



Positive Handling Policy

Signed:	
	Scott Metcalfe - Chair of Governors

Signed:	
	David Walton-Jonas - Headteacher

Reviewed – September 2025	Next Review – September 2027
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Effective personal and professional relationships between staff and pupils are vital to ensure good order in our school. It is recognised that the majority of pupils in our school respond positively to the discipline and structure exercised by staff. This ensures the well-being and safety of all pupils and staff at Broadway Junior School. It is also acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of reasonable force may be required. Broadway Junior School acknowledges that physical techniques are only a small part of a whole approach to behaviour management.

Broadway Junior School is committed to ensuring that all staff will deal professionally with incidents involving aggressive or reckless behaviour, and only use positive handling (reasonable force) as a last resort. Positive handling will be in the context of a respectful, supportive relationship with the pupil. We will always aim to ensure minimal risk of injury to pupils and staff.

The Education Act 1996 (Section 551A) states that it is lawful for teachers and other authorised staff to use reasonable force to prevent a pupil from committing an offence, causing injury or damage or disrupting the good order and discipline of the school. Teachers are not contractually obliged to carry out restraint procedures and they are not contractually obliged to undertake training in any restraint procedures.

Every effort will be made to ensure that all staff in this school:

- Clearly understand this policy and their responsibilities in the context of their duty of care for taking appropriate measures where reasonable force is necessary;
- Are provided with appropriate training to deal with these difficult situations.

Underlying principles

This policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN). Any actions will take into account individual needs of pupils and staff.

In line with the Education Act 1996 (Section 550A) in the following situations, staff must judge whether or not positive handling would be reasonable or appropriate where:

- There is a risk to the safety of staff, pupils or visitors;
- There is a risk of serious damage to property;
- A pupil's behaviour is seriously undermining good order and discipline;
- A pupil is committing a criminal offence;

Where none of the above criteria have been met, positive handling will not be used to gain compliance.

This judgement will take into account the circumstances of the incident. All staff are aware that the use of positive handling in response to a clear or developing danger of injury will always be used to manage behaviour positively to prevent a deterioration of the situation.

Staff view positive handling of pupils as a last resort for the purposes of maintaining a safe environment. If pupils are behaving disruptively or anti-socially, every strategy will be used to manage behaviour positively to prevent a deterioration of the situation.

Staff will understand the importance of listening to and respecting children to create an environment that is calm and supportive, especially when dealing with pupils who may have emotional, social or mental health needs, which may increase their aggression.

All staff understand the importance of responding, not just to the behaviour children exhibit, but also understanding the reasons behind it, by helping the child to explore their feelings at a deeper level. This allows the child to develop strategies to address triggers or feelings that increase anxiety.

Definitions

Reasonable force - No legal definition of reasonable force exists. However, for the purpose of this policy and the implementation of it in Broadway Junior School:

- positive handling uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming him/herself, others or property.
- the scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled, and the nature of the harm they might cause.

Physical contact - Situations in which proper physical contact occurs between staff and pupils, e.g. in the care of pupils with disabilities; in games/PE; to comfort pupils (e.g. an arm around the shoulder).

Physical intervention - This may be used to divert a pupil from a destructive or disruptive action, e.g. guiding or leading a pupil by the elbow or shoulder with little or no force.

Physical control/restraint - This will involve the use of reasonable force when there is an immediate risk to pupils, staff or property. It is important to note that the use of reasonable force should be seen as a last resort.

The level of compliance from the pupil determines whether or not the interaction is an intervention or a control/restraint.

Practice regarding specific incidents

All policies and practice regarding the supervision of pupils during the school will be appropriate to the identified needs and behaviours of the pupils; combined with the whole school approach to behaviour, this should ensure that the requirement to use positive handling is a rare event.

The physical action taken will take into consideration the age and competence of the child and will be the least detrimental alternative.

Staff intervening with children will seek assistance from other members of staff as early as possible, since single-handed intervention increases the risk of injury to both parties and does not provide a witness.

A member of staff recognising that a situation is escalating to a point demanding positive handling, yet feeling unable to carry this out must, as part of their duty of care, clearly tell the child or children to stop the behaviour and seek help by any means available.

Staff who become aware that another member of staff is intervening physically with a pupil will have a responsibility to provide a presence and to offer support and assistance should this be required.

Where possible, staff who have not been involved in the initial confrontation leading up to an incident may be in a better position to intervene or restrain the pupil if this proves necessary.

A pupil's behaviour may be adversely affected by the presence of onlookers. Wherever possible, other children will be removed, or if this is not possible, the pupil and members of staff will withdraw to a quiet but not completely private, place (e.g. two members of staff should be present or a door left open so that others are aware of the situation).

Staff will be aware of the need to tell the pupil being restrained, in a calm and gentle manner, that the reason for the intervention is to keep the pupil and others safe. Staff will explain that as soon as the pupil calms down, she or he will be released. Any form of restraint will be used for the shortest time possible.

Examples of situations where positive handling may be appropriate include:

- Physical aggression by a pupil against a member of staff or another pupil;
- A pupil in danger of hurting themselves or putting themselves in danger;
- Pupils fighting;
- Pupils engaging in, or on the verge of, committing deliberate damage or vandalism to property;
- A pupil causing, or at risk of causing injury or damage by accident, by rough play, or by misuse of dangerous materials or object, where other methods of intervention have not been successful.

The following approaches are regarded as reasonable in appropriate circumstances:

- Holding for security and to reduce anxiety where there is potential risk, even if the pupil is not yet out of control. This is best used when the pupil is anxious or confused. Its purpose is to defuse or prevent escalation. Staff should take care that their actions should in no way be capable of being interpreted by the pupil as aggression; however there is a potential risk that a child could sustain minor bruising and/or marks as a result of a hold.
- Physically intervening between pupils;
- Blocking a pupil's path;
- Redirecting if restricted to situations where reasonable force is used to resist a pupil's movement, rather than a use of force that might cause the pupil to fall over;
- Escorting a pupil by the hand, shoulder or elbow.

Recording an incident

All incidents that result in non-routine interventions will be recorded in detail. A written record will be made by the staff member involved and any witnesses. This will be recorded on CPOMS, ensuring that all headings from the Incident Record Form have been addressed.

The record will contain the following information:

- The name(s) and the job title of the member of staff who used reasonable force;
- The name of the pupil involved;
- When and where the incident took place;
- Names of staff and pupils who witnessed the incident;
- The reason that force was necessary, including the behaviour of the pupil leading up to the incident;
- Any attempts to resolve the situation;
- The degree of force used, how it was applied and for how long;
- The pupil's response and the eventual outcome;
- Details of any injuries suffered by either staff or pupils, including any medical treatment required (an accident form will be completed, where medical treatment is needed). It is acknowledged

that while a minor injury (such as bruising) may be sustained by the pupil, this is not the result of mishandling, but rather of one force acting against another;

- Details of any damage to property;
- Details of follow-up, including contact with the parents/carers of the pupil involved;
- Details of follow up involvement of other agencies - police, Social Services.

Pupil witnesses may also be asked to provide a written account if appropriate.

The school will report any injuries to pupils or staff in accordance with RIDDOR (HSE Regulations 1995).

Pupils who are identified as likely to require positive handling as part of their Behaviour management will require an Individual Behaviour Plan alongside their Individual Education Plan.

Debriefing Arrangements

The pupil 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 pupil will be given time to become calm in the presence of staff members. When the pupil is completely calm, a senior member of staff will discuss the incident with the pupil and try to ascertain the reason for its occurrence. The pupil will be given the opportunity to explain things from their point of view. All necessary steps will be taken to re-establish the relationship between the pupil and the member 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 pupil returns to school.

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

Authorisation of staff to use positive handling

We recognise that positive handling will be seldom used and it is a last resort to maintaining a safe environment.

All teaching staff are, by the nature of their roles, authorised to use positive handling as appropriate. However, at Broadway Junior School, those staff trained in the use of positive handling will be summoned, whenever it is reasonably practical to do so.

All training will include theory on at least the following:

- causes of challenging behaviour;
- prevention strategies;
- positive behaviour management;

- de-escalation;
- risk assessment;
- behaviour support planning;
- de-briefing following incidents.

In the event of a complaint being received by the school in relation to the use of physical force by staff, the matter will be investigated in accordance with DfE Circular 10/95 – Protecting Children. This complaint will be dealt with by the Headteacher who will inform the appropriate and necessary channels.

Informing Parents/Carers

All parents/carers will be informed in writing after a non-planned incident where positive handling is used with a child.

Governors will be informed of the number of incidents where positive handling has been used, on a termly basis.

Monitoring and review

The effectiveness of this policy will be monitored and reviewed by the Headteacher and the Senior Management Team.

The results of the review and evaluation will be reported to the Governing Body on an annual basis.

Use of force to control or restrain pupils: incident record form, to be used as guidance when documenting an incident on CPOMS.

Details of pupil or pupils on whom force was used by a member of staff (name, class).
Date, time and location of incident.
Names of staff involved (indirectly or as witnesses).
Details of other pupils involved (directly or as witnesses), including whether any of the pupils involved were vulnerable for SEN, disability, medical or social reasons.
Description of incident by staff involved including any attempts to de-escalate and warnings given that force might be used.

Reasons for using force and a description of force used.

Any injury suffered by staff or pupils and any first-aid and/or medical attention required.

Reasons for making a record of the incident.

Follow-up, including post incident support and any disciplinary action taken against pupils.

Any information about the incident shared with staff not involved in it and external agencies.

When and how those with parental responsibility were informed about the accident and any views they have expressed.

Has any complaint been lodged (details should not be recorded here)?

Report compiled by:

Report countersigned by:

Name and role:

Name and role:

Signature:

Signature:

Date:

Date: