DJANOGLY CITY ACADEMY

Positive Handling Policy

(Use of Reasonable Force)

2024-2026

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Objectives

- To provide all staff, governors, parents and pupils with an understanding of positive handling and the use of 'reasonable force'.

- To emphasise that the use of positive handling is part of a positive care and control approach to discipline and welfare. It is a last resort, or a necessary option to use in extreme circumstances[1]
- To support the Academy's Child Protection and Behaviour and Wellbeing policies.

What is Positive Handling (Reasonable Force)?

Positive Handling uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming himself/herself, others or property.

There is no legal definition of reasonable force; this would depend on the individual circumstances of each case. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. We ensure that all policies and practice are in line with current legislation and any changes are reviewed and taken in to account.

Before any physical intervention is used other strategies will be tried to defuse the situation and positive handling will be used only when absolutely necessary.

When can Positive Handling be used?

- Where action is necessary in self-defence or because there is an imminent risk of injury.
- Where there is a developing risk of injury, or significant damage to property.
- Where a pupil is behaving in a way that is seriously compromising good order or discipline.
- Examples of situations, which fall within these categories, are:
- a pupil attacks a member of staff, or another pupil
- pupils are fighting
- a pupil is engaged in, or is on the verge of committing damage or vandalism to property
- a pupil is causing, or at risk of causing, injury or damage by misusing dangerous materials or objects
- a pupil is running in a corridor in a way which he or she might have or cause an accident likely to injure him or herself or others
- a pupil absconds from a class or tries to leave school

[1] All members of school staff have a legal power to use reasonable force - Section 93, Education and Inspections Act 2006

- a pupil is behaving in a way that is seriously disrupting a lesson, causing distress to the pupils and/or a breakdown of order.

Who can undertake Positive Handling?

- Selected staff are trained to use appropriate physical control/restraint. These are staff who are likely to be working with our more vulnerable pupils. The will also provide support to all staff as required.
- All staff in the academy are authorised to use reasonable physical contact & physical interventions in the event of serious risk of harm to any pupil, including the pupil themselves or where there is likely to be significant damage to property.

Training

- No member of staff will be expected to undertake the use of reasonable force without appropriate training except in an emergency.
- Training will be delivered on a needs based approach and procedures are in place to monitor incidents.
- Training is regularly refreshed for existing staff and accessed for new staff at earliest convenience.
- Staff have a duty to inform the Senior Leadership Team (SLT) of any injuries which affect their ability to handle children.

Recording

Where physical control or restraint has been used a record of the incident will be kept.

- A Positive Handling Incident Report needs to be completed as soon as possible after the incident. APPENDIX 1
- Parents/carers will be informed in person or by telephone.
- Any injuries must be recorded on the Incident Form. Injuries to staff should also be recorded on the health and safety online reporting form.

Monitoring Incidents

- The Academy Leader or Special Educational Needs Coordinator (SENDCo) will monitor all recorded incidents to ensure that:
- Staff are aware of any pupil(s) whose behaviour may require the use of reasonable force.

- Individual Behaviour Plans (IBPs) are prepared as appropriate.

Individual Risk Assessment Plans

These are designed to support the pupil to modify or change certain behaviours' by providing a structured intervention programme.

- An Individual Risk Assessment Plan includes:
- The target behaviours causing concern.
- The triggers for this behaviour.
- Strategies to address the behaviour.
- All members of staff working with the pupil need to be involved in the development of the plan and parents/carers need to be involved as early as possible when their child's behaviour is of a concern. The Individual Behaviour Plan should also be discussed with the pupil where appropriate. The Individual Behaviour Plan will be reviewed termly or before this if the pupils' behaviour changes.

Action after an Incident

- The Academy Leader or SENDCo will ensure that each incident is reviewed and investigated as required.
- If further action is required in relation to a member of staff or a pupil, this will be pursued through the appropriate procedures.

Complaints

- Any complaints about staff will be investigated through the Djanogly Learning Trust's Complaints Policy.
- If necessary the complaint will be dealt with by staff disciplinary procedures and/or child protection procedures.
- Use of physical force that is unwarranted, excessive, or punitive is not acceptable.
- Failure to comply with this principle, when considering or using physical force should be dealt with under school disciplinary procedures.

Appendix 1

<table>
<tr><td colspan="4">Positive Handling Incident Report</td></tr>
<tr><td colspan="4">Academy:</td></tr>
<tr><td colspan="4">Name of young person:</td></tr>
<tr><td colspan="2">Date and day of Incident:</td><td colspan="2">Bound Book Incident number:</td></tr>
<tr><td>Time of Incident:</td><td colspan="2">Beginning:</td><td>End:</td></tr>
<tr><td colspan="4">Place:</td></tr>
<tr><td colspan="4">Recorded By:</td></tr>
<tr><td colspan="4">Other people Involved:</td></tr>
<tr><td colspan="4">Signatures:
DSL signature:</td></tr>
<tr><td colspan="2">Description of Events leading to Incident</td><td colspan="2"><u>Presenting Risk</u></td></tr>
<tr><td colspan="2" rowspan="11"></td><td>Self Harm</td><td></td></tr>
<tr><td>Danger to Self</td><td></td></tr>
<tr><td>Risk to other children</td><td></td></tr>
<tr><td>Risk to other staff</td><td></td></tr>
<tr><td>Risk of damage to objects</td><td></td></tr>
<tr><td>Serious Disruption to Learning</td><td></td></tr>
<tr><td colspan="2"><u>Strategies Used</u></td></tr>
<tr><td>Caring C Hug</td><td></td></tr>
<tr><td>Single Elbow 1 person</td><td></td></tr>
<tr><td>Single Elbow 2 people</td><td></td></tr>
<tr><td>Figure of 4</td><td></td></tr>
<tr><td>Double Elbow 1 person</td><td></td></tr>
</table>

Double Elbow 2 people	
Half Shield	
Other Relevant Information	
Risk Assessment/ Behaviour Plan in place	Yes/No
Risk Assessment/ Behaviour Plan needs Updating	Yes/No

INCIDENT:
ACTION TAKEN AND BY WHOM: Parents/Carers Informed YES/NO Other relevant Agencies Informed YES/NO **Police Informed YES/NO**
MEDICAL INFORMATION:
LESSONS LEARNED

Date revised: This policy was last reviewed and revised in September 2024

Review date: September 2026