



# Twyning School

## Positive Handling Policy

<b>Date Created:</b>	<b>December 2020</b>
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<b>Last reviewed on:</b>	<b>Autumn 2023</b>
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<b>Next review due by:</b>	<b>Autumn 2024</b>
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<b>Governor Committee:</b>	<b>SEND</b>
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## **Positive Handling Policy & ‘The Use of Reasonable Force’**

At Twynning Primary School, we work to ensure that each pupil is able to reach his or her potential. Every child is entitled to learn and every teacher to teach in an environment that is safe, secure and free from distraction. The guiding principles of this are set out in the school’s Behaviour Policy.

Staff at Twynning School are committed to providing the highest standards in protecting and safeguarding the welfare of children entrusted to our care. For the most part this is achieved through the development of good relationships and the normal application of positive behaviour management strategies, as set out in the Behaviour Policy. However, in exceptional or extreme circumstances this may involve the use of positive handling and the use of reasonable force. It should be emphasised that if used at all, positive handling should be seen as a further positive action of care and concern. It is always used as a last resort; other options will always have been attempted first. As best practice regarding positive handling, this policy should be considered alongside other relevant policies, specifically those involving behaviour, health and safety and safeguarding.

The aims of our policy are:

- To protect every person in the school community from harm.
- To protect all pupils against any form of physical intervention which is unnecessary, inappropriate, excessive or harmful.
- To provide adequate information and training for staff, so that they are clear as to what constitutes appropriate behaviour and to deal effectively with violent or potentially violent situations.
- To use the minimum degree of force necessary to accomplish positive handling.
- To give full support to staff who have been assaulted or have suffered verbal abuse from pupils or others.
- To maintain accurate records of incidents where positive handling has been employed.

### **2.0 Introduction – Legal Framework**

There is a common misconception that since the Children Act 1989, any physical contact with a pupil is in some way unlawful. That is not true. Where necessary, reasonable force can be used to control or restrain pupils. However, the law forbids a teacher to use any degree of physical contact which is deliberately intended to punish a pupil, or which is primarily intended to cause pain or injury or humiliation.

- In drawing up this policy, due regard and reference has been made to the following documents: Gloucestershire County Council Education (2005) – Guidance on the use of Physical Interventions
- DFEE Circular 10/98 – The use of force to Control or Restrain Pupils
- The GSCB Safeguarding Children Handbook
- Education Act 1996 550A

- Education Act 1999
- Education and Inspections Act 2006 (Section 93).
- DFE Use of Reasonable Force (Advice for HT , Staff and Governing Bodies) July 2013

### 3.0 Roles and Responsibilities

Staff trained in positive handling strategy techniques of TEAM TEACH will use physical intervention techniques with children when necessary. Further details of the TEAM TEACH approach can be found on the TEAM TEACH website. The website address is [www.team-teach.co.uk](http://www.team-teach.co.uk)

***Although any member of staff may be required to physically intervene with a pupil who is endangering themselves or others, we would expect accredited staff to take over as soon as possible.***

### 4.0 When is it appropriate to use physical contact or force?

Positive Handling is the positive application of force with the intention of protecting the child from harming himself or others or seriously damaging property. The decision to use positive handling as restrictive physical intervention must take account of the circumstances and be based on an assessment of the risks associated with the intervention compared with the risks of not employing a restrictive intervention. The Physical intervention must also only employ a reasonable amount of force – that is the minimum force needed to avert injury or damage to property, or to prevent breakdown in discipline – applied for the shortest period.

Reasonable force may be used in the following circumstances:

- Where criminal offence is being committed;
- Where pupils may injure themselves or others;
- Where the behaviour is prejudicial to maintaining good order and discipline at the school or among the pupils;
- When the action occurs on the school premises or during an authorised activity off the school premises.

There are three broad categories where reasonable force may be used, as outlined in Section 55A of the Education Act 1996:

- In self-defence, where risk of injury is imminent.
- Where there is a developing risk of injury or damage to property (including the pupil himself).
- Where good order and discipline are compromised.

There is no legal definition of 'reasonable force', but three criteria are established for guidance.

- If the circumstances of the particular incident warrant it;
- The degree of force should be reasonable, proportionate and absolutely necessary to the circumstances;
- The age, understanding and sex of the pupil.

Minimum force only should be used, and never as a punishment. It may be necessary to use physical intervention to:

- Physically interpose between pupils;
- Stand in the way of a pupil;
- Hold, push or pull;
- Lead a pupil away from an incident by the hand or gentle pressure on the centre of the back. (Reference to 55A of the Education Act 1996 and Guidance 10/98)

In extreme cases, more restrictive holds might be used but pupils should not be:

- Held round the neck, or in any way that might restrict breathing;
- Kicked, slapped or punched;
- Have limbs forced against joints (arm locks);
- Tripped or held by the hair or ear;
- Held face down on the ground.

Methods, other than physical intervention, will be used wherever possible.

**This means that physical intervention will be kept to a minimum and only used for the safety of pupils and staff or to protect property from damage.**

It is always preferable for a member of staff not to attempt to intervene alone, but for the safety of all concerned, for there to be another member of staff present. As soon as restrictive physical intervention can be stopped, it should cease. The pupil or pupils will then be offered to be withdrawn or be directed. The environment where the incident occurred will be made safe with the pupil or pupils being withdrawn to a specified point, outside area or Head Teacher's office.

## **5.0 Risk Assessment**

We will attempt to reduce the risk by managing:

- The Environment
- Body language
- The way we talk
- The way we act

Individual Risk Assessments – If we become aware that a pupil is likely to exhibit extreme behaviour in a way that may require the use of reasonable force, it is our

intention to plan how to respond if the situation arises. Such planning needs to address:

- Managing the Pupil (e.g. reactive strategies to de-escalate a conflict, holds to be used if necessary)
- Involving parents to ensure they are clear about the specific action the school might need to take
- Briefing staff to ensure they know exactly what action they should be taking
- Ensuring that additional support can be summoned if appropriate
- If positive handling is likely to be necessary this should be included in the pupils support plan

## **6.0 Procedures**

### **Action steps**

- Give clear directions for the pupil to stop.
- Remind the pupil about rules and likely outcomes.
- Make the environment safer by moving furniture and objects, which could be used as weapons.
- Continue to communicate with the pupil throughout the incident;
- Make it clear that physical intervention will be removed as soon as it ceases to be necessary;
- Appropriate follow-up action should be taken.

A calm and measured approach to a situation is needed and staff should never give the impression that they have lost their temper or are acting out of anger or frustration when handling a problem.

### **De-escalation and Positive Handling strategies**

All teachers need to be aware of strategies and techniques for dealing with pupils who exhibit extreme behaviour, and steps, which they can take to defuse and calm a situation.

- Move calmly and confidently
- Make simple, clear statements
- Intervene early
- Try to maintain eye contact
- If necessary summon help before the problem escalates
- Remove audience from the immediate location

## **7.0 Recording Incidents**

All incidents of extreme behaviour (as outlined within this policy) or when the use of restrictive physical intervention has been needed to keep pupils safe will be recorded in the Bound and Numbered Book, which will be stored in a locked filing cabinet in the Head Teacher's Office. Immediately following any such incident, the member of staff concerned should tell the Head (or member of the Senior Management Team) and record it in the Bound and Numbered Book. In case when a physical intervention has been used, the responsibility will be on the Head Teacher. The incident will also be logged on our safeguarding system, CPOMS.

Staff should keep a copy of the report and may wish to seek advice from a senior colleague or representative of their professional association when compiling a report. Other incidents that should be recorded include:

- Any incident when a pupil leaves the school premises, even if they subsequently return, and any physical intervention required to prevent a pupil absconding, committing a criminal offence, damaging property or showing behaviour that was prejudicial to 'good order and discipline';
- Any indication from a pupil that touch used in teaching or any other activities is seriously resisted or found objectionable.

## **8.0 Informing Parents**

In keeping with our home/ school partnership, we will inform parents / carers of our policy on positive handling. The policy will appear on the School Website for parents' information.

Parents should always be informed of any incident involving their child, and given the opportunity to discuss it. The Head Teacher, or senior member of staff, will need to discuss whether this should happen straight away or at the end of the school day, and how parents should be informed and whether contact with parents is requested.

## **9.0 Complaints Procedures**

Any complaints will follow the school's complaints procedure.

## **10.0 Training**

The Head Teacher will ensure that staff members are fully informed of the school policy and understand what authorisation entails. It is the responsibility of the Head Teacher to arrange training or guidance for staff. An up-to-date list of authorised staff should be maintained within school and teachers should know who they are.

## **11.0 Monitoring & Review**

The Head teacher will ensure that each incident is reviewed and instigate further actions as required.

**Appendix 1** List of those qualified to use TEAM TEACH techniques

**Appendix 2** Blank Incident Record Form

The school's behaviour, safeguarding, SEND and anti-bullying policies will all be incorporated into the care package which is used to address each child's needs.

### **Appendix 1**

Staff trained in TEAM TEACH positive handling intervention techniques as at September 2023 are:

Lisa Lowe  
Hannah Copson  
Maria Curtis  
Vikki Aston  
Lizzie Treaynor  
Claire Caulder

## **Appendix 2**

<b>Twyning School Incident Record Form</b>	
Name of Child:	
Member of Staff Reported to:	Incident Witnessed by:
What led up to the incident:	
What happened (details of behaviour and incident):	



Pupil response/view:							
Outcome including consequences:							
Which of these strategies were used to avoid/resolve the incident:							
Reassurance		Listening		Discussion		Language of Choice	
Rules Reminder		Distraction		Withdrawal offer		Withdrawal Directed	
Making Environment Safe:							
Did the behaviour appear to be .....							
Deliberate		Dangerous		Provoked		Health and Safety Risk	
Racial		Sexual		Self-defence		Other	
Was physical intervention necessary?				If so , by whom?			
Type of Physical Intervention:				Reason physical intervention considered necessary:			
Physically imposing between pupils				To prevent injury to staff or other pupil			
Blocking a pupils path				Pupil at risk of self-harming			
Holding				Pupils are fighting			
Pushing				Pupil about to commit deliberate damage			
Pulling				Pupil at risk of causing injury			
Leading a pupil by the arm or hand				Pupils absconds from school or class			
Shepherding a pupil away by placing hand on centre of back				Pupil moving in a way that is likely to cause injury			

More restrictive hold due to extreme circumstances, length of contact		Pupil seriously disrupts a lesson	
Details of any injuries to staff or pupil and and or damage:			
First aid required.			
Parent Carer Informed yes/no			
Details of discussion			
Members of staff involved:			
Name	Role	Signature	Date
What could we improve on next time:			
Form completed by:			

