



Florence Melly Community Primary School
Positive Handling Policy
 IF YOU CAN DREAM IT, YOU CAN DO IT!



Policy Approval

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Written by:	Aaron Leach (Headteacher)					New or revised policy:	New			
Stakeholders consulted in policy production: (✓ or x)	Governors	SLT	Teaching Staff	Support Staff	Admin Staff	Parent/Carers	Pupils	Local Community	External Agencies	
	✓	✓	✓	✓	✓	✓	✓	✓	✓	
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Florence Melly Community Primary School

Positive handling Policy - March 2023

At Florence Melly Community Primary School, 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 positive handling 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.

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 himself); 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

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'. ([Department for Education – Use of reasonable force](#))

We understand that unpaid school volunteers or parents/carers accompanying pupils on an educational visit who have been put in temporary charge of pupils by the Headteacher may use reasonable force if need be.

We do not support the use of force as a form of punishment under any circumstance.

We wish to work closely with the Junior Leadership Team and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To maintain a positive school ethos where all members of the school community work well alongside each other developing positive working relationships.
- To make school personnel aware that they can use reasonable force to restrain a pupil only in extreme circumstances.
- To have in place health and safety control measures.
- To ensure compliance with all relevant legislation connected to this policy.

- To share good practice within the school, with other schools and with the local authority in order to improve this policy.

Responsibility for the Policy and Procedure

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 use 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/carers;
- the responsibility of involving the Junior Leadership Team in:
 - determining this policy with the Governing Body;
 - discussing improvements to this policy during the school year;
 - organising surveys to gauge the thoughts of all pupils;
 - reviewing the effectiveness of this policy with the Governing Body.
- nominated a link governor to:
 - visit the school regularly;
 - work closely with the Headteacher and the coordinator;
 - 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.
- responsibility for the effective implementation, monitoring and evaluation of this policy.

The Headteacher will:

- work in conjunction with the Senior Leadership Team to ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure risk assessments are:
 - in place and cover all aspects of this policy;
 - accurate and suitable;
 - reviewed annually;
 - easily available for all school personnel.
- have in place the following health and safety control measures:
 - Positive handling techniques training provided for all new school personnel on induction.
 - Refresher training takes place every three years.
 - School policy published on school website and in school handbook.
 - Parents/carers aware that the school does not need their consent to use force.
 - Staff handbook makes reference to positive handling procedures and training.
 - School policy in place and made aware to all stakeholders.

- Records kept of all incidents.
- Incidents recorded on the appropriate incident report.
- Headteacher made aware of all incidents.
- All incidents investigated with appropriate adjustments made to school policy and procedures if required.
- Parents/carers informed by telephone when an incident occurs.
- Support in place for both member of school personnel and for pupil.
- Risk assessments in place for those pupils with severe behavioural problems.
- Monitoring and review procedures in place to ensure safe procedures continue.
- ensure that parents/carers are aware that the school does not need the consent of parents/carers 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';
- organise a series of safeguarding and child protection workshops to ensure parents are aware of:
 - Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges
 - Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children
 - the Child Protection Policy
 - safeguarding procedures in place;
 - all safeguarding policies;
 - their role in safeguarding and child protection
- 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 and coordinator;
- 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.

School personnel will:

- comply with all aspects of this policy;
- take part in training in positive handling techniques;
- 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 the appropriate report form;
- 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 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.

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

- being aware of and comply with this policy;
- listening carefully to all instructions given by the teacher;
- asking for further help if they do not understand;

- participating fully in all lessons;
- treating others, their work and equipment with respect;
- supporting the school's behaviour policy and expectations for behaviour and guidance necessary to ensure the smooth running of the school;
- talking to others without shouting and will use language which is neither abusive nor offensive;
- liaising with the Junior Leadership Team;
- taking part in questionnaires and surveys.

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's behaviour policy and expectations for behaviour and guidance necessary to ensure smooth running of the school.

Minimising the Need to use Force

We have the following in place in order to reduce the likelihood of any member of staff using force:

- A calm, orderly and supportive school climate.
- Strong and effective relationships between pupils and staff.
- A whole school approach to developing emotional regulation through Zones of Regulation approach.
- An effective staff development programme that develops the skills of positive behaviour management.
- Identifying when an incident is going to happen.
- Using effective strategies to manage all incidents that occur.
- Informing a disruptive pupil that force may be used before using it.

School Personnel Authorised to use Force

All school personnel whose job involves supervising pupils may use force to restrain a pupil but only in extreme circumstances.

All staff will receive periodic training in pupil restraint. The last whole-school training session took place on: 1st September 2021.

Deciding Whether to use Force

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.

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

- Assessing the seriousness of the incident that if force is not used then it could result in injury, damage or disorder.
- After considering alternatives for dealing with the situation, force is the only justifiable way of achieving a positive result.
- Assessing the number of risks connected with using force compared with using other strategies.

Types of Incidents

School personnel will have to make decisions when dealing with any of the following incidents:

- Fighting - pupils fighting.
- Attack - a pupil attacks an adult or another pupil.
- Damage to property - a pupil deliberately damages property or is about to.
- Injury or damage - a pupil causes or is about to cause injury or damage.
- Absconding – when a pupil tries to leave school which could put his/her own safety at risk, the safety of others or the damage to property.
- Defying an instruction – when a pupil persistently refuses to leave a classroom.
- Disruption of lessons – when a pupil’s behaviour seriously disrupts a lesson.
- Disrupting a school event – when a pupil’s behaviour seriously disrupts a school event.

Using Force

When faced with an incident and before force is used, school personnel must:

- act in a calm and measured manner;
- show no anger or frustration;
- tell the pupil to stop misbehaving or restraint will be used but will stop when the pupil behaves

School personnel may use the following types of force:

- passive physical contact by standing between pupils or by blocking a pupil’s path;
- active physical contact by using restrictive holds, leading a pupil by the arm or hand or ushering a pupil away by placing a hand in the centre of the back

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.

School Personnel Training

We ensure (all school personnel):

- have received training in the techniques of restraint every three years by an accredited trainer;
- have received the appropriate training on all safeguarding policies and procedures undertaken by a registered training provider;
- are familiar with the following documentation:
 - Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges
 - Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children

Recording incidents

Records will be kept of all incidents via CPOMS.

Reporting Incidents

All incidents will be recorded and reported to the Headteacher or a member of the SLT, who will inform parents/carers by telephone or in person.

Post-incident Support

After an incident has occurred, the following procedure will take place:

- First aid if necessary
- Medical help if necessary
- Emotional support to pupils and school personnel
- Discussions with parents/carers

Complaints and Allegations

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

Safeguarding

Florence Melly Community Primary School is committed to safeguarding children and promoting children's welfare and expects all staff, governors, volunteers and visitors to share this commitment and maintain a vigilant and safe environment. Everyone has a responsibility to act, without delay, to protect children by reporting anything that might suggest a child is being abused or neglected. It is our willingness to work safely and challenge inappropriate behaviours that underpins this commitment. The school seeks to work in partnership with families and other agencies to improve the outcomes for children who are vulnerable or in need.

We believe that all children have the right to be safe in our society. We recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both pupils and school personnel, training for school personnel and with working with parents/carers. We teach all our children about safeguarding.

We work hard to ensure that everyone keeps careful watch throughout the school and in everything we do for possible dangers or difficulties. We want all children to feel safe at all times. We want to hear their views of how we can improve all aspects of safeguarding and from the evidence gained we put into place all necessary improvements.

Monitoring the Implementation and Effectiveness of this Policy

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

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.