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# POSITIVE HANDLING POLICY



### Document Control

<b>This document has been approved for operation within:</b>	Parklee Primary School
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## 1.0 INTRODUCTION

- 1.1 'Reasonable' in these circumstances means no more force than is necessary
- 1.2 '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.
- 1.3 Our Physical Restraint and use of Reasonable Force policy is based upon the following principles:
  - Physical intervention should only be used as a last resort
  - Any action taken is in the best interests of the individual concerned
  - This should be the minimum force for the shortest time
  - The dignity of all concerned should be maintained at all times
  - Any force used must be reasonable and proportionate
  - Staff have undertaken training by an I.C.M accredited organisation
  - All incidents are logged and recorded, with parents informed.

## 2.0 REASONABLE FORCE

- 2.1 Section 93 of the Education & Inspections Act 2006 allows 'teachers and other persons who are authorised by the Head Teacher who have control or charge of pupils to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do any of the following:
  - 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.
  - Restrain a pupil at risk of harming themselves through physical outbursts.
  - Reasonable adjustments will be made for disabled pupils, and pupils with Special Educational needs
- 2.2 At our school, force will never be used as a consequence.

## 3.0 OUR APPROACH

- 3.1 A large number of staff receive training in Team Teach, the aim of Team Teach is as follows:

"To provide an accredited training framework designed to reduce risk and through working together to help safeguard people & services."
- 3.2 Physical intervention will always be the final resort in any situation. Challenging behaviour is often the result of a breakdown in communication. Staff should aim to understand what the individual is trying to express and to teach them a more socially acceptable way of expressing their need for support. Physical intervention should always be the very last resort.
- 3.3 It is not possible to define every circumstance in which physical restraint would be necessary or appropriate and staff will have to exercise their own judgement in situations which arise within the above categories. Staff should always act within the School's policy on behaviour and discipline, particularly in dealing with disruptive behaviour.

3.4 Staff should be aware that when they are in charge of children during the school day, or during other supervised activities, they are acting in loco parentis and have a 'Duty of Care' to all children they are in charge of. They must, therefore, take reasonable action to ensure all pupils' safety and wellbeing. Staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

#### 4.0 USE OF PHYSICAL RESTRAINT

4.1 Physical restraint should be applied as an act of care and control with the intention or re-establishing verbal control as soon as possible and, at the same time, allows the pupil to regain self-control. It should never take a form which could be seen as consequence.

4.2 Staff are only authorised to use reasonable force in applying physical restraint, although there is no absolute definition of this. What constitutes reasonable force depends upon the particular situation and the pupil to whom it is being applied. Teachers should apply the training they received in Team Teach to de-escalate where possible then use the appropriate holds as practised in the training. However, as a general rule, only the force necessary to stop or prevent danger should be used, in accordance with the guidelines below.

4.3 In all circumstances, alternative methods should be used as appropriate with physical intervention or restraint, a last resort. When physical restraint becomes necessary:

##### DO

- Tell the pupil what you are doing and why
- Use the minimum force necessary
- Involve another member of staff if possible
- Tell the pupil what s/he must do for you to remove the restraint (this may need frequent repetition)
- Use simple and clear language
- Hold limbs above a major joint if possible, e.g. above the elbow
- Relax your restraint in response to the pupil's compliance

##### DON'T

- Act in temper (involve another staff member if you fear loss of control)
- Involve yourself in a prolonged verbal exchange with the pupil
- Involve other pupils in the restraint
- Touch or hold the pupil in a way that could be viewed as sexually inappropriate conduct
- Twist or force limbs back against a joint
- Bend fingers or pull hair
- Hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck
- Slap, punch, kick or trip up the pupil
- Use physical restraint or intervention as a consequence

## 5.0 ACTIONS FOLLOWING THE INCIDENT

- 5.1 Physical restraint often occurs in response to highly charged emotional situations and there is a clear need for debriefing after the incident, both for the staff involved and the pupil. The head teacher should be informed of any incident as soon as possible and will take responsibility for making arrangements for debriefing once the situation has stabilised. An appropriate member of the teaching staff should always be involved in debriefing the pupil involved and any victims of the incident should be offered support, and their parents informed.
- 5.2 If the behaviour is part of an ongoing pattern it may be necessary to address the situation through strategies agreed by the SENCO.
- 5.3 It is also helpful to consider the circumstances precipitating the incident to explore ways in which future incidents can be avoided.
- 5.4 All incidents should be recorded immediately on recording system using the Reasonable Force Form. All sections of this report should be completed so that any patterns of behaviour can be identified and addressed. In the event of any future complaint or allegation this record will provide essential and accurate information.
- 5.5 A member of the behaviour team will contact parents as soon as possible after an incident, normally on the same day, to inform them of the actions that were taken and why, and to provide them with an opportunity to discuss it.

## 6.0 RISK ASSESSMENTS

- 6.1 If we become aware that a pupil is likely to behave in a disruptive way that may require the use of reasonable force, we will plan how to respond if the situation arises. Such planning will address:
  - Strategies to be used prior to intervention
  - Ways of avoiding 'triggers' if these are known
  - Involvement of parents to ensure that they are clear about the specific action the school might need to take
  - Briefing of staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance)
  - Identification of additional support that can be summoned if appropriate
  - The school's duty of care to all pupils and staff

## 7.0 COMPLAINTS AND ALLEGATIONS

- 7.1 A clear Positive handling policy, adhered to by all staff and shared with parents, should help to avoid complaints from parents. It is unlikely to prevent all complaints, however, and a dispute about the use of force by a member of staff might lead to an investigation, either under the complaints disciplinary or allegation management procedures. It is our intention to inform all staff, pupils, parents and governors about these procedures and the context in which they apply.