

# Prime7

## Multi Academy Trust

(Middleton Cheney, King's Sutton and Chipping Warden Primary Academies)



# Positive Handling Policy

Signed: Ian Lowe – September 2024  
CEO

Approved:  
Chair of Directors

Next Review: September 2026

This policy follows the Department for Education guidance, ['The use of Reasonable Force - Advice for Head Teachers, Staff and Governing Bodies, July 2013'](#). As such, the school

recognises that there is a need, reflected in common law, to intervene when there is an obvious risk of damage or safety to its pupils, staff and property.

The school is committed to ensuring that all staff and adults with responsibility for children's safety and welfare will deal professionally with all incidents involving aggressive or reckless behaviour and use physical intervention only as a last resort in line with government advice. If used at all, it will be in the context of a respectful, supportive relationship with the pupil, and be reasonable and proportional to the circumstances of the incident. We will always aim to ensure minimal risk of injury to pupils and staff.

## **Aims**

The key aims include

- Maintaining the safety of pupils, staff and visitors
- Preventing serious breach of school discipline
- Preventing serious damage to property.

## **Introduction**

At school we normally expect children to follow instruction from adults but very occasionally we have children who do not comply. On rare occasions, children's behaviour may place themselves or others at risk of being hurt. In these circumstances it may be possible to remove the other people at risk. However, this is not ideal if they have someone in the class who regularly has difficulty following adult instruction.

It is therefore sometimes necessary for these children leave an area. In these circumstances some handling may be necessary.

Teachers and support assistances will use all normal behaviour management procedures to avoid situations when handling of pupils is necessary. This is always the last option and only used when the child is at risk of hurting themselves or others – or whose behaviour is seriously upsetting other children.

Where children have frequent issues where handling becomes necessary they will have an individual positive handling plan (the Behaviour Plan) which is shared and agreed with the parent.

## **De-escalation strategies include**

- Verbal advice and support

- Choices/consequences
- Using diversion & diffusion e.g. engaging the child in a discussion about a favoured topic
- Using negotiation
- Time out offered
- Re-assurance
- Planned ignoring
- Humour

### **Procedures for moving children who do not wish to be moved**

All members of school staff have a legal power to use reasonable force.

The power applies to any member of staff at the school. It can also apply to people whom the Head Teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

In the first instance a child will be steered to their destination without touching – If the child is compliant a hand may be offered at this stage. However, the hand is only for reassurance and is not to be used to pull the child in any way. A proffered arm is a better option – with the adult's hand is placed over the child's arm. A gentle touch to the back may also be used to encourage movement - the hand is removed as soon as the child starts to move – this is a form of encouragement only and should not be used as a form of propulsion.

If the child is refusing to move the adult may use reasonable force to move the child if their safety or that of others is likely to occur should the child remain in situ.

Whilst moving children or sitting with them it is important to ensure that the child could not hurt themselves or the adult. If there is a risk that this could happen then measures such as the removal of the child's shoes may occur. Under these circumstances the adult would explain what they were doing and why.

If a member of staff judges that the person dealing with the situation needs to be relieved – or given some "time out ", the phrase "I am here to assist you." will be used. This will indicate that the second person is taking charge of the situation.

Once the incident has been resolved the child's parents or carers will be contacted and the details of what happened and why the child needed to be handled will be explained.

There will then be a written record of the incident held within school.

A person who has had to deal with a situation where a child has had to be moved will probably need some time to relax after the situation before returning to normal duties.

Adults who work with children likely to need handling or be moved will be trained using accredited positive handling procedures.

Work will be completed with the pupil when they are regulated to build bridges and consider alternative ways of dealing with emotions.

**Appendix 1 – Behaviour Profile (see below)**

## Appendix 1 Behaviour profile example

Name:

Pre-Stage 1 arrangements (things that are in place every day):

- Emotion Tracker
- Visual timetable
- Now /Next
- Praise
- Working breaks
- Slow start to the day

| Stage 1 Behaviours                                       | Function and Drivers                                                       | Stage 2 Behaviours                                                           | Function and Drivers                                                | Stage 3 Behaviours                                                                                             | Function and Drivers                                                                                                        |
|----------------------------------------------------------|----------------------------------------------------------------------------|------------------------------------------------------------------------------|---------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| Ignoring Adults<br><br>Not following simple instructions | Tiredness<br><br>Came into school late<br><br>Following behaviour of peers | Will refuse to come in from the playground<br><br>Will stay in the corridors | Wants to continue to play<br><br>Work is too difficult<br><br>Tired | Stays outside for long periods of time<br><br>Fighting<br><br>Swearing<br><br>Hits out at staff (occasionally) | Problems with other children at lunch<br><br>Wants to carry on playing<br><br>'Can't be bothered' to take part in learning. |

| Responses (strategies and interventions)                                                                                                                        | Responses (strategies and interventions)                                                                                                                                 | Responses (strategies and interventions)                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Slow start approach to the day which includes a big book filled with activities and colouring.</p> <p>T has access to this at all points during the day.</p> | <p>Lots of on task reminders.</p> <p>Set small tasks, then allow a brain break using an iPad or colouring.</p> <p>TC often likes to complete work as a pair with CR.</p> | <p>Approach ..... using a calm and understanding voice.</p> <p>Compromise (come in, use iPad for 10 mins, then complete 2 sentences).</p> <p>Ask yes or no questions as he usually nods or shakes head rather than verbally answer.</p> |
| <p><b>Parent comments:</b></p><br><br><br><p><b>Date:</b></p>                                                                                                   |                                                                                                                                                                          |                                                                                                                                                                                                                                         |

