

## POLICY ON THE USE OF POSITIVE HANDLING IN SCHOOLS

---

### Introduction

1. This policy is based on guidance outlined in DFE (July 2013) Use of Reasonable Force. The circular refers to the Education and Inspections Act 2006, which clarifies the position regarding the use of physical force by teachers and other staff working in schools to control or restrain pupils. This policy should be read in conjunction with the School Behaviour Policy, Safeguarding Policy and Code of Conduct for Staff.

### Part 1

2. At Perran-ar-worthal School, we believe that the use of reasonable force is only necessary to prevent a pupil from:

- committing a criminal offence
- injuring themselves or others
- causing damage to property, including their own
- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, in the classroom during a teaching session or elsewhere, such intervention would only occur if normal positive behaviour management had not worked.<sup>1</sup>

3. In the first instance, only teachers and teaching assistants who have completed the [‘Team Teach’](#)<sup>2</sup> course or [PRICE Training](#) should be called upon to restrain.

4. The use of restraint should always be a last resort. If practical before intervention, a calm warning or instruction to stop should be given and every effort should be made to achieve a satisfactory outcome without physical intervention. Where necessary, a Positive Handling Plan (**see Appendix 1**) should be drawn up for a pupil where there is a possibility that restraint may be needed. **In all circumstances, help must be sent for, even when immediate intervention is necessary.**

5. Restraint can take a variety of forms, many of which are outlined in DFE (July 2013) Use Of Reasonable Force and in the Local Authority guidelines referred to above. Staff should always avoid touching or holding a pupil in a way that might be considered inappropriate. Force, where used, should always be reasonable. There is no definition of ‘reasonable force’; it should always be proportional to the circumstances of the

---

<sup>1</sup> Staff should refer to the Local Authority policy ‘Guidelines for the Use of Physical Restraint in Schools and Social Care Settings’ 2012 for more detailed advice.

<sup>2</sup> Transformative behaviour management training for Primary Schools - **Team Teach** is an accredited, award-winning provider of positive behavioural management training suitable for use throughout the education sector, from early years upwards.

incident. It should be used only to control or restrain and never with the intent to cause pain or harm. It must, therefore, be the minimum needed to achieve the desired result. In any action, due regard has to be taken to the age, understanding and sex of the child.

6. Regular changeovers of staff should, where possible, occur during a protracted holding episode, the child must continue to be given opportunities to calm and de-escalation strategies should be attempted. Team Teach techniques seek to avoid injury to the child, but it is possible that bruising or scratching may occur accidentally. These are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the child remains safe. Any adjustments to professional technique are examined in the recording and reporting phase of the procedures in light of any issues arising out of a crisis episode.

**7. The school accepts and understands that, in accordance with the law, corporal punishment is forbidden.**

## **Part 2**

8. Where restraint has been necessary, the incident must be reported to *the headteacher or deputy Headteacher and logged*. A report should be recorded using the Positive Handling Incident Form (**see Appendix 2**). Details of the incident should also be added to My Concern.

9. In the event of an injury occurring, the appropriate H/S61 or HSW5 must be completed and the accident reporting procedures must be followed. Parents or carers of the children involved will always be advised of an incident and it may be necessary for it to be followed up by other disciplinary action or pastoral support.

10. Immediately following an incident requiring physical restraint, staff will be given some time to debrief and talk to the Headteacher or a member of the Leadership and Management Team.

11. Where possible, at least two members of staff will be provided with the appropriate training and will be expected thereafter to arrange guidance for all other staff members, both teaching and non-teaching.

12. In the event of a child needing to be physically restrained, where possible, staff must call for a trained member of staff to attend to the situation. However, in an emergency, where a child may be in danger of hurting themselves or others, any member of staff can apply necessary restraint to keep the child/others safe from harm.

13. All parents or carers must be made aware of this policy. All new members of staff, part-time staff and supply staff will be expected to read this policy.

## **ALL STAFF SHOULD CONSIDER THE FOLLOWING POINTS**

### **DO:**

- Wherever possible plan appropriate positive intervention and involve parents, carers and colleagues

- Be aware of what can be done to de-escalate before the need to use physical restraint.
- Know the procedures within the school and its guidelines for the use of physical restraint. Discuss these with a senior member of staff if you are unsure of any point.
- Be aware of children who have been physically restrained before, and what happened
- Send for adult help early if things begin to get out of hand and restraint seems likely
- Assess the situation before acting
- Stay calm – do not over-react
- Use minimum restraint for minimum time until the situation is calm
- Report the incident to the headteacher or senior member of staff as soon as possible and complete a report form
- Take a 10-15 minute break after an incident
- Consult your Line Manager, Professional Association or Trade Union if you have any concerns
- Remember your professional obligations to all children in your care.

**DO NOT:**

- Place yourself at risk: do not attempt to restrain a child who obviously carries a “weapon”
- Attempt to restrain a child when you have lost your temper
- Allow the situation to get out of control
- Use unreasonable force
- Place yourself at risk of false allegation: avoid being alone with any child.

14. A list of the staff who have received the relevant training is displayed on the staffroom notice board.

## Appendix 1

### Positive Handling Plan

Child's Name: \_\_\_\_\_ Date of Plan: \_\_\_\_\_ Review Date of Plan: \_\_\_\_\_

What does the behaviour look like?

Stage 1 Anxiety Behaviours	Stage 2 Defensive Behaviours	Stage 3 Crisis Behaviours

What are the common triggers?

--

De-escalation skills	Try	Avoid	Notes
Verbal advice and support			
Giving space			
Reassurance			
Help scripts			
Negotiation			
Choices			
Humour			
Consequences			
Planned ignoring			
Take up time			
Transfer adult			
Success reminded			
Simple listening			
Acknowledgement			
Apologising			
Agreeing			
Removing audience			

Diversions and distractions/Praise Points

1.
2.
3.
4.
5.

Any medical conditions to be taken into account before using physical interventions?

----------------------

Preferred method of physical intervention:

Friendly escort	Try	Avoid	Notes
Single elbow			
Figure of four			
Double elbow			
Single elbow in seats			

Are there any factors to consider when debriefing? e.g. Use of communication aids, specific member of staff, favourite place, time of day etc

----------------------

Headteacher name: \_\_\_\_\_ Signature: \_\_\_\_\_

SENCO name: \_\_\_\_\_ Signature: \_\_\_\_\_

Parent/Carer name: \_\_\_\_\_ Signature: \_\_\_\_\_

## Appendix 2

### Positive Handling Incident Form

Date of Incident:	Time of Incident:	
Name of pupil involved:		
Name/s of staff involved:		
Brief description of incident (including reason that restraint was necessary):		
Staff signature:		
Copy sent to parents:	YES	NO
Copy added to pupil file:	YES	NO