

# **BARTON SEAGRAVE PRIMARY SCHOOL**

## **POSITIVE HANDLING POLICY**

### **1. Introduction**

We work hard to maintain a positive school ethos where all members of the school community work well alongside each other, developing positive working relationships.

We are fully committed to every child receiving the very best education and ensuring that all pupils reach their full potential in a safe, secure, welcoming and nurturing school environment where everyone is valued equally and where the use of physical intervention is minimised.

We want pupils to come to school to enjoy the meaningful experiences that we offer and where they feel valued and special. We want them to be well behaved and to have a sense of pride in themselves and their school.

In our school we create a calm and supportive environment to minimise incidents that may require any physical intervention. We develop strong and effective relationships between pupils and staff and embed a whole school approach to developing social and emotional skills in our PSHE programme.

We de-escalate incidents when they do arise. However, we acknowledge that in exceptional circumstances, staff may need to take action in situations where the use of reasonable force may be required.

We only use physical interventions when the risks involved of doing so are outweighed by the risks of not doing so and action is both necessary and proportionate.

The use of force as a form of punishment is not acceptable under any circumstance.

### **2. Positive Handling**

- 2.1. We define 'positive handling' as the positive application of reasonable and necessary force. Positive handling will be used only as a measure of last resort when all other behaviour management strategies have failed and when pupils, staff or property are at risk or there is a significant risk to the maintenance of good order. Positive handling will always be applied using a calm and measured approach.

### **3. Statutory guidance**

- 3.1. We acknowledge that Section 93 of the Education and Inspections Act 2006 allows school personnel to use reasonable force to restrain a pupil from doing, or continuing to do, any of the following:
  - committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
  - causing personal injury to, or damage to the property of, any person (including the pupil him/herself); or
  - 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.

- 3.2. We understand that there is no legal definition when reasonable force can be used. "That will always depend on the precise circumstances of individual 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 used should be the minimum needed to achieve the desired result. Use of force could not be justified to prevent trivial misbehaviour"<sup>1</sup>.
- 3.3. This policy is to be used in conjunction with *Use of reasonable force: Advice for headteachers, staff and governing bodies July 2013*<sup>2</sup>. Further policies and advice relating to this policy are listed in Appendix 1.
- 3.4. The roles and responsibilities of all those involved in the procedures and arrangements that are connected with this policy are listed in Appendix 2.

#### **4. School Personnel authorised to use positive handling**

- 4.1. Selected staff will receive regular training in positive handling techniques. Wherever possible, trained staff will be called upon to assist in circumstances in which positive handling may be necessary. A list of staff trained in positive handling techniques is provided in Appendix 3.
- 4.2. However, we recognise that there are occasions when, in order to keep children safe, there is an urgent need to implement positive handling by untrained staff. All school personnel whose job involves supervising pupils may use proportionate force in such circumstances; this includes unpaid school volunteers or parents accompanying pupils on an educational visit who have been put in temporary charge of pupils by the Headteacher.

#### **5. Circumstances in which positive handling may be necessary**

- 5.1. The statutory guidance noted in Section 3.1 identifies circumstances in which reasonable force may be employed. Examples of such circumstances include (but are not limited to) the following:
  - Fighting - pupils fighting.
  - Attack - a pupil attacking an adult or another pupil.
  - Injury – a pupil causing or is about to cause injury to themselves or others or is intending to enter an unsafe area (such as the car park or cooking area).
  - Significant damage to property – a pupil deliberately damaging property or is about to do so.
  - Absconding – when a pupil tries to leave school, putting their own safety or the safety of others at risk
  - Disruption of lessons or events – when a pupil's behaviour seriously disrupts a lesson or school event

#### **6. Deciding whether to use positive handling**

- 6.1. We believe that the use of force and what force to use must always depend on the circumstances of each incident. We acknowledge that when faced with an incident there is very little time for school personnel to think before making a quick but effective decision.

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<sup>1</sup> [Use of Reasonable force: Advice for headteachers, staff and governing bodies \(July 2013\) DFE.](#)

<sup>2</sup> *ibid*

However, school personnel must be aware of and consider the following:

- The seriousness of the incident and whether failure to employ force could result in injury, damage or disorder.
- Alternatives for dealing with the situation and whether force is the only justifiable way of achieving a positive result.
- The risks connected with using force compared with using other strategies.

6.2. The decision to use physical intervention will be taken in the context of the level of risk presented by the behaviour, the seriousness of the incident and the relative risks of the use of physical intervention compared with any available alternative. The use of physical intervention will take into account the characteristics of the pupil, including their age, gender, SEN, physical needs or disability, developmental level or cultural issues.

6.3. Positive handling will be used only when there is no reasonable alternative. Full consideration will be given to other strategies to de-escalate the situation such as:

- Conversation, distraction, coaxing skills, gentle persuasion or redirection to other activities
- Clear reminders of positive choices
- Providing calming stimuli such as blankets
- Physical interventions that do not require force:
  - Reassuring touch
  - Gently leading or shepherding a compliant child to a safe area
- Passive physical interventions:
  - Blocking a doorway or a pupil's path
  - Standing between pupils
- Putting distance between the child and others – eg moving others to a safer place.
- Removing objects that could pose a risk to the safety of the child or others
- The use of seclusion for a short period whilst waiting for help, but only where a staff member can observe the child.

## **7. Types of positive handling**

7.1. Positive handling will usually fall into one of two categories:

- i. The movement of a child to a safe place. Ordinarily this will take the form of the employment of “Caring C’s” to guide a non-compliant child to a safer area.
- ii. Restraining a child – the use of “Caring C’s” to restrain a child to prevent injury to themselves or others or to preclude other acts referred to in Section 3.1 above.

7.2. We acknowledge that there are circumstances when positive handling does not fall into either of these categories. This will be when there is present and immediate risk to the safety of a child or others – for instance, grabbing the arm of a child who is about to run into a busy road.

## **8. Use of positive handling**

8.1. Wherever possible, trained staff (Appendix 3) will be called upon to assist in circumstances in which positive handling may be necessary.

- 8.2. Wherever possible, assistance from SLT will be sought in circumstances in which positive handling may be necessary.
- 8.3. All staff utilising positive handling techniques should ensure that another member of staff is present and fully observant of the situation unless there is a clear and immediate risk to the safety of a child or others.
- 8.4. At all times, staff must act in a calm and measured manner and must show no anger or frustration. In the event of a member of staff demonstrating an emotional response or becoming distressed then a “change of face” strategy should be initiated either by themselves or another member of staff in attendance.
- 8.5. The use of force should always be the minimum needed to achieve the desired result and for the shortest duration necessary. Restrictive techniques should be relaxed and then released once the compliance of a child is evident.
- 8.6. Staff using positive handling strategies should continue to dynamically assess risk, assessing whether the continued application of restrictive techniques is appropriate and proportionate.
- 8.7. Adults should keep talking calmly to the child during the use of positive handling techniques, explain what is happening and why and what will happen next.
- 8.8. Restrictive techniques should not be applied to a child’s joints and school personnel must make every effort not to harm a pupil or restrain a pupil in a manner that could be interpreted as sexually inappropriate conduct.

## **9. Post-incident Procedures**

- 9.1. After an incident has occurred, the need for emotional support for pupils and/or staff will be evaluated by a member of SLT.
- 9.2. A child who has required positive handling will, at an appropriate time and in a manner appropriate to their level of understanding, be given the opportunity to understand why positive handling was employed and to discuss any concerns that they may have.

## **10. Recording, reporting and monitoring**

- 10.1. Any incident involving the use of force will be recorded on CPOMS.
- 10.2. The CPOMS record will contain details of events before the incident, events during the incident (including attempts to de-escalate the situation) and will include the criterion for the use positive handling. Records will clearly state the precise nature of the positive handling employed, which other adults were present and will note any injuries or damage to property sustained. CPOMS records will be completed as soon as possible after the incident and within 24 hours at most.
- 10.3. The Headteacher will monitor and review all records of positive handling and will determine whether further review or investigation of incidents is required.
- 10.4. Parents/carers will be given verbal notification of the use of positive handling on the day of the incident.

## **11. Complaints and Allegations**

- 11.1. All complaints will be dealt thoroughly, speedily and will be appropriately investigated by using the procedures as stated in the school Complaints Policy. Investigations may involve

the Police and/or Social Care. The school will follow the DFE Guidance regarding any allegations.

## **12. School Personnel Training**

12.1. Selected school personnel will be trained by an accredited trainer in the techniques of positive handling every two years.

## **13. Raising Awareness of this Policy**

13.1. All staff will be made aware of the contents of this policy after review and when deemed necessary by the Headteacher.

13.2. All staff will be made aware of the contents of this policy as part of the staff induction process.

13.3. A copy of this policy will be made available on the school website and will be readily accessible to staff via the school's electronic information systems.

## **14. Equality Impact Risk Assessment**

14.1. Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

14.2. We as a school community have a commitment to promote equality. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

14.3. This policy acknowledges the legal duty to make reasonable adjustments for pupils with a disability and those with SEND.

## **15. Monitoring the Effectiveness of the Policy**

15.1. The practical application of this policy will be reviewed annually or when the need arises by the Headteacher and the nominated governor.

15.2. The nominated safeguarding governor for child protection is Jyoti Pankhania.

This policy was adopted by the Governing Body on:24.9.25

Signed: \_\_\_\_\_

## *Appendix 1: Linked policies*

This policy acknowledges that positive handling is a holistic technique which includes both physical and nonphysical strategies. The use of force forms a very small part of the behaviour management and support strategies used at Barton Seagrave Primary School.

This policy is to be used in conjunction with '*Use of reasonable force: Advice for headteachers, staff and governing bodies July 2013*' (DfE)

This policy has due regard to statutory legislation including, but not limited to, the following:

- *Equality Act 2010: Advice for Schools* (DfE)
- *Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities* (DfE) and (DoH)
- *Keeping children safe in education 2024* (DfE)
- *Section 93 of the Education and Inspection Act 2006*

This policy operates in conjunction with the following school policies / procedures:

- *BSPS Child Protection and Safeguarding Policy and Procedures*
- *BSPS Behaviour Policy*
- *BSPS Code of Conduct*

## *Appendix 2: Responsibility for the Policy and Procedure*

### **Role of the Governing Body**

The Governing Body has

- delegated powers and responsibilities to the Headteacher to ensure all school personnel are aware that they can use reasonable force to control or restrain pupils in certain circumstances; delegated powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- the responsibility to reassure all school personnel that they will not be automatically suspended if they are accused of using excessive force;
- the responsibility to reassure all school personnel that they will be supported if they are accused of using excessive force;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- make effective use of relevant research and information to improve this policy;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

### **Role of the Headteacher**

The Headteacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure that parents are aware that the school does not need the consent of parents to use reasonable force;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- ensure that all school personnel are aware that they have a legal duty to 'make reasonable adjustments for disabled children and children with special educational needs';
- make effective use of relevant research and information to improve this policy;
- keep up to date with new developments and resources;
- work closely with the link governor;
- provide leadership and vision in respect of equality; monitor the effectiveness of this policy by speaking with pupils, school personnel, parents and governors;
- annually report to the Governing Body on the success and development of this policy.

### **Role of the Nominated Governor**

The Nominated Governor will:

- work closely with the Headteacher;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- attend training related to this policy;
- report to the Governing Body every term;

- annually report to the Governing Body on the success and development of this policy.

### **Role of School Personnel**

School personnel will:

- comply with all aspects of this policy;
- take part in training in positive handling techniques if required;
- be aware of their responsibility in assessing risks in particular circumstances;
- make judgements when the use of force is necessary and how much force is to be used;
- report to the Headteacher all incidents of restraint and record all incidents on CPOMS
- be aware of all other linked policies;
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- work in partnership with parents and carers keeping them up to date with their child's progress and behaviour at school;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

### **Role of Pupils**

Pupils will promote a positive image of the school and themselves by:

- supporting the school Code of Conduct and guidance necessary to ensure the smooth running of the school;

### **Role of Parents/Carers**

Parents/carers will:

- be aware of and comply with this policy;
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school.

### *Appendix 3: Staff trained in positive handling techniques*

Staff currently trained in TeamTeach positive handling techniques:

- Marek Krzanicki (*Headteacher*)
- Paul Wright (*Deputy Headteacher*)
- Sarah Aiken (*Assistant Headteacher*)
- Pip Lee (*Assistant Headteacher*)
- Sophie Goodman
- Ioni Kerr
- Angela Wright
- Jay Grange
- Claire Freeman
- Cassandra Smith
- Jaspriya Somal
- Rachel Crick