



# Tibberton and Hindlip CE First Schools

## Positive Handling and Care Policy



**Policy reviewed:** Summer 2025

**Policy to be reviewed:** Summer 2027

**Governor responsible for Health & Safety:** Mr J. Porter

**Executive Headteacher:** Mr A. Gromski

### Introduction

At Tibberton and Hindlip C of E First Schools, we are committed to meeting the needs of all our children through compassion, consistency, and collaboration. As Church of England Schools, we aim to support every person to flourish and live 'life in all its fullness'. We work closely with families and the wider community to ensure each child is nurtured with care, dignity, and respect.

### Thessalonians 2:7-8

*"Just as a nursing mother cares for her children, so we cared for you. Because we loved you so much."*

### Policy Statement

1.1 This policy is based on the Department for Education's (DfE) *Use of Reasonable Force* guidance (July 2013, reviewed July 2015).

1.2 Our aim is to provide a safe and inclusive learning environment. Every child has the right to learn and every teacher the right to teach, in an environment free from harm and disruption.

1.3 We acknowledge the legal power of all school staff under Section 93 of the Education and Inspections Act 2006 to use reasonable force.

1.4 Positive behaviour management is always our first approach. However, in extreme or exceptional circumstances, reasonable force may be used to prevent harm.

1.5 Any use of force must be reasonable, proportionate, and necessary. It must be the minimum force required and used as a last resort.

1.6 This policy should be read alongside our Behaviour Policy, Safeguarding Policy, and Health & Safety procedures.

### Definition of Reasonable Force

Reasonable force involves physical contact to:

- Control a pupil's movement
- Restrain a pupil to prevent harm

This includes passive techniques (e.g. blocking a path) and active techniques (e.g. guiding by the arm).

Use of force is NOT permitted as a punishment.

### Who Can Use Reasonable Force?

- All school staff have the legal power to use reasonable force.
- This includes support staff, volunteers, and others temporarily in charge of pupils (e.g. on school trips).

### When Can Reasonable Force Be Used?

Force may be used to:

- Remove a disruptive pupil from a classroom
- Prevent a pupil leaving where their safety is at risk
- Prevent harm to self or others
- Prevent damage to property
- Stop behaviour that seriously disrupts learning

#### **Inappropriate Techniques (as per DfE panel guidance):**

The following must NOT be used:

- Seated double embrace
- Double basket-hold
- Nose distraction technique

#### **Reasonable Adjustments for SEN and Disabilities**

Staff must make reasonable adjustments for pupils with disabilities or special educational needs (SEN), in line with the Equality Act 2010.

#### **Procedures During an Incident**

Staff should:

- Remain calm and provide clear instructions
- Try de-escalation techniques first
- Call for assistance early
- Keep others safe and reduce risk of injury
- Use only trained Team Teach strategies where applicable
- Avoid actions that may cause pain or injury

#### **Types of Acceptable Force**

- Light guiding by the arm or shoulder
- Holding for safety or to prevent escalation
- Team Teach-approved holds for more serious incidents

#### **Recording and Reporting**

- All incidents involving use of force must be recorded in the school's bound and numbered log
- Parents must be informed on the same day, or by letter if unreachable
- A Positive Handling Plan will be reviewed or implemented as needed

#### **Post-Incident Procedures**

- Medical attention must be sought if injuries occur
- Debriefing will be offered to pupils and staff
- Review risk assessments and adjust support plans

## **Planning and Training**

- Individual risk reduction plans will be created for pupils with known behaviour risks
- Staff training should be provided to those likely to need to use reasonable force
- Training needs will be reviewed regularly

## **Physical Contact in Other Circumstances**

Appropriate physical contact may occur:

- During PE or practical demonstrations
- To administer first aid
- To comfort a distressed pupil
- To guide a child safely

Such contact must always be age-appropriate and respectful.

## **Communicating with Parents**

- The school's Behaviour Policy includes reference to the possible use of reasonable force
- Parents will be informed when force is used and consulted if routine use of specific techniques is anticipated

## **Complaints**

- Complaints will be handled promptly and appropriately
- Staff who act within the law and policy will be supported
- The school has a legal duty of care to staff and pupils

## **Monitoring and Review**

- This policy will be reviewed biennially by the Executive Headteacher and Governing Board
- Logs of physical intervention will be reviewed termly for trends and training needs

## Appendix 1 – Risk Reduction Plan Template

### Risk Reduction Plan

**Name:**            **Plan number:**            **Date:**

<b>Positives</b> What is the child good at and what do they like doing?	<b>Triggers</b> What situations have led to problems in the past	<b>Successful approaches</b> What proactive interventions have been effective in preventing anxiety rising?

**Describe any modifications to environment or child’s routine that can be implemented to prevent anxiety rising.**

**Expected practice**

Strategy	What does this practice look like?
Clear firm directions Contingent touch Humour Reminders of consequences Calm talking and stance	

Additional strategies that have worked or should be avoided

From your risk assessment what is the likelihood of the child harming himself, another child or an adult in the event of an incident. Please identify in each case.

	Self-harm	Harm to others	Harm from another	Harm to staff
Low				
Medium				
High				

Description of behaviour	Self harm	Harm to others	Harm from another	Harm to staff

**Prior to intervention all staff must make a dynamic risk assessment in relation to the incident and their confidence and competence in using physical intervention techniques.**

Has the child any medical issues that require the reconsideration of any Team Teach hold?

**Preferred physical intervention for dealing with above incidents**

Dealing with violent behaviour	•
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Appropriate personal safety response,	two person holds and escorts
Arm responses	single person holds and escorts
Neck responses	Holds for smaller pupil

Clothing, hair and bites	Seated hold required
Steer away	Separating fights

**Follow up – Debrief and repair following the incident**

Hear Explain Link Plan	Debrief all staff – flexibility to use other members of staff to intervene and relieve pressure off class teacher.
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**Multi agency involvement**

Agency	School	Parent/Guardian	Social worker	Child Protection Officer	Local Authority Officer	Other
Name						
Signature						
Date						

Name and signature of person completing this form \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix 2 – Pastoral Support Plan Template

<b>PASTORAL SUPPORT PLAN</b>
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SCHOOL:            DATE:

Name of Pupil:

<b>Year Group:</b>		<b>DoB:</b>	
<b>Address:</b>		<b>Tel No:</b>	
		<b>Post Code:</b>	
<b>Ethnicity:</b>			

**Purpose of Pastoral Support Programme:**

- 1.
- 2.
- 3.

Does the pupil have an Individual Education Plan?

(If yes expand the IEP accordingly)

Does the pupil have an EHCP?

<b>Specific Areas of Concern - Targets</b>	
1.	
2.	
3.	
4.	

**Number of Days Exclusion**

**Attendance**

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(last 12 months) (current academic year)

Pupil's views	Parent / Carer's views

**Other involved Agency Views (eg. Governors, EWO, Social Worker, etc**

Agency

Support Plan – Special arrangements
<ul style="list-style-type: none"><li>•</li></ul>

<b>Rewards and Sanctions (if applicable)</b>
Rewards –
Sanctions –

<b>Contingency Plan (Intervention if circumstances demand) and parental support</b>
1.
2.
3.

**Date/Time of Review Meeting:**

**Signed:**

**Parent(s) Carers:** \_\_\_\_\_

**School:** \_\_\_\_\_ **Position: Executive Headteacher**