



# THE MILFORD ACADEMY

## HANDLING POLICY

- M** - Motivated
- I** - Independent
- L** - Learning
- F** - Forward Thinking
- O** - Outstanding
- R** - Respect
- D** - Determined



The Milford Academy  
INDIVIDUAL HANDLING POLICY

Name: xxxxx

Date: xxxxx

Inclusive, high quality teaching and learning at The Milford Academy caters for the whole child. This holistic approach ensures that children's social and emotional needs are met, as well as their academic needs. We ensure that reasonable adjustments are made to support all SEND needs (inclusive of SEMH), as well as to remove barriers to learning.

As we understand that behaviour is always a form of communication, we have structured, positive pathways in place (i.e. Routes to Inclusion and School Counselling) to understand the root causes of challenging behaviours, to minimise aggression/emotional distress and to give children the tools they need to successfully self-regulate.

Our emphasis is on the avoidance of physical intervention, with unsafe behaviour being dealt with through risk assessment, appropriate curriculum planning, de-escalation, diversion etc if at all possible. Health and Safety of the child, their peers and staff will be the priority alone. Restrictive Physical Intervention will be for the minimum time required to restore and maintain a safe environment.

#### **Context and Background**

##### **Example:**

xxxx has severe emotional and behavioural difficulties and finds it extremely difficult to meet the normal behavioural expectations of school. His/her aggressive behaviour is often severe, targeting both his peers and teachers.

#### **Behaviours (see Risk Assessment)**

##### **Example:**

- Verbal and physical abuse to both staff and peers
- Damage/ destruction of property, both personal and school

#### **Behaviours likely to cause harm (see Risk Assessment)**

##### **Example:**

- Throw chairs
- Punch peers/adults

#### **Known triggers**

##### **Example:**

- Transition times
- Being asked to comply with a work task

#### **Strategies to avoid these triggers and reduce the likelihood of harm include**

Strategies to avoid these triggers are listed on xxxx's Provision Map/PSP.

##### **Example:**

The reasonable adjustments to his provision include:

- Time out/movement breaks
- Adult support at key points of the day

#### **De-escalation strategies**

##### **Example:**

Move other children out of the space and leave xxx in their space.  
Remind xxx of expectations and their choices.  
Give xxx an alternative activity to reduce their anxiety and stress levels.  
Offer of support from Mrs Butler, Mrs Wallace, Heidi (School Counsellor) or any other key adult and offer of a safe space.  
Offer of time with the Pastoral Team to calm down, talk and play with toys of xxx choice.  
Offer of time in the Sensory room or Counselling room.

**In the event of adults being unable to reduce the risks then the following techniques and strategies will be used wherever possible**

Physical intervention will only be used if xxx is causing significant disruption to other pupils' learning and/or at risk of hurting themselves, staff or peers and the de-escalation strategies have failed. When Physical Intervention is used the following procedures will be followed:

- Trained staff (listed/signed below) will be called for to assist in keeping xxx safe using the Physical intervention strategies.
- Staff will remain calm and will concentrate on diffusing the situation. The health and safety of xxx, their peers and staff will be the priority. At no time will staff intervene alone; at least two staff must be present where possible, however one member of staff may intervene if xxx needs to be guided for their own safety. Physical intervention will be for the minimum time possible.
- If physical intervention is required, staff will use the positive handling techniques recommended by Approach Training Ltd, to ensure the safety of both xxx and the staff involved; and include:
  - Bar over, Underarm thread or Reverse harness for the least possible time. Hold sleeve or support arm without using hand if possible.
  - Release as soon as xxx is able to sit away from people without attacking/causing a Health and Safety Risk even though they may still be angry.
  - Allow space for xxx to settle.
  - Ignore requests for adults or xxx to leave the room, stay away from xxx whilst maintaining supervision.
  - xxx to be kept safe. Staff to guide xxx from doors they can kick or open (if xxx is at risk of trying to escape).
  - Re-hold and repeat the process if situation escalates again.
  - Offer drink at regular intervals.

Guidelines set out within the following documents will be followed at all times.

- School behaviour policy
- Approach Training Ltd (Physical Intervention Accreditation Scheme, BILD accredited)
- Section 93 of the Education and Inspections Act 2006, enables a school's staff to use such force as is reasonable. There is no legal definition of when it is reasonable to use force.
- SEND Code of Practice
- Equality Act 2010
- Health and Safety Act 1974
- Human Rights Act 1998
- Children's Act (Revised 2004)
- Children's and Families Act September 2014

**Once a safe environment has been restored the following procedures will be followed.**

Allow xxx to join in activity with no discussion about the incident at that time.

First Aid check.

**Follow Up**

LB and JW to review xxxx Risk Assessment and amend if necessary.

Parents/carers will be contacted and all incidents will be discussed.

An incident form will be completed whenever these procedures have been followed.

Policy discussed with:

Child (name and signature) \_\_\_\_\_

Parent/carers (name and signature) \_\_\_\_\_

Head Teacher (name and signature) \_\_\_\_\_

Class Teacher (name and signature) \_\_\_\_\_

Trained Support Staff:

Mrs Butler (name and signature) \_\_\_\_\_

Mrs Walker-Jones (name and signature) \_\_\_\_\_

Mr Turner (name and signature) \_\_\_\_\_

Mrs Wallace (name and signature) \_\_\_\_\_

Mrs Burrows (name and signature) \_\_\_\_\_

Mrs Cooke (name and signature) \_\_\_\_\_

**NB** This handling policy offers guidelines only. Strategies may vary from situation to situation and will be guided by Health and Safety needs of all concerned