

Our shared vision for Christ Church & Holy Trinity Schools

We take inspiration from the Parable of the Sower (Matthew 13:3-23) teaching children to “See with their eyes, hear with their ears and understand with their hearts.”

Our schools are united in the Christian vision to educate children for life in all its fullness, working together so that each child may flourish with a delight in seeking wisdom and knowledge. We are learning to love God, one another and ourselves.

Our Federation Mission Statement

Christ Church and Holy Trinity C of E Primary Schools (CCHT) are dedicated to providing a nurturing environment in which all children have the opportunities to reach their maximum academic and social and spiritual potential. Excellent teaching, learning and relationships are at the heart of all we do.

The purpose of this document

This document sets out the school’s position in relation to the use of reasonable force and physical restraint. It details the legal position and best practice in this area.

We believe that everyone has a right to:

- *Recognition of their unique identity;
- *Be treated with respect and dignity;
- *Learn and work in a safe environment;
- *Be protected from harm, violence, assault and acts of verbal abuse.

Pupils and their parents attending schools and settings have a right to:

- *Individual consideration of pupil needs by the staff who have responsibility for their care and protection;
- Expect staff to undertake their duties and responsibilities in accordance with the school's policies;
- *Be informed about school rules, relevant policies and the expected conduct of all pupils and staff working in school;
- *It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.
- *Professional judgement must apply in all cases. The main factor is not about ‘touching’ per se but whether the touching is appropriate or inappropriate
- *For some pupils touching may be a particularly sensitive issue e.g. for their special need.

Examples of where touching a pupil might be proper or necessary:

- a. Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- b. When comforting a distressed pupil;

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- c. When a pupil is being congratulated or praised;
- d. To demonstrate how to use a musical instrument;
- e. To demonstrate exercises or techniques during PE lessons or sports coaching; and
- f. To give first aid.

This policy should be read in conjunction with the school's behaviour and bullying policy which sets out a number strategies and expectations designed to avoid situations where reasonable force might be needed to be considered.

However, it is recognised that in rare instances this is unavoidable.

What the law says

Can school staff use force to control or restrain a pupil?

- Under the 2006 Education and Inspections Act, section 93 allows members of staff to use reasonable force to control or restrain a pupil. The power conferred by section 93 is in addition to the common law power of a citizen in an emergency to use reasonable force in self-defence, to prevent a person from being injured or committing a criminal offence, and to prevent damage or injury to property.
- However, section 93 also makes clear that authorised staff may use force to prevent behaviour that prejudices the maintenance of school discipline regardless of whether that behaviour would also be counted as a criminal offence.
- Section 45 of the Violent Crime Reduction Act 2006, also allows school to use reasonable force to search pupils for weapons without their consent, but only where there are reasonable grounds for suspecting that a pupil has a weapon. However, if resistance is suspected staff should call the police
- It is always unlawful to use force as a punishment. This is because it would fall within the definition of corporal punishment, abolished by section 548 of the Education Act 1996.

In the following situations, staff must judge whether or not a physical intervention would be reasonable or appropriate:

*There is a risk to the safety of staff, children or visitors;

*Where there is a risk of serious damage to property;

*Prejudicing the maintenance of good order and discipline at the school or among any of its pupils receiving education at the school, whether during a teaching session or elsewhere

*Causing personal injury to, or damage to property of any person including the pupil himself

*Committing any offence, including anything that would be an offence if that young person were not under the age of criminal responsibility.

This judgment will take into account the circumstances of the incident. All staff should be that the use of a physical intervention in response to a clear or developing danger of injury is intended to be used to manage behaviour positively to prevent a deterioration of the situation.

Staff Training

We recognise that it is very rare that one of our pupils be the subject of having to be restrained using reasonable force. We have excellent behaviour management policies and practice and our schools are well ordered and calm. Pupils, staff and parents know and understand this.

Staff are aware of this policy and in the course of their everyday working lives employ a range of strategies to deal with pupil behaviour. Training on the use of force is also covered as part of our on-going child protection training and members of staff are trained in positive handling.

However, individuals have statutory power to use force by virtue of their job. So we do not prevent teachers or other staff whose job involves having control of charge of pupils, from using that power regardless of whether they have received training.

Definition of member of staff:

Any adult who works at the school and any other person the Head teacher has authorised to have control or charge of pupils, including support staff whose job normally includes supervising pupils such as teaching assistants and lunchtime supervisors.

This can also include people who the Head teacher has given temporary authorisation for control or charge of pupils whose job does not normally involve supervising pupils such as catering or premises related staff and unpaid volunteers.

Extent of the responsibility of those authorised

Where are authorised members of staff allowed to control a pupil in this manner?

Staff have the power in law to use force where:

- The member of staff and pupil are on the premises of the school.
- They are elsewhere and the member of staff has lawful control or charge of the pupil i.e. on trips or visits.

This provision applies whether the pupil is at school or on an organised activity – e.g. field trip or visit.

However the section does cover all situations in which it might be reasonable to a degree of force. For example, everyone has the right to defend himself or herself against attack provided they do not use a disproportionate degree of force to do so. Similarly, in an emergency, for example if a pupil was at immediate risk of injury or on the point of inflicting injury on someone else, any member of staff would be entitled to intervene.

Types of incident

Decisions on whether the precise circumstances of an incident justify the use of force, must be reasonable i.e. would any reasonable person with similar experience have reacted in a similar way? Typically such decisions have to be made quickly, with little time for reflection.

Nevertheless, staff need to make the clearest possible judgements about:

*The seriousness of the incident – if force is not used to control the situation is the likely outcome going to be worse for all concerned? If it is, then using force may be justified.

*The chance of achieving the result by other means – Could I achieve the same result in some other way, and not has to use force?

*The relative risks associated with physical intervention compared with using other strategies – Is it likely to cause less damage or stop the incident as quickly as possible, if I were to just step in rather than try any other strategies?

Examples of such situations that particularly call for judgements of this kind include:

*A pupil attacks a member of staff or another pupil

*Pupils are fighting, causing risk of injury to themselves or others

*A pupils is committing, or on the verge of committing deliberate damage to property

*A pupil is causing, or at risk of causing injury or damage by accident to themselves,

another pupil or property, by rough play, or by misuse of dangerous materials or objects

*A pupil absconds from a class or tries to leave school other than at an authorized time.

Refusal of a pupil to remain in a particular place is not enough on its own to justify use of force, BUT it would be justifiable if allowing the pupil to leave would entail a serious risk to the pupil's safety or to the safety of other pupils of staff.

As all our pupils are under 11 years, we view absconding from the premises, or from a member of staff who is responsible for them, as a serious risk to safety.

*A pupil persistently refuses to follow an instruction to leave a classroom

*A pupil is behaving in a way that seriously disrupts a lesson

*A pupil is behaving in a way that seriously disrupts a school sporting event or school visit.

In these examples use of force would be reasonable (and therefore lawful) if it was clear that the behaviour was sufficiently dangerous or disruptive to warrant physical intervention of the degree applied and could not be realistically dealt with by other means. Wherever possible, these judgements should take account of the particular characteristics of the pupil including his or her age, understanding and any SEN or disability that he or she may have.

This would include the outcomes of any risk assessment and, as appropriate, any specific strategies and techniques set out in the pupil's positive handling plan.

Positive Handling Plans and Risk assessments:

What if a pupil is likely to need to be restrained because they have SEN?

We will assess the frequency and severity of incidents requiring use of force that are likely to occur in the school as a whole, and we will also make individual risk assessments for particular pupils who's SEN and/or disability is associated with extreme behaviour. An individual risk assessment is also essential for a pupil who's SEN and/or disabilities are associated with:

- * Communication impairments that make them less responsive to verbal communication
e.g. autism
- * Physical and/or sensory impairments
- * Conditions that make them fragile e.g. haemophilia, brittle bone syndrome or epilepsy
- * Dependence on equipment such as wheelchairs, breathing or feeding tubes

If a pupil is deemed to be in one of the above categories they will have a positive handling plan which will set out clearly the techniques that should be used and those that should not normally be used. Any planned use of physical intervention should be compatible with a pupil's statement and properly documented in school records.

As far as possible staff that come into contact with such pupils should be aware of the relevant characteristics of those pupils particularly:

- * Situations that may provoke difficult behaviour, preventive strategies and what de-escalation techniques are most likely to work.
- * What is most likely to trigger a violent reaction, including relevant information relating to
any previous incident requiring use of force
- * If physical intervention is likely to be needed, any specific strategies and techniques that have been agreed by staff, parents and the pupil concerned. Information from parents will be valuable and some of this may be sensitive, so consent must be sought in order to share this kind of information. But if consent is withheld unreasonably, the information may still be made available to staff in the interests of minimising the use of force for that child. Designated staff to be called if incidents related to particular pupils occurs. This does not necessarily mean waiting for them to arrive before taking action, if the need for action is urgent.

Teach pupils who are at risk how to communicate in times of crisis and strategies to use in a crisis and ensure all staff are familiar with those strategies.

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Positive Handling:

- *Must only be used for the minimum amount of time necessary to diffuse or resolve the immediate situation
- *Must not inflict pain or be punitive
- *Must not impede breathing
- *Must avoid vulnerable parts of the body (neck, chest, genitals, or undue weight on spine)
- * Must avoid hypertension, hyper flexion and pressure on or across joints

All incidents where positive handling has been used will be recorded and reported in the usual way.

Reasonable Force

Who decides what reasonable force is?

There is no legal definition of when it is reasonable to use force. Force can only be regarded as reasonable if the circumstances of the particular incident warrant it. However members of staff have a duty of care towards all pupils to keep them safe.

To be judged as lawful:

- *The force used would need to be in proportion to the consequences it is intended to prevent.

E.g. Force cannot be justified to prevent trivial misbehaviour

Before using force staff will, wherever practicable tell the pupil to stop misbehaving and communicate in a calm and measured manner throughout the incident. Staff will not give the impression of acting out of anger or frustration or to punish a pupil, and will make it clear that physical contact or restraint will stop as soon as it ceases to be necessary.

The following approaches are regarded as reasonable in appropriate circumstances:

- *Holding for security and to reduce anxiety where there is potential risk, even if the child is not yet out of control. This is best used when the child is anxious or confused. Its purpose is to defuse or prevent escalation.
- *Staff should take care that their actions should in no way be capable of being interpreted by the child as aggression.
- *Physically interposing between children
- *Blocking a child's path
- *Pushing if restricted to situations where reasonable force is used to resist a child's movement, rather than a forceful push that might cause the child to fall over
- *Escorting a child by the hand or arm.
- *Passive physical contact resulting from standing between pupils or blocking a pupil's path
- *Ushering a pupil away by placing a hand in the centre of the pupil's back

An incident report should be completed.

Recording Incidents

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If force is used against a pupil, who will know about it and what records will be kept?

Every significant incident where force has been used will be recorded
The purpose of recording is to ensure policy guidelines are followed, to inform parents, to prevent misunderstanding of the incident

Signed: *Avis Hawkins*

Head Teacher

Signed: *Brian Leathard*

Chair of Governors



Name of School	CCHT Primary Schools
Policy review Date	September 2023
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Who reviewed this policy?	Avis Hawkins, Partnership Committee
Ratified by Governors	October 2023