



# Holding Safely Policy

## ESNE11

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# **King Edwin School**

## **Holding Safely**

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## **Introduction**

Using any physical intervention to control a child or young person's actions should be limited to emergency situations and used only as a last resort. Under the Children Order 1995, it is only permissible as described under the heading 'Physical Control'. Article 4 of the Education Order 1998 clarifies powers that already exist in common law. The DfE document 'Use of reasonable force 2013', states that 'Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.' The Ofsted document Positive Environments where children can flourish: Ofsted guidance also outlines the same principles. Finally, 'Keeping Children Safe in Education' states that- 'The department believes that the adoption of a 'no contact' policy at a school or college can leave staff unable to fully support and protect their pupils and students. The department therefore encourages principles, governing bodies, and proprietors to adopt sensible policies, which allow and support their staff to make appropriate physical contact.' KCSIE also stipulates that the 2010 Equality Act should be considered when creating these policies to ensure that everybody's needs are taken into consideration.

At King Edwin School we use a range of policies and plans to limit and reduce any instances of physical intervention to a minimum. We will use it only when necessary and unavoidable. We will use it to keep children, young people and staff safe from harm. Or when a risk assessment or judgement made indicates this is the only effective option.

When positive handling is used, this must follow the rules and guidance of physical intervention within the Team Teach framework, the approved approach adopted by King Edwin School.

## **Team-Teach Aims and Objectives**

- To promote the least intrusive positive handling strategy and a continuum of

gradual and graded techniques, with an emphasis and preference for the use of verbal, non-verbal de-escalation strategies being used and exhausted before positive handling strategies are utilised.

- To enable services to develop acceptable and authorised responses to disruptive, disturbing, angry and aggressive behaviours in a manner that maintains positive relationships and provides safety for all, by training in Team-Teach.
- To reduce the number of serious incidents involving physical controls in all settings and to emphasise the importance of exhausting behaviour management strategies in the first instance.
- To increase the awareness of staff concerning the importance of recording and reporting, monitoring and evaluating, all incidents involving positive handling.
- To provide a process of repair and reflection for both staff and children.

### **TeamTeach**

- Team Teach is a total programme for the prevention and management of challenging behaviour.
- Only physical interventions taught during Team Teach training may be used within Spark of Genius establishments.
- All techniques applied should be in line with and in the spirit of Team Teach and all other policies within Spark of Genius.
- Physical interventions and safe holding techniques may only be undertaken by appropriately trained staff.
- Physical interventions should be used only for the minimum time necessary. Once the young person is calm and is judged to be safe, posing no risk of harm to him/her or to others the use of physical intervention should cease.
- If at all possible, staff members should consult with each other prior to any hold however there can be situations which arise where this is not possible and all involved should follow the direction of the leader in the hold.
- At **NO** time should any young person be allowed to hold or assist in the safe holding of one of their peers.

- Any young person or adult injured because of a hold must be offered medical assistance.

### **Physical Intervention**

The goal of physical intervention is: “To ensure safety.” The basic principle of physical intervention is a maximum amount of care and a minimum amount of force with the goal of de-escalating the situation by reducing stimulation.

Physical intervention is a wider term that includes holding safely but physical intervention also includes methods where holding is not used, such as guiding a young person away from a harmful situation or blocking his/her path if the staff member has assessed the situation and believes the young person plans to abscond and place themselves or others at serious risk of harm.

### **How Staff Respond to Holding Safely**

In all circumstances:

- In holding a young person safely all staff must act lawfully and in line with the school Safeguarding Policy and Behaviour management policy.
- The method of holding a young person safely must be approved by Spark of Genius North East and keep the principles and standards outlined by Team Teach.
- Staff who are holding children safely must be appropriately trained and have the required skill and judgement.
- The safe hold must be limited to the act of holding the child for the shortest necessary time.

Holding safely should **only** be used when:

- The young person’s risk assessment indicates it.
- Our professional judgement indicates it.

Holding safely is **not** used to:

- Demonstrate authority
- Enforce compliance
- Inflict pain or harm
- Punish or discipline

### **Holding Safely Script**

It is important to ensure that staff involved in an incident with a young person which may result in a safe hold are clear about the steps to take. It is also important that when working together you are able to communicate effectively to ensure the continued safety of the young person. It may be possible to include the young person in the discussion. This is a judgement that will need to be made by the staff member involved. However, even if this is not the case, staff members should be aware of prompts from other staff.

A list of approved prompts is below;

#### **IN PERSON**

Prompt person 1 (staff member involved in situation) “Is there anyone to help/can you help?”

Response person 2 (staff member not involved) “Yes, what can I do/how can I help”

Response person 1 “Can you get.../you can help by.....”

Response person 2 – “OK/Yes/I can do that” or (in exceptional circumstances ‘I can’t but I can get xxx immediately to do that’).

At no point should staff leave the situation without providing the help/getting the help if they have been asked for help.

#### **WHEN USING THE RADIO**

Prompt person 1 (staff member involved in situation) “Name (of person 1), need/can I have support now in (location)?”

Response person 2 (staff member not involved) “Name (of person 2), coming now,

do you need more support”.

Response person 1 (“Yes more support needed”.)

Response person 3 (“Name (of person 3) coming now”).

If given a prompt (by person 1) that you as a staff member (person 2) do not think is appropriate to the situation;

Prompt Person 1: ‘Can you xxx’

Response Person 2: ‘Are we 100%?’

Prompt person 1 (‘Yes/No’)

This is a brief interchange and can be carried out as staff are preparing to take the action requested. But, allows a second of thought if there is a perception that the step of holding / moving away from a hold or taking any other action might not be the best course of action.

### **Observing colleagues who require further support when holding safely**

If a member of staff sees another involved in a safe hold with a young person and believes that they should be swapped or supported in some way, due to reasons such as injury or being targeted, they must approach and offer to help using the script provided within this procedure.

Script-

- Person 1 (not involved in safe hold) “Here to help”.
- Person 2 (involved in safe hold) “can you help by.....”

It may be that Person 2 is aware of the need to be removed from the situation, and they may identify this themselves and request it. However, if this is not the case, and the person involved in carrying out the safe hold does not identify this, the person not involved (Person 1) must reiterate the request as below-

Person 1 (not involved in safe hold) “More help is available”.



**This is a direct instruction to the staff member to allow themselves to be helped out of the situation and replaced by another. The staff member MUST respond to this instruction** and may do so by using phrases such as 'can you help by sitting with/holding (young person) or can just ask 'what do you suggest' which will allow person 2 to give instructions to that effect.

## **Debrief Interview**

After any stressful situation, whether it results in a safe hold or not, the young person will be given the opportunity to learn from the experience. One of the key competencies of Team Teach is the Debrief Interview. It is a tool which helps staff to process an event with a young person and helps the young person learn from the situation. It helps the young person to learn better coping skills and strategies.

## **Training**

- All staff working with young people in Spark of Genius North East establishments will receive Team Teach training.
- All staff in the use of Team Teach will receive refresher training at appropriate intervals (yearly).
- All staff working with young people must achieve the standards as laid out in the Team Teach training programme, as detailed below.
- Be able to state the basic values, rationale and principles of the Team-Teach Approach.
- Have knowledge and understanding of relevant legal standards and expectations related to use of force.
- Have knowledge and understanding of the reporting, recording, monitoring and evaluating requirements of incidents involving physical controls and reasonable force.

- Have knowledge and understanding of aggression and conflict, being able to recognise typical signs and causes.
- Have knowledge and understanding of the importance of using de-escalation strategies where possible. Is aware of the concept of the conflict spiral, levels of behaviour and the need for an appropriate staff response in order to maximise the opportunity to calm the incident through non- verbal and verbal strategies where possible.
- Have knowledge and understanding of a whole setting holistic approach to behaviour management, including the importance of self-awareness and self-control whilst managing challenging behaviour.
- Be able to conduct a follow up process with the service users and is aware of the importance of a support and supervision, repair and reflection process for both staff and individuals involved following a serious incident involving positive handling strategies.
- Optional: Is able to use positive and protective personal safety skills in order to minimise risk to all involved.
- Perform a range of positive handling strategies, gradual and graded, involved in holding, guiding and escorting safety, from least intrusive to more restrictive holds.
- Use positive handling strategies that provide for a range of appropriate de-escalation options including; keeping standing, from standing into chairs, from standing to the floor, into a knees position where possible. Staff to perform a physical technique specific to smaller children (Standing, chairs and ground sitting options).
- Responding to situations where standing fights between service users may happen.

### **Accountability**

- The managers of Spark of Genius North East are responsible for the development of the ethos and culture of the organisation. The ethos and culture is one where the use of holding and physical interventions of Team

Teach are seen by both staff and young people as part of a caring and safe environment.

- The Principal of the establishment is responsible for ensuring that young people, parents, carers and any professionals involved in the education plan that Team Teach is used as part of Spark of Genius' care and control methodology. This must be explained by the relevant manager as part of the integration process to every new student as part of their induction and to all involved with the student. It is part of the meeting held by the relevant manager on preparing a new student to enter the school.
- Spark of Genius North East has a complaints procedure in place which is easily accessible to both young people and adults in order that any concerns or dissatisfactions can be registered and answered. These complaints are dealt with in a sensitive and confidential manner.
- The use of hold **must** be recorded using the designated paperwork and database system. This comprises of-
  - Bound and numbered book
  - Serious incident report
  - CPOMS entry
- In the event of a hold the young person's parents, carers, social worker and any other person identified within the care/education plan will be notified.
- If a young person has been safely held then in line with good Teach Team practise a de-brief Interview will be conducted. The outcome of this important piece of work will be included in the designated paperwork.
- Any young people will have an Individual risk assessment that will be regularly updated noting any significant behavioural changes.

- Supervisory staff must discuss and record practice conversations with staff during their regular meetings.
- Whole team discussions on holding and physical interventions will take place annually, **led by the team teach trainer**, the basis for these discussions would be the monthly return for the safe holding of serious incident reports.

### **Other Policies to refer to**

Health and Safety

Individual student risk assessment

Safeguarding policy

Equality Policy

Incident number:

Part A

**King Edwin School**

**Significant Incident Form**

PLEASE NOTE - All forms to be completed on the day of incident and before member of staff leaves the building and stored on the shared drive. All witnesses to the incident are to complete separate entries on CPOMS in their own words.

<b>1. Name of person reporting the incident</b>		<b>2. Name of young person(s) involved and Yr grp:</b>	
<b>3. Date of incident:</b>	<b>4. Time of incident:</b>	<b>5. Location of incident:</b>	
<b>6. Antecedents:</b>			
<b>7. Details of Incident: Be specific but detailed.</b>			
<b>8. De-escalation technique(s) used:</b>			

Humour	Calm Talking	Distraction
Reassurance	Use of Reasonable Force (for example TEAM Teach)	Other: Please state
<b>9. Outcome:</b>		
Follow up talk	Parental/carer contact	Exclusion
Outside agency involvement:	Referral to another agency	Other:
<b>10. Date handed in:</b>	<b>11. Date received:</b>	<b>12. Received by:</b>
<b>13. Signed: (person completing the form)</b>	<b>14. Signed: SLT member</b>	<b>15. Signed: TT trainer( only if TT is used)</b>

Incident Number:

Part B:

<b>16. Non-restrictive physical intervention</b>
<p>One handed guide <input type="checkbox"/> How long?</p> <p>Two handed guide <input type="checkbox"/> How long?</p> <p>Two handed guide (step in\steer) <input type="checkbox"/> How long?</p> <p>Friendly escort (two person) <input type="checkbox"/> How long?</p>

<b>17. Justification for use of restrictive physical intervention (delete as appropriate)</b>	
<ul style="list-style-type: none"> <li>• To prevent/interrupt injury to other pupils or staff</li> <li>• To prevent/interrupt disruptive behaviour prejudicial to a safe, secure or productive learning environment</li> </ul>	
<b>18. Nature/description of restrictive physical intervention</b>	
<p><b>Standing:</b> T-wrap <input type="checkbox"/> Half shield <input type="checkbox"/> Single elbow <input type="checkbox"/> Figure of four <input type="checkbox"/> How long? 10 seconds</p> <p><b>Sitting:</b> T-wrap <input type="checkbox"/> Single elbow <input type="checkbox"/> Figure of four <input type="checkbox"/> How long? .</p>	
<b>19. View of the student :</b>	
<b>20. Details of injury: (If any)</b>	
<b>21. Any other information:</b>	

**Safe hold administration process**

Safe hold concludes	<ul style="list-style-type: none"> <li>• Staff member and young person assessed for welfare and wellbeing (appropriate staff</li> </ul>
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	<p>member/safeguarding lead for school section).</p> <ul style="list-style-type: none"> <li>• Young person carers contacted and informed (safeguarding lead or tutor).</li> <li>• Disciplinary action/sanctions considered and discussed (head of school/safeguarding lead).</li> </ul>
Within the day	<ul style="list-style-type: none"> <li>• Staff member(s) involved record the safe hold (bound and numbered book, CPOMS and serious incident form).</li> <li>• Submit to Senior Leadership via shared drive- form will be updated as actions are completed</li> <li>• Arrangements made for debrief including with parents – head of school/safeguarding lead</li> <li>• Debrief is conducted</li> </ul>
After the initial administration is concluded	<ul style="list-style-type: none"> <li>• Form filed in serious incident file (administrator).</li> <li>• Form uploaded on CPOMS</li> <li>• Risk assessment for young person reviewed and updated where needed (personal tutor/safeguarding lead for area of school)</li> </ul>
Further action	<ul style="list-style-type: none"> <li>• Further reflection on the incident including impact on other students.</li> <li>• Lessons learned shared between staff.</li> </ul>
<u>Monthly</u>	<ul style="list-style-type: none"> <li>• TT trainer and SLT review of serious incident log. Consider training needs, or any changes required.</li> </ul>