

# St Catherine's Catholic Primary School

"Loving and Learning Together as Jesus taught us"



**St Catherine's Catholic Primary School**

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## Positive Handling Policy

Date of policy review: October 2016

**Next review: October 2017**

Policy Reviewed & Passed by the Governors  
Key Person Responsible: Maureen Kelly

The Governors and Head teacher at St Catherine's 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

*(Department for Education – Use of reasonable force)*

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 accompanying pupils on an educational visit who have been put in temporary charge of pupils by the Head teacher 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 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.

We as a school community have a commitment to promote equality. We believe this policy is in line with the Equality Act 2010.

## **Aims**

- To make school personnel aware that they can use reasonable force to restrain a pupil only in extreme circumstances.
- To work with other schools and agencies to share good practice in order to improve this policy.

## **Responsibility for the Policy and Procedure**

### **Role of the Governing Body**

The Governing Body has:

- delegated powers and responsibilities to the Head teacher 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 Head teacher 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;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council and Steering Group in the development, approval, implementation and review of this policy;
- nominated a link governor to visit the school regularly, to liaise with the Head teacher and to report back to the Governing Body
- responsibility for the effective implementation, monitoring and evaluation of this policy

### **Role of the Head teacher**

The Head teacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure that parents are aware that the school does not need the consent of parents to use 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';
- 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;
- annually report to the Governing Body on the success and development of this policy

## **Role of the Nominated Committee / Governor (Catholic Life)**

### **The Nominated Governor will:**

- work closely with the Head teacher;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy

## **Role of School Personnel**

### **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 Head teacher all incidents of restraint and record all incidents on the appropriate report form;
- 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

## **Role of Pupils**

### **Pupils will:**

- be aware of and comply with this policy;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- participate fully in all lessons;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school; (GOLDEN RULES & SCHOOL CHARTER)
- talk to others without shouting and will use language which is neither abusive nor offensive;
- liaise with the school council and steering group;
- take part in questionnaires and
- surveys

## **Role of Parents/Carers**

### **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 Code of Conduct 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 social and emotional skills by using the SEAL programme (Social and Emotional Aspects of Learning).
- 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.

Designated Staff will receive periodic training in pupil restraint.

## **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 that could be interpreted as sexually inappropriate conduct.

## **Risk Assessments**

**Risk assessments are in place for:**

- a variety of potential incidents
- individual pupils

## **School Personnel Training**

School personnel will be trained in the techniques of restraint when they join the school and this training will be repeated every three years.

## **Recording Incidents**

Records will be kept of all incidents on the appropriate Behaviour Log and will be entered onto the School Behaviour Tracker as well as in the Physical Incidents towards staff book and positive handling incident log.

## **Reporting Incidents**

All incidents will be reported to the Head teacher who will inform parents by telephone and then by letter of the incident.

## **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

## **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.

## **Raising Awareness of this Policy**

**We will raise awareness of this policy via:**

- the School Information Pack
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, Impact, parent teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters
- reports such annual report to parents and Head teacher reports to the Governing Body

## **Training**

We ensure all school personnel have equal chances of training, career development and promotion. Periodic training will be organised for all school personnel so that they are kept up to date with new information and guide lines concerning equal opportunities.

## Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This policy has been equality impact assessed and we believe that it is in line with the Equality Act

2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

## Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the Head teacher 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.

### Linked Policies

- Safeguarding & Child Protection
- Health & Safety
- Personnel Code of Conduct
- Behaviour & Assertive Discipline Policy
- Anti- Bullying Policy
- Special Educational Needs
- Equality Plan
- RE Policy

### Tracking

DfE Stat Policy	Best Practice	Web	MyUSO	Signed by Staff	Version
-	✓	✓	✓	-	1.0
-	✓	✓	✓	-	1.1