

St Clement's C of E Academy Positive Handling Policy

We aim to inspire happy, **courageous**, independent, curious, creative, life-long learners. So that all can achieve their full potential, striving academically and socially with **humility** and **dignity**.

We believe being anchored in Jesus Christ will guide us with **hope**, **compassion** and **wisdom** in becoming successful members of a global community.

#Learning For Life Anchored in Christ

Agreed by Governors on July 2025

Next review: September 2027

POSITIVE HANDLING POLICY

The academy is committed to safeguarding and promoting the welfare of all children. This policy outlines how staff at St Clement's CE Academy create and maintain good order and relationships through positive approaches. These approaches are successful for the vast majority of the time. Effective relationships are developed between staff and pupils and our values and PSHE activities support pupils in managing conflict and coping with feelings. This policy on the use of restrictive physical interventions supplements the main behaviour policy. Both should be read in conjunction with the academy SEN policy, the Health and Safety policy, and the Safeguarding policy. This policy should also be read in conjunction with the academy's Mental Health and Wellbeing Policy, Equality Policy and the Trust's Trauma-Informed Approach guidance.

Purpose of this policy

This policy aims to give all members of the academy community clear guidance so that any physical intervention that they undertake is carried out in a way that supports the values and principles described above. In particular, it aims to describe the circumstances in which restrictive physical intervention is an appropriate response and how staff at the academy will fulfil their responsibilities in those circumstances. The Head teacher will be responsible for ensuring that staff, Governors and parents are aware of the policy. She will ensure that any necessary training/awareness-raising takes place so that staff know their responsibilities.

The Education and Inspections Act 2006 and the DfE Guidance Use of Reasonable Force July 2013 have been used to inform this policy.

This policy also reflects relevant sections of the updated Keeping Children Safe in Education (2025), Working Together to Safeguard Children (2023), and DfE Behaviour in Schools guidance (2022).

Objectives

- To maintain the safety of pupils and staff - the actions of pupil would place him/herself, other pupils or staff at the risk of serious injury.
- To prevent serious breaches of academy discipline
- To prevent serious damage to property
- To reduce the need for restrictive intervention through proactive, trauma-informed strategies and de-escalation approaches
- To ensure that all staff are aware of their legal and professional responsibilities when handling incidents safely and proportionately

Physical touch

The staff at St Clement's CE Academy believe that physical touch is an essential part of human relationships. In our academy adults may well use touch to prompt, to give reassurance or to provide support in PE.

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

- Holding a hand
- Comforting a distressed pupil
- Giving praise or congratulation
- Demonstrating how to use equipment
- Demonstrating or supporting exercises or techniques during Physical Education
- To give First Aid Staff need to be aware of sensitivities associated with any form of physical contact with students.

Staff are expected to respond in line with a child's known needs and emotional development, taking into account any trauma history or SEN requirements. Training will reflect these considerations.

Definitions:

Control - means either passive physical contact (standing between pupils) or active physical contact (leading a pupil by the hand or arm).

Restraint - means to hold back physically or to bring a pupil under control. It is when staff physically prevent a pupil from continuing what he/she was doing when told to stop or when involved in a fight.

Non-restrictive physical interventions - Either where the child's movement is not restricted or where the child is held supportively but such that they will be released immediately should they so wish. (As already stated touch/physical contact is a small but important and natural part of teacher-pupil relationships in our academy.)

Restrictive physical interventions – Prevent impede or restrict movement or mobility.

Reasonable Force - Force is used either to control or restrain. Reasonable means using no more force than is needed. All members of academy staff have a legal power to use reasonable force.

Trauma-informed practice – An approach that recognises the signs and impact of trauma and seeks to provide safety, support and empowerment without re-traumatising the individual.

Child voice – The child or young person's views, wishes and feelings must be sought and considered when planning support and reviewing any incidents involving restrictive intervention

What the law says: When is restrictive physical intervention permissible?

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following: a) Committing any offence (or for a student under the age of criminal responsibility, what would be an offence for an older pupil); b) Causing personal injury to, or damage to the property of any person (including the student himself); or c) 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.

Reasonable force must always be proportionate to the situation, used for the shortest necessary time, and be part of a planned approach wherever possible.

Risk assessment

The use of a restrictive physical intervention will be the outcome of a professional judgement made by staff on the basis of this academy policy. It is avoided whenever possible and will not be used for staff convenience. Restrictive physical intervention will only be considered if other behaviour management options have proved ineffective or are judged to be inappropriate (or in an emergency situation). Before deciding to intervene in this way, staff will weigh up whether the risk of not intervening is greater than the risk of intervening. Any actions will be carried out with the child's best interests at heart.

Physical intervention will never be used to punish a pupil or cause pain, injury or humiliation. Staff are not expected to intervene physically against their better judgement nor are they expected to place themselves at unreasonable risk. In such circumstances, they must take steps to minimise risks. For example, by removing other pupils and calling for assistance. Supply staff will not be authorised to use restrictive physical interventions. Parents and volunteers in the academy are not given authorisation. Staff from the local

education authority may have their own policies about the care and control of pupils but, whilst on the premises, they will be expected to be aware of, and operate within, the policy of this academy.

How staff might intervene

All staff will have received training in October 2025 and will be lead practitioners in carrying out any physical intervention is required. In line with the law in an escalating situation which fulfils government guidelines any member of staff can use physical intervention where justified. Staff will be trained every 3 years or when several new staff start at school- group training will be organised.

When a restrictive physical intervention is justified, staff will use 'reasonable force'. This is the degree of force 'warranted by the situation'. It will 'be proportionate to the circumstances of the incident and the consequences it is intended to prevent'. Any force used will always be the minimum needed to achieve the desired result and for the shortest amount of time. During an incident the member of staff involved will tell the pupil that his or her behaviour may be leading to restraint. This will not be used as a threat or said in a way that could inflame the situation. Staff will not act out of anger or frustration. They will try to adopt a calm, measured approach and maintain communication with the pupil at all times.

Staff involved in restrictive intervention will receive updated training in trauma-informed and attachment-aware practice to ensure safe, respectful handling of all pupils. All staff must be made aware of their powers and limitations under the law and this should be part of their induction.

The place of restrictive physical intervention within broader behavioural planning

If, through the academy's special needs assessment procedures, it is determined that a restrictive physical intervention is likely to be appropriate to help a pupil make progress, a risk assessment will be carried out. Page 5 of 6 If appropriate, an individual positive handling plan will then be drawn up for that pupil (see Appendix A). This plan will aim to reduce the likelihood of the need for restrictive physical intervention as well as describing how such intervention will be carried out. This plan will be discussed with parents/carers. Before the risk assessment is implemented, any necessary training or guidance will be provided for the staff involved. The Headteacher or SENCo will be responsible for establishing staff needs and for organising necessary training.

Positive handling plans will be reviewed at least termly or following any significant incident, with involvement of parents/carers, and, where appropriate, the child.

A copy of the plan should be shared with all relevant staff and uploaded to CPOMs.

Recording and Reporting Significant Incidents

This part of the guidance is statutory The Governing Body must ensure appropriate procedures are in place for recording and reporting significant incidents where a member of staff has used a restrictive physical intervention on a pupil.

After the use of an unplanned restrictive physical intervention, the following steps will be taken.

- Details of the incident will be recorded by all adults involved immediately on CPOMs (Appendix B)
- The incident will be record in a bound book kept in the locked cupboard in the Pastoral office.
- Any injuries suffered by those involved will be recorded following normal academy procedures.

- The Head teacher will check that there is no cause for concern regarding the actions of adults involved. If it is felt that an action has 'caused or put a child at risk of significant harm' the Head teacher will follow the academy's child protection procedures and also inform parents/carers.
- Parents/carers will be informed by the Head teacher/DSLs on the day of the incident or as soon as is practicable.
- Parents/carers will be offered the opportunity to discuss any concerns that they may have regarding an incident.
- Support/debriefing will be available for adults and pupils who have been involved in any incident involving restrictive physical interventions.

Arrangements for recording and informing parents in the case of a planned restrictive intervention will be followed as agreed beforehand but broadly will follow the same pattern as above. The Senior Management Team will use the records kept to analyse patterns of behaviour and so decide whether responses are being effective. The Head teacher/SENCO will report this information to the SEN Governor at their termly meetings. The voice of the child will be recorded wherever possible following an incident, using language appropriate to their age and understanding.

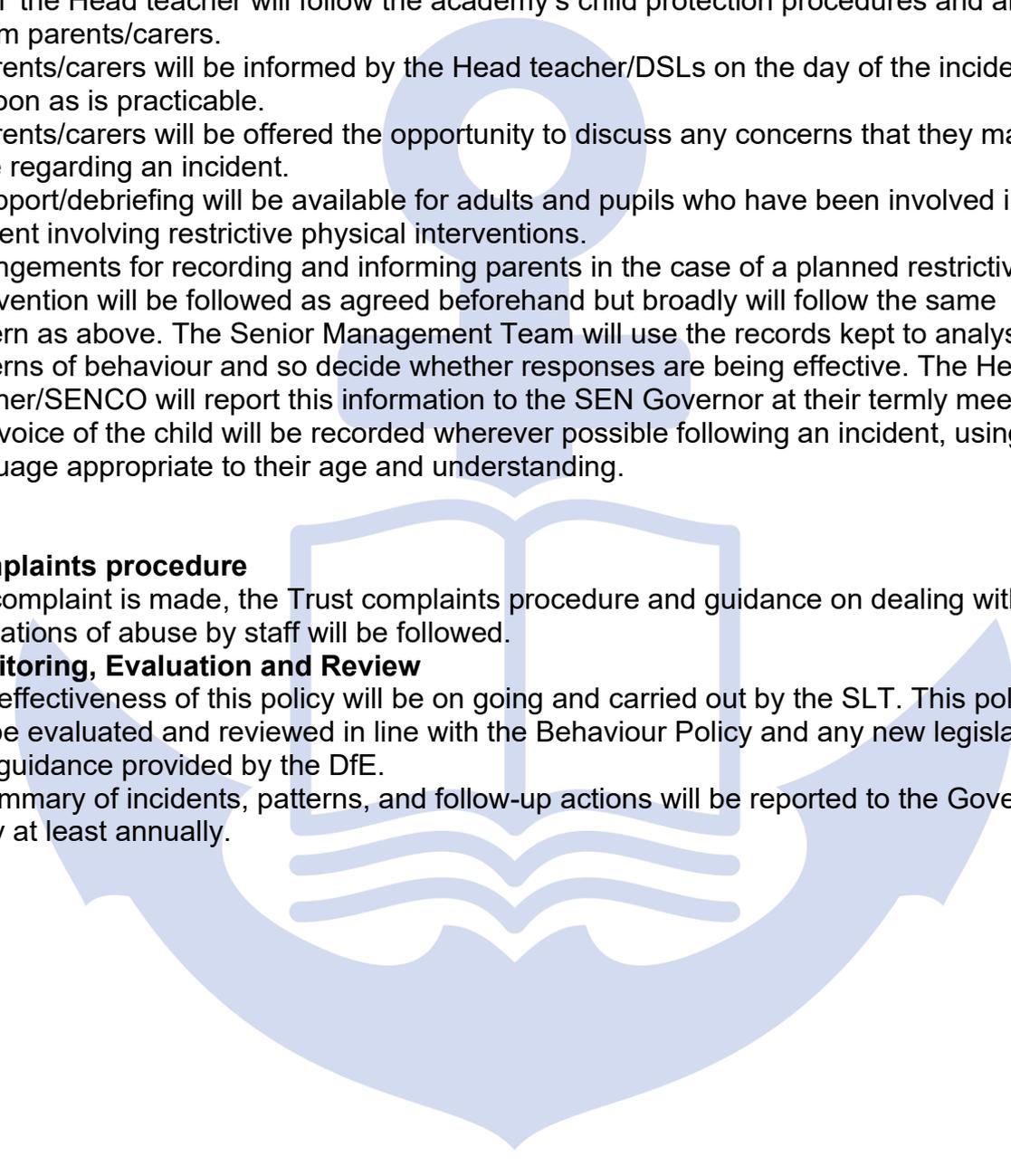
Complaints procedure

If a complaint is made, the Trust complaints procedure and guidance on dealing with allegations of abuse by staff will be followed.

Monitoring, Evaluation and Review

The effectiveness of this policy will be on going and carried out by the SLT. This policy will be evaluated and reviewed in line with the Behaviour Policy and any new legislation and guidance provided by the DfE.

A summary of incidents, patterns, and follow-up actions will be reported to the Governing Body at least annually.



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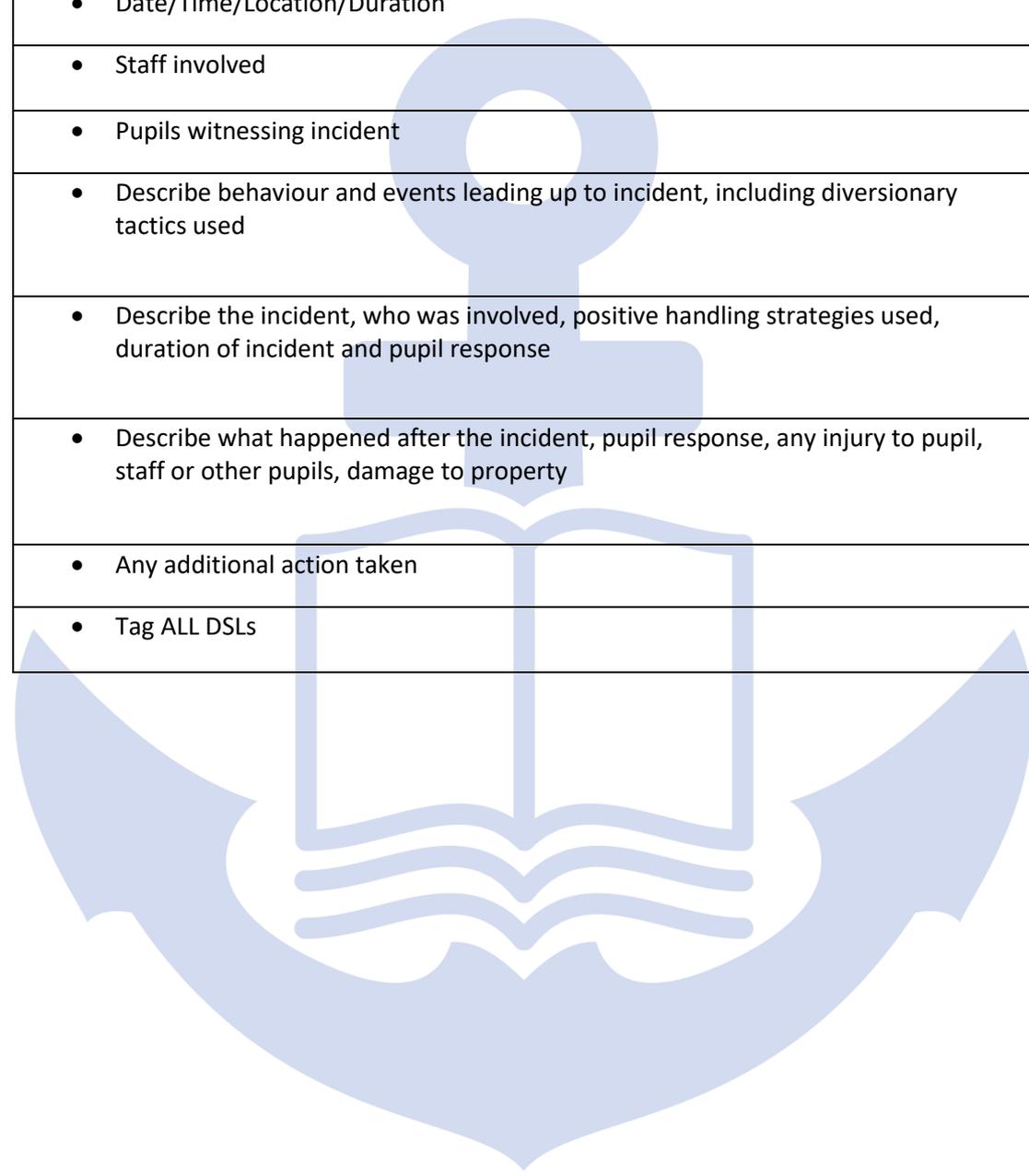
Appendix A

Name		D.O.B		Date	
Triggers/behaviours/situations likely to result in physical intervention: What is the behaviour like? When does it occur? Where does it occur?					
Strategies being used (where possible before physical intervention)					
Chill out time		Distraction		Consequences/ choice/limits	praise/ partial compliance
Give space		reassure/success remind		other agreed incentive	Repeat request
Talk calmly		Negotiation		planned ignoring	Remove stimulus
verbal advice support		Give a count		contingent touch	Humour
Other strategies					
Preferred handling strategies to be used:					
De-briefing process following incident: What care is to be provided, space, talk through etc...					
Signatures					
Child (where appropriate)					
Parent/Guardian					
Head teacher					
Date:					
Review date:					

Appendix B

Staff guidance on how to record an incident on CPOMs:

<ul style="list-style-type: none">• Date/Time/Location/Duration
<ul style="list-style-type: none">• Staff involved
<ul style="list-style-type: none">• Pupils witnessing incident
<ul style="list-style-type: none">• Describe behaviour and events leading up to incident, including diversionary tactics used
<ul style="list-style-type: none">• Describe the incident, who was involved, positive handling strategies used, duration of incident and pupil response
<ul style="list-style-type: none">• Describe what happened after the incident, pupil response, any injury to pupil, staff or other pupils, damage to property
<ul style="list-style-type: none">• Any additional action taken
<ul style="list-style-type: none">• Tag ALL DSLs



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