



Castilion Primary School Positive Handling Policy



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The use of force to restrain or control pupils:

The school follows the DFE advice detailed in the document Use of Reasonable Force – advice for school leaders, staff and governing bodies. The school recognises that there may be some occasions when the use of force is necessary to restrain pupils. For example:

- To prevent them committing a crime
- To prevent them causing injury, damage or disruption.

The Legal Framework

The school also recognises that the law forbids physical contact which is deliberately intended to punish, or which is primarily intended to cause pain, injury or humiliation. Any instances where the use of force has been applied will be recorded on CPOMS.

Positive handling should be limited to emergency situations and used only in the last resort. Under the Children Order 1995, it is only permissible as described under the heading “Physical Control”. Article 4 of the Education Order 1998 clarifies powers that already exist in common law. It enables staff in the schools, authorised by the Principal, to use such force as is reasonable in the circumstances, to prevent a pupil from:

- Committing an offence
- Causing personal injury to, or damage to the property of, any person (including the pupil him/herself)
- Engaging in any behaviour prejudicial to the maintenance of good order & discipline at the school or among its pupils, whether during a teaching session or otherwise.

Definition of Positive Handling

Positive handling is the positive application of force with the intention of protecting the child from harming himself or others or seriously damaging property.

General Policy Aims

Castilion Primary staff recognise that the use of reasonable force is only one of the last in a range of strategies available to secure pupil safety and well-being and also to maintain good order and discipline. Our policy on positive handling should therefore be read in conjunction with our Rights Respecting School Behaviour Policy and Child Protection policies.

Specific Aims of the Positive Handling Policy

To protect all members of the school community from harm.

To protect all pupils against any form of physical intervention that is unnecessary, inappropriate, excessive or harmful.

Why Use Positive Handling?

Positive handling should avert danger by preventing or deflecting a child’s action or perhaps by removing a physical object, which could be used to harm him / herself or others. It is only likely to be needed if a child appears to be unable to exercise self-control of emotions and behaviour.

It is not possible to define every circumstance in which positive handling would be necessary or appropriate; staff should exercise their own judgement in situations which arise within the above categories. Staff should always act within the Rights Respecting School Behaviour

Policy, particularly in dealing with disruptive behaviour. Staff should be aware that when they are in charge of children during the school day, or during other supervised activities, they are acting *in loco parentis* and should, therefore, take reasonable action to ensure pupils' safety and wellbeing.

Use of positive handling

Positive handling should only be used as an act of care and control, with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control. It should never take a form which could be seen as a punishment.

There are some forms of physical intervention, which may involve minimal physical contact, such as blocking a pupil's path or the staff member physically interposing him or herself between the pupil and another pupil or object. However, in some circumstances, direct physical contact may be necessary.

In all circumstances other methods should be used if appropriate or effective positive handling should be a last resort. When positive handling becomes necessary:

When might it be appropriate to use reasonable force?

Examples of situations that may require restraint are when:

- A pupil attacks a member of staff, or another pupil
- Pupils are fighting
- A pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials, substances or objects
- A pupil is running in a corridor or on a stairway in a way in which he/she might have or cause an accident likely to injure her/himself or others
- A pupil is absconding from a class or trying to leave school (NB this should only apply if a pupil could be at risk if not kept in the classroom or at school)
- A pupil persistently refuses to obey an order to leave an area
- A pupil behaves in such a way that seriously disrupts a lesson

DO

- Tell the pupil what you are doing and why
- Use the minimum force necessary
- Involve another member of staff if possible
- Tell the pupil what s/he must do for you to remove the restraint (this may need frequent repetition)
- Use simple and clear language
- Hold limbs above a major joint if possible e.g. above the elbow
- Relax your restraint in response to the pupil's compliance

DON'T

- Act in temper (involve another staff member if you fear loss of control)
- Involve yourself in a prolonged verbal exchange with the pupil
- Attempt to reason with the pupil
- Involve other pupils in the restraint
- Touch or hold the pupil in sexual areas
- Twist or force limbs back against a joint
- Bend fingers or pull hair
- Hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck
- Slap, punch, kick or trip up the pupil

Actions after an incident

A member of the leadership team should be informed of any incident as soon as possible and will take responsibility for making arrangements for any resulting suspensions and contacting the parents of the child involved.