff is stood to the left side of the child, right hand comes under child's left arm pit and holds child's left lower forearm. Staff left hand crosses their body to cup child's left hand. Child's left arm is bent at the elbow and raised slightly back to open their chest cage.



## MAPA Decision – Making Matrix

Staff are trained to undertake a risk assessment regarding physical risk behaviour in order to support their critical decision making during a crisis event. Developing critical decision making enables staff to remain in control of their own emotions and behaviour in order to make appropriate judgements about the necessary action required. Staff are trained to determine the necessary physical interventions and the level of restriction that may be appropriate to keep people safe making decisions objectively rather than subjectively.

The MAPA Decision Making Matrix is a tool which staff use to reach objective critical decisions about risk.

**Risk:** The chance that an event or behaviour may occur

Everyday life involves some degree of risk which can be viewed along a continuum from lower risk to higher risk. When reaching a decision about risk, it is important that we objectively consider two key variables;

**Likelihood:** The chance an event or behaviour may occur. This is viewed along a continuum from unlikely to likely.

**Outcome:** The severity of harm if the event or behaviour does occur. Outcome can be viewed along a continuum from low-severity to high severity.

## MAPA Staff Training

All staff receive a comprehensive MAPA two day training course during their induction training which concentrates on:

- A theoretical understanding of why and how critical incidents occur and how best they are managed
- De-escalation and positive re-enforcement techniques as a learning tool for children
- Physical Intervention holds

MAPA training thereafter is annual through refresher training.



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### Record Keeping

All incidents requiring physical intervention within the school and residential homes are:

- Recorded on specific Incident forms by the staff involved immediately after the incident with detailed information.
- Reviewed with the child after the incident when the child is calm by either a Keyworker or Registered Manager if it occurred in the residential homes or by the child's Tutor in school. The child self reflects with this adult in a way appropriate for their cognitive ability (this may involve THRIVE intervention techniques) on their behaviour and how their target strategies worked or did not work for them. An action plan if required is implemented and monitored through the Placement Plan or the child's Behaviour Targets in the school.
- Reviewed on a daily basis by either the School Manager and or MAPA Instructor within the school or the Registered Manager within the homes
  - to assess the validity of the staff decision to use physical intervention
  - to ensure compliance with Libra policy and procedures
  - to identify future strategies to improve de-escalation to minimise the number of incidents requiring physical intervention
- Provided to Local Authorities (Social Workers, Placement Officers and or Education Officers) usually by email for children they have placed with Libra.
- Reviewed monthly with the child's self-reflection forms to identify patterns of behaviours and potential triggers to enable new strategies / interventions to be identified to reduce the number of issues requiring physical intervention in the future. A monthly training document relating to physical interventions and behaviour management is collated to improve practice and aid communication throughout staff.

In the event that a review calls for additional staff training this is provided by any of the following or combination of options:

- Through an immediate refresher CPI training course
- Through staff whole team meeting training sessions
- Through Supervision with individual staff

### Using MAPA within the School Setting

#### What is Reasonable Force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding 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.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Positive handling means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

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### Who can use reasonable force?

- All members of school staff including the supporting care staff have a legal power to use reasonable force. (Section 93, Education and Inspections Act 2006)
- This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

### When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In the school, force can be used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

### The Libra School is able to use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.
- The Libra School acknowledge their legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN). However these children do themselves provide significant risks requiring reasonable force.

Libra School Staff DO NOT use force as a punishment – it is always unlawful to use force as a punishment.

### Power to search pupils without consent

In addition to the general power to use reasonable force described above, the head teacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for knives or weapons, alcohol, illegal drugs and stolen items. Separate guidance is available on the power to search without consent.

## Complaints

The nature of physical intervention can result in a young person experiencing negative feelings which can manifest in a complaint. We understand that this can happen and consequently we actively encourage the young people to self-reflect on the incident when they are in a more positive frame of mind to discuss what happened and how the staff and the young person could have handled the situation differently.

In the event that a complaint becomes an informal or formal complaint about the use of force it will be thoroughly, speedily and appropriately investigated in line with the Libra Complaints policy. We understand that physical intervention of a nature which causes injury or distress to a

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child may be considered under child protection or disciplinary procedures in which case the complaint will be managed in line with the Libra safeguarding Policy or Disciplinary Policy and Procedures respectively.

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 will not be an automatic response when a member of staff has been accused of using excessive force. In this instance the school will refer to the Allegations of Abuse against Teachers and Other Staff policy where an allegation of using excessive force is made against a staff member. This policy makes clear that a person must not be suspended automatically, or without careful thought.

### Physical Contact within the Libra School

It is not illegal to touch a child. There are occasions when physical contact, other than reasonable force, with a child is proper and necessary. For some children placed with LIBRA who may suffer learning, physical or sensory disabilities, physical contact might be the primary means of communication.

- 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; and
- To give first aid.

This list is not exhaustive.

Staff must be aware that many children admitted to the Libra School have experienced sexual and physical abuse and therefore staff must ensure that any physical contact is not misinterpreted.

The following should be observed in this regard:

- The IEP and risk assessment will indicate background and awareness of other professionals of any issues that would make physical contact with the child inappropriate, or uncomfortable for him/her.
- Physical contact should never be in response to or be intended to arouse sexual expectations of feelings
- Age and gender are appropriate considerations in deciding proper physical contact
- Where a member of staff feels that it would be inappropriate to respond to a child seeking physical comfort, the reasons for denying this should be explained to the child. The child should be comforted verbally, as necessary
- There should be no general expectations of privacy for the physical expression of affection or comfort, although this may be appropriate in some circumstances (e.g. a bereavement)

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## The use of MAPA within Residential Care

The onus is on the individual member of staff to determine the degree of positive handling that is appropriate, and when it should be used. Each young person has a Behaviour Management Plan and Risk Assessment which includes an agreed plan on how the staff team will positively handle the young person, which MAPA holds should and should not be used and what de-escalation techniques should be used.

Staff and young people are able to call on medical assistance, as per Government standards. With regard to physical restrictions, such as locking and bolting doors, this may be used when necessary to restrict the normal movement within and from the unit but is used as a temporary method to minimize the risk to a young person or staff whilst managing an incident.

Children's Homes (ENGLAND) Regulations including quality standards. The protection of children standard. Regulation 2/35.

The degree and duration of any force applied must be proportional to the circumstances. Positive handling when used within the residential care setting is not to be used to force compliance or as a punishment.

## Physical Contact

Physical contact may be used on occasion to assert control over a young person in the event that the child is putting either themselves, staff or property at risk. This should not deter normal physical contact (as would be expected between good parents and their children) between care providing adults and children.

For some children placed with Libra who may suffer learning, physical or sensory disabilities, physical contact might be the primary means of communication. It may also be necessary for staff to assist children in some intimate activities e.g. bathing. These activities will be detailed in the young person's care plan.

- At all times staff should refer to the placement/care/behaviour management plan for guidance.
- However, staff should be able to express "parental" affection towards children in their care, and to provide comfort to ease a child's distress. This could include a hug where appropriate, provided this was done in a way that was parental and not sexual.
- Staff must be aware that many children admitted to Libra have experienced sexual and physical abuse and therefore staff need to ensure that any physical contact is not misinterpreted. The following should be observed in this regard:
- The placement/care/behaviour management plan which will indicate background and awareness of other professionals of any issues that would make physical contact with the child inappropriate, or uncomfortable for him/her.
- Physical contact should never be in response to or be intended to arouse sexual expectations of feelings
- Age and gender are appropriate considerations in deciding proper physical contact
- Where a member of staff feels that it would be inappropriate to respond to a child seeking physical comfort, the reasons for denying this should be explained to the child. The child should be comforted verbally, as necessary
- There should be no general expectations of privacy for the physical expression of affection or comfort, although this may be appropriate in some circumstances (e.g. a bereavement)

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- Libra considers the issue of touching in general to be sensitive and one which should be included in staff induction training, staff team unit meetings and discussed in supervision

### Record Keeping within Residential Care

- Every child has a daily diary in which all incidents requiring physical intervention are recorded immediately by care staff.
- Children are asked to reflect with their Keyworker after an incident requiring physical intervention has occurred to identify the option of different strategies which could be used to de-escalate more effectively.
- A record of the use of restraint on a child by an adult is kept in a separate dedicated bound and numbered book, and includes the name of the child, the date, time and location, details of the behaviour requiring use of restraint, the nature of the restraint used, the duration of the restraint, the name of the staff member(s) using restraint, the name(s) of any other staff, children or other people present, the effectiveness and any consequences of the restraint, any injuries caused to or reported by the child or any other person, and the signature of a person authorised by the registered person to make the record.
- The registered person will regularly monitor the record books to monitor compliance with Libra's policy, procedure and guidance and to identify any patterns in incidents leading to disciplinary or restraint action becoming necessary. The monitoring will also address the implications for the care of individual children and current care practice. The registered person records any comment on the appropriateness of individual uses of sanctions or use of restraint, together with any subsequent action taken, and signs against each entry to confirm the monitoring has taken place.
- Records of meetings during which the content of the company policy on physical intervention and de-escalation will be discussed with the young people in a way appropriate to the young person's age and cognitive ability and records will be kept to monitor all aspects of this policy and to keep staff aware.
- Local Authorities via Social Workers are provided with weekly chronologies which include information relating to any issues requiring physical intervention.

### Safeguarding

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

MAPA training teaches staff to correctly apply holds suitable to the situation requiring physical intervention whilst protecting the child's privacy and dignity at all times.

In the event that a cause of concern pertaining to child safeguarding arises during an incident of positive behaviour management, staff must follow the policy and procedures identified in the Libra Safeguarding Policy and Procedures.

### Whistleblowing

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We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff are trained to be aware of their duty to raise concerns about the attitude or actions of colleagues when undertaking physical intervention. Training on Libra's Whistleblowing Policy is provided in Induction Training and in the Staff Handbook. If a member of staff has a concern they should speak immediately to their line manager or a member of the Senior Management Team or if their concern relates to the Headteacher, Directors, Senior Designated Persons or any other member of the Senior Management Team the Local Authority Designated Officer within Children's Social Care or Ofsted.

All staff are trained in Induction training to recognize and appreciate the relationship that exists between the use of physical intervention and the Libra Safeguarding and Whistleblowing policies.

### Responsibility for the Policy and Procedure

#### Role of the Directors

The Headteacher will:

- ensure all Libra staff, children, parents and professionals are aware of and comply with this policy;
- work closely with the coordinator;
- ensure risk assessments are undertaken by assessing:
  - identified hazards;
  - assessing the risk
  - who is at risk;
  - identifying risk control measures;
  - recording and reviewing the assessment when appropriate
- ensure that:
  - all risk assessments are realistic and practical;
  - identified risk control measures need to be acted upon;
  - any incident resulting in physical intervention is reported to the placing Local Authority
- ensure all related records are kept up to date;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by:
  - analysing the number of incidents requiring physical intervention that take place
  - reviewing school security procedures

#### Role of the Coordinator

The coordinator will:

- lead the development of this policy and all linked policies throughout the school;
- work closely with the Headteacher;
- make effective use of relevant research and information to improve this policy;

## Libra School

- keep up to date with new developments and resources;
- provide training for all staff on induction and when the need arises;
- review and monitor;

### Role of the Health and Safety Co-Ordinator

The Health and Safety Representative will:

- carry out regular inspections of premises and school activities;
- assist in carrying risk assessments;
- investigate potential hazards, employee complaints, accidents and dangerous occurrences;
- make representation to employers and others on health and safety matters arising;
- provide information and guidance to school personnel;
- lead the development of this policy throughout the school;
- work closely with the Headteacher;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises regarding;
- keep up to date with new developments and resources;
- review and monitor;

### Role of Libra Staff

Libra staff will:

- comply with all aspects of this policy;
- take reasonable care of themselves and others whilst at work;
- work with the Senior Management Team on the Risk Assessment process;
- follow established behavior management plans and action plans for children;
- undertake training in:
  - recognising the signs of potential violent or aggressive situations developing;
  - school safety and security procedures;
  - personal safety awareness, basic breakaway techniques and safe methods of work;
  - identifying and dealing with potentially difficult situations;
  - physical restraint of children
- report any incident of violence and aggression;
- ensure that all incidents are reported;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

### Role of Children

Children must:

- be aware of and comply with this policy;
- report all violent incidents that take place;
- attend school programmes that cover:
  - resolving conflicts without violence
  - dealing with violent or aggressive behaviour
  - anti-social behaviour

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- the dangers of carrying illegal weapons
  - the penalties of carrying illegal weapons
  - searches with or without consent
  - personal safety training
  - reporting violent incidents
- listen carefully to all instructions given by the staff;
  - ask for further help if they do not understand;
  - treat others, their work and equipment with respect;
  - support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
  - liaise with the school council;

### Role of the School Council

The School Council will be involved in:

- reviewing the effectiveness of this policy with the Senior Leadership team.

### Role of Parents

Parents must:

- be aware of and support this policy;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school

### Training for Libra Staff

All school staff:

- have equal chances of training, career development and promotion
- receive training related to this policy on induction which specifically covers:
  - health and safety
  - safeguarding and child protection
  - risk assessment
  - personal safety training
  - school security procedures
  - dealing with intruders
  - lone workers
  - positive handling (restraint of children)
  - accidents and emergencies
  - medical and first aid
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction

### Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook



## Libra School

- meetings with parents such as introductory, transition, parent-teacher consultations, IEP and PEP meetings
- meetings with school staff
- communications with home such as newsletters

### Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

### Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator and the Directors.

### Linked Policies

Safeguarding	Whistleblowing
Health and Safety	Allegations Against Staff
Complaints	Staff Training
Promoting Positive Behaviours and Relationships	

<b>Headteacher:</b>	Joan Wilkes	<b>Date:</b>	20.05.17
<b>Deputy Head:</b>	Kirsty Crosby	<b>Date:</b>	20.05.17

## Libra School Initial Equality Impact Assessment

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
De-Escalation and Positive Handling Policy	As stated above			✓

This policy affects or is likely to affect the following members of the school community (✓)	Children	School Staff	Parents/carers	Directors	School Volunteers	School Visitors	Wider School Community
	yes	yes	yes	yes	yes	yes	yes

Question	Equality Groups															Conclusion										
	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Yes	No
Does or could this policy have a negative impact on any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓				✓
Does or could this policy help promote equality for any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓				✓
Does data collected from the equality groups have a positive impact on this policy?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓				✓

**Conclusion** We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.

Preliminary EIA completed by	Date	Preliminary EIA approved by	Date
Kirsty Crosby Reviewed by Kirsty Crosby	31.05.16 20.05.17	Joan Wilkes	11.06.16 20.05.17

## Libra School Policy Evaluation

Points to be considered	Yes	No	N/A	Please supply evidence
• Policy annually reviewed	x			
• Policy in line with current legislation	x			
• Coordinator in place	x			
• Nominated governor in place			x	
• Coordinator carries out role effectively	x			
• Headteacher, coordinator and nominated governor work closely	x			
• Policy endorsed by governing body			x	
• Policy regularly discussed at meetings of the governing body			x	
• School staff aware of this policy	x			
• School staff comply with this policy	x			
• Children aware of this policy	x			
• Parents aware of this policy	x			
• Visitors aware of this policy	x			
• Local community aware of this policy			x	
• Funding in place			x	
• Policy complies with the Equality Act	x			
• Equality Impact Assessment undertaken	x			
• Policy referred to the School Handbook	x			
• Policy available from the school office	x			
• Policy available from the school website	x			
• School Council involved with policy development	x			
• All stakeholders take part in questionnaires and surveys			x	
• All associated training in place	x			
• All outlined procedures complied with	x			
• Linked policies in place and up to date	x			
• Associated policies in place and up to date	x			
<b>A statement outlining the overall effectiveness of this policy</b>				
It is effective and suitable for purpose				