



Positive Handling Policy

April 2022

**POSITIVE HANDLING POLICY
QUEENSGATE FOUNDATION PRIMARY SCHOOL**

Policy Review

This policy is reviewed in full by the Governing Board on a two-yearly basis

The policy was last reviewed and agreed by the Governing Board on 26th April 2022

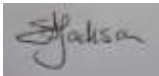
It will be reviewed again April 2024

Approved



Signature: Head Teacher

Date 26th April 2022



Signature: Co-Chair of the Governing Board

Date 26th April 2022

Policy control

Date	Amendments / additions	Reason
April 2020	Positive handling techniques named as MAYBO	Training undertaken
	Mention of reporting and recording of incidents via CPOMS	New electronic system
	Addition of ELSA and MAYBO trained staff	Training undertaken
	Addition of behaviour plans for vulnerable individuals	Change in procedures
	In-house MAYBO training	Member of staff trained to cascade
April 2022	Request for MAYBO staff to attend incidents	Change in procedures
	6.1 reworded	Change in training needs
	Section 10 – bullet point removed	No staff currently trained
	Section 12 – updated	Training arranged later in the year

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)
- 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

(Department for Children, Schools and Families – The Use of Force to Control or Restrain Pupils)

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 Children, Schools and Families – The Use of Force to Control or Restrain Pupils)

We wish to work closely with the School Council 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.

Aims

To make school personnel aware that they can use reasonable force to restrain a pupil only in extreme circumstances

Procedure

1. Role of the Governing Board

The GB has:

- 1.1. 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
- 1.2. responsibility for ensuring funding is in place to support this policy
- 1.3. responsibility for ensuring that this policy is made available to parents
- 1.4. nominated a link governor to visit the school regularly, to liaise with the Headteacher and to report back to the GB
- 1.5. responsibility for the effective implementation, monitoring and evaluation of this policy

Commented [CL1]: What is required over the next two years/Is it already budgetted for?

Commented [CL2]: Covered by PSHE (me?)

2. Role of the Headteacher

The Headteacher will:

- 2.1 ensure all school personnel, pupils and parents are aware of and comply with this policy
- 2.2 provide guidance and support to all staff
- 2.3 provide training for all staff on induction and when the need arises
- 2.4 keep up to date with new developments and resources
- 2.5 monitor the effectiveness of this policy
- 2.6 annually report to the GB on the success and development of this policy

3. Role of School Personnel

School personnel will:

- 3.1 comply with all aspects of this policy
- 3.2 take part in MAYBO training; positive handling techniques
- 3.3 be aware of their responsibility in assessing risks in particular circumstances
- 3.4 make judgements when the use of force is necessary and how much force is to be used
- 3.5 report to the Headteacher all incidents of restraint and record all incidents on the electronic CPOMS system

Commented [CL3]: Do we need to state how often this is refreshed in order for staff to remain consistent and reduce complacency? (actually covered in section 12)

4. Role of Pupils

Pupils will be aware of what is acceptable behaviour in the school through the school code

5. Role of Parents

Parents will:

- 5.1 be made aware of this policy
- 5.2 comply with this policy

6. 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:

- 6.1 MAYBO training for all staff arranged for September 2022
- 6.2 A calm, orderly and supportive school climate
- 6.3 Strong and effective relationships between pupils and staff
- 6.4 ELSA trained staff
- 6.5 A whole school approach to developing social and emotional skills by using the SEAL programme (Social and Emotional Aspects of Learning)
- 6.6 An effective staff development programme that develops the skills of positive behaviour management
- 6.7 Identifying when an incident is going to happen
- 6.8 Using effective strategies to manage all incidents that occur
- 6.9 Informing a disruptive pupil that force may be used before using it
- 6.10 Use of behaviour plans with vulnerable individuals to recognise trigger points and reduce the need for intervention

7. School Personnel authorised to use force

- 7.1 All school personnel whose job involves supervising pupils may use force to restrain a pupil but only in extreme circumstances.
- 7.2 All staff who supervise pupils will receive periodic positive handling training/MAYBO training

Commented [CL4]: Should need to say all staff who supervise pupils to make 7.1 reasonable? Although 7.2 is already stated in 3.2 and again in section 12

8. 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:

- 8.1 Assessing the seriousness of the incident that if force is not used then it could result in injury, damage or disorder
- 8.2 After considering alternatives for dealing with the situation, force is the only justifiable way of achieving a positive result
- 8.3 Assessing the number of risks connected with using force compared with using other strategies
- 8.4 Understand the importance of reflection post event to consider whether any lessons can be learnt from the incident to inform future practice, amendments to this policy or if any other support or behaviour interventions are required for the pupil.

Commented [CL5]: Inserted new point in 8.4 for consideration

9. 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

10. Using force

10.1 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

Commented [CL6]: Positive behaviour statement instead (what the school personnel should expect to see instead)

10.2 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, if trained to do so safely

10.3 School personnel must make every effort not to harm a pupil or restrain a pupil that could be interpreted as sexually inappropriate conduct.

11. Risk Assessments

Risk assessments are in place for:

- a variety of potential incidents
- individual pupils

12. School personnel training

School personnel must be trained in the techniques of restraint, which will be carried out every regularly. Training will be undertaken by all staff in September 2022.

13. Recording incidents

Records will be kept of all incidents using the electronic CPOMS system.

14. Reporting incidents

14.1 Reports will be kept of all incidents

14.2 All incidents will be reported using the electronic CPOMS system and will include the following information:

- Pupil's name
- Class or form
- Date of incident
- Time
- Location
- Nature of incident
- Details of action taken
- Names of adults present
- Details of injuries
- Details of damage to property
- Incident reported to parents of pupil(s) involved

15. 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

16. Complaints and allegations

All complaints will be dealt with by using the procedures as stated in the school Complaints Policy.

17. Monitoring the Effectiveness of the Policy

Annually the effectiveness of this policy will be reviewed, or when the need arises, and the necessary recommendations for improvement will be made to the governors.