



Policy Header

Policy Title	Positive Handling Policy
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Written By	School
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"Growing together at the heart of God's community"



Trust Prayer:

Heavenly Father

Let peace, friendship and love grow in our schools.

Send the Holy Spirit to give excellence to our learning,

love to our actions and joy to our worship.

Guide us to help others so that we may

All learn, love and achieve,

Together with Jesus

Amen

Positive Handling Policy

At Glazebury C of E Primary we aim to maintain the safety and welfare of our pupils, however in some circumstances it may be necessary to use reasonable force on a pupil, as permitted by law. This is only to be used when all possible options for giving the child time/space to regain self-control have been exhausted.

The Governing Body have taken account of advice provided by the DfE - *Use of reasonable force: advice for head teachers, staff and governing bodies* and the school's public sector equality duty set out in section 149 of the Equality Act 2010. Please always refer to this more detailed guidance if needed.

Positive Handling Policy

"The Use of Reasonable Force"

1. 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.
2. 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.
3. 'Reasonable in the circumstances' means using no more force than is needed and only when it is immediately necessary and for the minimum time necessary.
4. 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.
5. Restraint 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.
6. 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.

Who Can Use Reasonable Force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher 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, from causing disorder or committing a criminal offence.
- In a school, force is 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 judgement 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.

Schools Can 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.
- Pupils found fighting will be physically separated.

Schools Cannot:

- Use force as a punishment – it is always unlawful to use force as a punishment.

Communicating the Schools Approach To The Use Of Force

- We will make reasonable adjustments for disabled children and children with special educational needs when considering reasonable force
- We do not require parental consent to use force on a pupil
- We do not have a no contact policy as this could place a member of staff in breach of their duty of care towards a pupil or prevent action needed to prevent a pupil causing harm
- Children at risk of physical intervention will be subject to a Positive Handling Plan. ([Appendix 2- plan 1/2/3](#)) This plan will be reviewed termly with parents

Risk Assessment and Medical Issues

Risk assessment to ensure the health and safety of employees and pupils must be coordinated with strategies in the pupils Individual Behaviour Plan or Positive Handling Plan. A risk assessment should be carried out which identifies the benefits and risks associated with the application of different intervention techniques with the pupil concerned.

Telling Parents When Reasonable Force Has Been Used on Their Child

- Parents will be informed about serious incidents including the use of force.
- School will record serious incidents in-line with school recording protocols ([Appendix 1- Positive handling incident form](#))
- When deciding what is a serious incident we will consider:
 - Pupil's behaviour and level of risk presented
 - Degree of force

- Effect on pupil or staff
- Child's age

Pupil Complaint When Force is Used

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- 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 defense 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 must not be an automatic response when a member of staff has been accused of using excessive force. We will refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance (see the ‘Further sources of information’ section below) where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- The school will consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school will ensure that the teacher has access to a named contact who can provide support.
- The Governing bodies will always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- As employers, schools and local authorities have a duty of care towards their employees. The school will provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

Other Forms of Physical Contact

- It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.
- Examples of where touching a pupil might be proper or necessary:
- 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
- To give first aid.

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 the following "prohibited items"

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Recording an Incident -Positive handling

A contemporaneous record (i.e. written as soon as possible and no longer than 2 hours after the incident's occurrence) should be made by the staff member involved in the incident and a copy given to a senior member of staff and parent/carer.

Similarly, contemporaneous notes will also be made by all other members of staff involved (i.e. as witnesses or additional providers of support). The notes will be dated.

The record will contain the following information:

1. the name(s) and the job title(s) of the member(s) of staff who used **positive handling**;
2. the name(s) of the child(ren) involved;
3. when and where the incident took place;
4. names of staff and child(ren) who witnessed the incident
5. the reason that **Positive handling (reasonable force)** was necessary;
6. behaviour of the child(ren) which led up to the incident;
7. any attempts to resolve the situation;
8. **Techniques used – how was it applied?**
9. how long **was the technique** used for;
10. the child's/children's response and the eventual outcome;
11. details of any injuries suffered by either staff or child(ren);
12. details of any damage to property;
13. details of any medical treatment required (an accident form will be completed where medical treatment is needed);
14. details of follow-up including contact with the parents/ carers of the child(ren) involved;
15. details of follow up involvement of other agencies, police, social services. Child witnesses may also be asked to provide a written account if appropriate

Debriefing Arrangements

The child/young person and the member of staff will be checked for any sign of injury after an incident. First aid will be administered to anyone who requires it, or medical treatment obtained. The child or young person will be given time to become calm while staff continue to supervise him/her. When the child regains complete composure, a senior member of staff will discuss the incident with the child and try to ascertain the reason for its occurrence.

The child will be given the opportunity to explain things from his/her point of view. All necessary steps will be taken to re-establish the relationship between the child and the member(s) of staff involved in the incident.

In cases where it is not possible to speak to the pupil on the same day as the incident occurred, the debrief will take place as soon as possible after the child returns to school.

All members of staff involved should be allowed a period of debrief and recovery from the incident. A senior member of staff will provide support to member(s) of staff involved.

The Head Teacher will be informed at the earliest possible opportunity of any incidents where positive handling was used. The Head Teacher will initiate the recording process if not already under way and review each incident to ensure that any necessary lessons are learned.

All parents will be informed after an incident where positive handling is used with a child. Parents will need to be notified sensitively and to be made aware of the full circumstances.

Appendix 1- Positive handling incident form



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Positive Handling incident form

Staff who used Positive Handling Name:	Job Title:	Name/s of child/ren involved:
When and where did the incident take place?		
Names of staff and children who witnessed the incident:		
The reason that <i>Positive Handling</i> (reasonable force) was necessary:		
Behaviour of child/ren which led up to the incident:		
Attempts to resolve the situation:		
Techniques used: (How was it applied?)		
How long was the technique used for?		
Child's response to incident:		
What was the eventual outcome?		
Details of any injuries suffered by either staff or children:		

Details of any damage to property:

Details of any medical treatment required (accident form to be filled in)

Details of any follow up - including contact with parents/carers of children involved.

*Details of follow up involvement of other agencies, police, social services,
Child witnesses may also be asked to provide written account if appropriate.*

Signature :

Date:



Positive Handling Plan 1

Name:	Class/Year group:	Date:
EHCP/SEND Support:		Review date:
Additional information: (e.g. medical information , any specific equipment required, access information)		
Trigger behaviours: (e.g. describe situations, behaviours which are known to have led to positive handling being required)		
Child focussed targets:		
Target	Success Criteria	Review/Evaluation



Positive Handling Plan 2

Support strategies:

Outline support strategies which, where and when possible, should be used **BEFORE** Positive handling.

Strategy	Date/Time	Strategy	Date/Time
Verbal prompts and advice	Date/Time	Planned positive distractions (details)	Date/Time
Positive reinforcement	Date/Time	Positive touch	Date/Time
Tactical Ignoring	Date/Time	Time offered/directed	Date/Time
Negotiation/partial Agreement	Date/Time	Choices/limits/consequences	Date/Time

Details of any other strategies used: (classroom management, peer support etc)



Positive Handling Plan 3

Preferred Handling Strategies (Describe the preferred staff responses/holds)			
Technique	Standing/sitting	No. Staff	Breakaway techniques
<p>Repair and rebuild strategies following incident: (What care is to be provided? What learning opportunities exist for the child? How will the child be reintegrated into lessons/school?)</p>			
<p>Evaluation: This section is to be completed during the review</p>			
Signature - Head Teacher:		Date:	
Signature - Parent /Carer:		Date:	
Do you wish to be informed on each occasion a Positive Handling Plan has been implemented? Please delete Yes / No			
Staff authorised to use techniques:		Date:	
Others:		Date:	