

Tanglewood Nursery School

"Using the EYFS curriculum we aim to provide a broad and balanced learning environment to enable children to develop socially, culturally, emotionally, intellectually, physically, spiritually and morally.
We aim to ensure that every member of the school community reaches his/her full potential and is regarded as being of equal worth, irrespective of race, age, gender or ability."

Positive Handling Policy

Date reviewed: Spring 2017

Next review date: Spring 2019

Introduction

School Vision

- We are a school where play and learning is child-led and children are listened to
- We will take an interest in your child and what interests them
- We will raise their self-esteem by praising effort over result
- There will be clear routines and realistic and consistent expectations
- We will be aware of your child's needs and include them
- Our staff will model positive relationships
- There will be lots of singing and lots of fun!
- It will be an inviting environment that where your child will feel happy, safe and secure and will be met each day with a smile.

Our approach to managing behaviour

We teach behaviour, we do not control behaviour. We do this through building positive relationships, role modelling, consistency, scripts and routines, positive phrasing, planning, positive reinforcement through specific praise, comfort and forgiveness. We aim for internal discipline, not external (imposed) discipline, and base our approach on developing emotional intelligence in our young children.

"The learning process is all about relationships. Unless this emotional engagement is made, learning will not stick positively in the memory." (Golman, 1996)

There is a direct link between negative experiences - negative feelings - negative behaviour; likewise positive experiences lead to positive feelings which lead to positive behaviour. We believe the important thing is to talk about feelings with our children and develop their emotional intelligence; research suggests that boys especially may need to be encouraged in this.

2. Physical contact with children at Tanglewood

Children at Tanglewood are only 2-4 years old. While they are in our care, there will be times when physical contact with them is appropriate and in the best interest of the child. Physical contact may be given openly and in full view of other members of staff if a child:

- is hurt or upset, staff may comfort and reassure them;
- needs physical support to balance, move or participate in a physical activity.
- requires support with toileting in the classroom or needing to have a nappy changed.

3. Possible extreme behaviours

There may be occasions when it is necessary to act immediately. Very occasionally children at Tanglewood display extreme behaviour. They may not have the emotional skills to control their own actions, and may, for example, throw or pull over furniture. In such cases it will be necessary to intervene physically, to ensure the safety of both the child and the nursery staff. Where possible an additional member of staff will be called upon before the intervention.

If a child has behavioural, social and emotional needs and there is a likelihood that physical intervention may be needed, a carefully planned approach by parents and staff will be required (see Section 7: Writing a Positive Handling Plan).

4. Guidance on Physical Intervention

- 4.1. Government guidance recommends that "Any physical intervention should employ the minimum reasonable force to prevent injury or serious damage to property, to avert an offence being committed and, in school settings, to prevent a pupil engaging in extreme behaviour prejudicial to the maintenance of good order and discipline at school or among any of its pupils." (DfEE Circular 10/98)
- 4.2. Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances

to prevent a pupil from doing, or continuing to do, any of the following:

- a Committing any offence
- b Causing personal injury to, or damage to the property of, any person (including the pupil himself), or
- c Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

4.3. As stated in Section 93:

"There is no legal definition of when it is reasonable to use force. That will always depend on the precise circumstances of individual cases. To be judged lawful, the force used would need to be in proportion to the consequences it is intended to prevent. The degree of force should be the minimum needed to achieve the desired result. The use of force could not be justified to prevent trivial misbehaviour. However, deciding whether misbehaviour is trivial also depends on circumstances. For example, running in a corridor crowded with small children may be dangerous enough not to be regarded as trivial. 1/ (Para. 13)

Physical Intervention

We acknowledge that some children behave in ways that make it necessary to consider the use of physical intervention as part of a behaviour management plan. Staff are committed to ensuring that we deal professionally with all incidents involving inappropriate behaviour. (See '[Dealing with Challenging Behaviour](#)' - Appendix 1). In line with government guidance, we only use physical intervention **as a last resort** and in the following situations.

- Causing personal injury to, or damage to the property of, any person including themselves.
- Prejudicing the maintenance of good order and discipline at the centre or among any children

Taking into account the circumstances of each incident, staff judge whether or not physical intervention would be reasonable or appropriate. If used at all it is in the

context of a respectful, supportive relationship with the child. We will always aim to ensure minimal risk of injury to children and staff.

Our practice in response to specific incidents

Any incident of a serious nature that requires physical intervention by staff is dealt with consistently by our staff as follows:

- Staff seek assistance from other members of staff as early as possible, since single-handed intervention increases the risk of injury to both parties and does not provide a witness.
- All staff who become aware that another member of staff is intervening physically with a child provide a presence and offer support and assistance should this be required.
- Before intervening in a non-emergency, consideration will be given to whether or not other staff are available to assist.
- Where possible, staff who have not been involved in the initial confrontation leading up to an incident may be in a better position to intervene if this proves necessary.
- Staff should call for help in emergencies. If working in a room where there are no other staff, use the phone to call for support or call out of the door.

5. Authorisation to use handling

5.1. Non-restrictive handling

The Headteacher permanently authorises all staff to use low-level, non-restrictive manual handling strategies such as:

- Supporting pupils needing help, e.g. for children with stability difficulties.
- Guiding - the use of the flat of the hand in the small of the back giving directions.
- Shepherding - the use of non-verbal signals and guiding body movements.
- Blocking - standing in the way of children in certain circumstances.

5.2. Restrictive handling

The Headteacher authorises all staff to use the following strategies when the child contravenes the guidelines given in Section 93 of the Education and Inspections Act 2006.

- Holding - a child's hand for safety or prevention from running away
- -a child safely to remove them or move them
- Confining - in circumstances where a child is having a tantrum or attempting to run away. The child may be confined in a secure space with doors blocked preventing escape or to minimize the impact on other children
- Restraint - in very rare and extreme cases, where a child may injure themselves or others including staff, they may be held in a brief restraint. This will be done only to prevent harm to the child, to other children or to staff

Please remember that at Tanglewood, such incidences are extremely rare

6. Writing a Positive Handling (Behaviour) Plan

An extremely small proportion of children may display particular ongoing behavioural difficulties. In such cases physical intervention would need to be planned as part of a more general behaviour management strategy. Parents should be consulted at every stage of the writing, implementing and monitoring of a positive handling plan. A proforma and examples for writing a positive handling plan are included in Appendices 1 and 2.

The development of a positive handling plan should include:

- discussion between parents and classroom staff to establish behaviour patterns at home and at school, and to discuss and approve next steps
- detailed observations of the child in different contexts and on different days by staff, to identify triggers for behaviour and indicators of rising emotion in different environments
- meeting between parents, classroom staff and SENCO if appropriate, to discuss observations and positive handling plan
- copies of positive handling plan given to parents and stored by staff in children's class file
- agreed review date

Should parents or staff continue to have concerns about a child's behaviour or about support for the family, advice may be sought from a relevant agency, such as Health Visitor, Children's Centre or Behaviour Support.

7. Staff Training

We undertake to make sure that all staff receive relevant training every 2 years. New staff will be inducted with the policy. In the exceptional event of a positive handling plan being required, relevant members of staff may receive additional training as necessary.

8. Recording Incidents

Staff will keep an ongoing informal record of any minor incident in their classroom which may help to identify triggers and indicators should a positive handling plan be deemed necessary.

Should *physical restraint* (see 'Restrictive handling' above) need to be used, written records would be made as follows:

- In a bound book with numbered pages
- Records of the intervention need to be written within 24 hours
- Records are kept for at least 25 years legally (but advice is to keep FOREVER)

9. Informing Parents

Restrictive handling (holding, confining or restraint) will be reported to parents. This will normally be possible at the end of the session or after the other children have been collected.

Should the parent(s) wish to see the Headteacher either that day or later, then a prompt appointment will be made.

If the adult collecting the child is not a parent, we will telephone the parent to speak directly with them or to arrange an appointment for them to discuss the incident.

10. Unacceptable practices

It is unacceptable practice:

- to intervene physically without first using primary and secondary strategies as outlined in Appendix 2, unless in an emergency. In a non-urgent situation, physical intervention would only be used where other methods have failed.
- to act out of anger or frustration. Staff will remain calm.
- to use language that is inaccessible to the child -it must be clear and simple. Where understanding allows, children will be made aware that intervention will stop when extreme behaviour ceases.

We will respect the child at all times.

11. Monitoring and Review

This policy will be reviewed every two years

12. Further information

This policy has been written with particular reference to the following documents:

- Section 550A Education Act 1996
- Section 93 Education and Inspections Act 2006 :The use of force to control or restrain pupils
- Guidance on the use of Physical Intervention in Educational Establishments (Dept Health/DfES Joint guidance July 2002)
- Guidance on the use of Physical Intervention, including other physical contact in all Education Establishments in Essex Local Authority, May 2011

and the following school policies:

- Behaviour Policy
- Child Protection policy
- Health and Safety Policy

Appendix 1

Positive Handling Plan

Name of Child: _____

Date: _____

Proposed review date: _____

Possible Triggers?	Behaviours Observed	Strategies
	Level 1 (Low level attention-seeking)	Level 1 (averting aggression)
	Level 2 (higher-level attention-seeking or refusal)	Level 2 (managing aggression)
	Level 3 (higher level disturbance, escalation, risk to self or others)	Level 3 (containing and controlling situation)

Parent Signature: _____

Class Teacher: _____

Headteacher: _____

Review Date: _____

Appendix 2

Writing a Positive Handling Plan -possible triggers, indicators and strategies

Possible Triggers Some Examples	Possible Indicators Some examples
Other Child Sharing favourite toy/activity Non-preferred activity Waiting turn Change in routine Staff absence Coming indoors Time-hungry? Tired? Home circumstances Soiled Hot There may be others	Verbal Repetitive utterances Refusal Name calling Threatening Shouting or screaming Physical Withdrawing Eye contact/staring or avoidance Breathing fast/shallow Repetitive patterns Facial expression Finger pointing Pacing Fidgeting Snatching Tense Clenched fists/teeth More?

<p>Level 1 prevention strategies</p> <p>Anything you do to prevent the situation arising</p>	<p>Check -hungry? thirsty? hot? pain? Identify triggers Avoid triggers at critical points Change environment Check language level used is appropriate Firm and consistent rules Praise appropriate behaviour and effort Tactical ignoring Rule reminder Modelling Careful grouping Visual timetable Time to respond</p>
<p>Level 2 prevention strategies</p>	<p>Clear and concise language (key words) Repeat First...then... Co-erce, suggest Reduce level of demands Physical proximity Hold hand Time to respond Check understanding Calm and measured approach Time to respond</p>
<p>Level 3 Reactive Strategies</p> <p>Action to contain and control a situation once it has already happened</p>	<p>"Stop!" with sign Call for assistance Physically intervene Keep talking to the child -explain in a calm way that the 'intervention' will stop when extreme behaviour stops (as understanding allows) Withdrawal to quiet area -observe and support until ready to resume activity Consider short timeout Visual timer Praise good behaviour soon after</p>

(continued) _____

Child's response and outcome of incident _____

Details of any injuries suffered by anyone (serious injuries will need to be recorded also in the school accident book)

Details of any damage to property _____

Outcome of discussions with parents _____

Signed: _____

Date _____
