

Rose Education Provision



Positive Handling Policy

August 2025

1. Aims

The aims of this policy are to:

- Explain the rights of staff to use positive handling when necessary;
- Explain the circumstances in which positive handling may be justified;
- Set out the recording and reporting system; and
- Explain the various responsibilities.

2. Powers of Members of Staff to Detain Students by Use of Force

- a. *The Education and Inspections Act 2006 and The DfE's guidance The Use of Reasonable Force 2013 - Guidance document for headteachers, staff and governing bodies and Reducing the Need for Restraint and Restrictive Intervention (June 2019)* confirms the right of staff to use 'such force as is reasonable' for the purpose of preventing a student from:
 - committing an offence;
 - causing personal injury to, or damage to the property of, any person (including themselves); and
 - prejudicing the maintenance of good order and discipline.
- b. The explanatory notes to the Act give an example of 'reasonable force' – leading a student by the arm to enforce an instruction to leave the class.

Staff should not hesitate to act in these situations provided they follow this policy and the attached guidance; however, they should always satisfy themselves that the action they take would be considered justifiable by a wider audience of their professional colleagues.

3. Right to Search Students

- a. *The Violent Crime Reduction Act 2006* gives the Headteacher and any member of the College staff authorised by the Headteacher, who has reasonable grounds for believing that a student may have with him/her or in his/her possession a knife or offensive weapon, the right to search that student.
- b. The Head of School must ensure that the person carrying out the search is accompanied by another adult of the same sex as the student. The student cannot be required to remove any clothing other than outer clothing and if the student's possessions are searched, this must also be done in the presence of another adult. The person carrying out the search is able to use such force as is reasonable in the circumstances for exercising that power.
- c. If a search reveals any 'offensive weapons' or knives, or 'evidence in relation to an offence', the school will inform the Police immediately.
- d. Photos need to be taken of any evidence found during a search.

4. Definition of Terms:

Handling – refers to any physical intervention applied by a member of staff where it necessary to make physical contact with a student in order to manage their conduct or ensure their own or others safety. Handling strategies may be restrictive or non-restrictive and include shepherding, guiding, supporting, blocking, confining, holding and, in the most extreme cases, restraining.

Use of Reasonable Force – is the application of appropriate and proportionate force required to achieve the required outcome from the handling strategy employed (see

above) without further endangering the student, member of staff or others present at the time of physical intervention.

Restraint - is the positive application of force in order to actively prevent a child from causing significant injury* to him/herself or others or seriously damaging property.

*Significant Injury would include: actual or grievous bodily harm, physical or sexual abuse, risking the lives of, or injury to, themselves or others by wilful or reckless behaviour, and self-poisoning.

It must be shown that on any occasion where physical restraint is used there were strong indicators that if immediate action had not been taken, significant injury would have followed.

5. Circumstances Where Physical Restraint may be Justified

- a. Positive handling/Physical restraint should only be used as a last resort; other non-physical strategies for diffusing the situation must be tried first.
- b. Whenever possible, the age, level of understanding and gender of the student should be considered. In addition, staff should be mindful of any student who is on the Child Protection Register.
- c. The school appreciates that in some instances (such as stopping a student who is running down a corridor) staff may have to act quickly and without having the time to consider all the circumstances. Examples of behaviour likely to lead to positive handling are:
 - physical attack by a student on an adult/other student;
 - deliberate damage to college property;
 - a student behaving in a way which places others at risk, e.g. pushing, tripping on a staircase, rough play or running in a corridor;
 - preventing a student running into a busy road;
 - refusal by a disruptive student to leave the classroom.
- d. Positive handling is not a punishment and must not be used as such.
 - Assistance should be sought whenever possible;
 - The student(s) should be told that this has been done;
 - Any other students who are at risk should be removed;
 - The use of restraint in a one-to-one situation should be avoided, witnesses are important.
- e. Positive handling should not lead to injury: Staff should not:
 - hold a student around the neck or collar, or in a way that might restrict breathing;
 - slap, punch or kick;
 - twist or force limbs against a joint;
 - trip a student;
 - hold or pull by the hair or ear; or
 - hold a student face down on the ground, which then impedes breathing

6. Physical Contact with Vulnerable Students

- a. Normally all staff should avoid physical contact with students. It is accepted that some more vulnerable students, and particularly those with Special Educational Needs and Disabilities, require more physical contact than other students in order to assist with their everyday learning. This is entirely appropriate and proper for staff, but it is crucial that they only do so in ways appropriate to their professional role.
- b. Specific arrangements should be:

- understood and agreed by all concerned;
 - justified in terms of the student's needs;
 - consistently applied;
 - open to scrutiny; and
 - reviewed annually.
- c. When physical contact is made with students, this should be in response to their needs at the time, of limited duration and appropriate given their age, stage of development, gender, ethnicity and background.
 - d. If an incident of positive handling is carried out, the incident and circumstances should be recorded as soon as possible on the school's Incident Logs, if appropriate, a copy placed on the student's file.
 - e. All incidents of positive handling should be reported to parents/carers. This is not a legal requirement, however is good practice.
 - f. All instances of positive handling should be immediately reported to Miss S Curtis (Head of School and DSL)

7. Staff Code of Conduct

- a. Staff at this school are expected to:
 - be aware that even well-intentioned physical contact may be misconstrued by the student, an observer or by anyone to whom this action is described;
 - always be prepared to explain actions and accept that all physical contact will be open to scrutiny;
 - be aware of the Government guidance in respect of physical contact with students and meeting medical needs of students; and
 - ensure that all incidents are reported and logged in the school's Incident Log.
- b. Staff may legitimately intervene using positive handling to maintain good order and discipline and prevent a student from:
 - committing a criminal offence;
 - injuring themselves or others;
 - causing damage to property;
 - engaging in behaviour prejudicial to good order.
- c. Staff should have regard to the health and safety of themselves and others.
- d. In all cases where positive handling is deemed necessary, the incident and subsequent actions should be documented and reported to the Head of School.
- e. Under no circumstances should physical force be used as a form of punishment.
- f. The use of unwarranted physical force is likely to constitute a criminal offence.
- g. Staff at Rose Education Provision must:
 - adhere to the school's Behaviour Policy
 - always seek to defuse situations; and
 - always use minimum force for the shortest period necessary.

8. Training and Support

The Head of School will ensure that appropriate training is provided for key staff at least every two years if appropriate and will ensure that the system enables account to be taken of the records in the Incident Log and elsewhere.

9. Equal Opportunities

In implementing this policy, all staff must take account of the school's Equality Policy.

10. Recording and Reporting

The Apprenticeships, Skills, Children and Learning Act 2009 (section 246) requires that governing bodies must ensure that a procedure is in place for recording each significant incident in which a member of staff uses force on a pupil, and for reporting these incidents to the pupil's parents as soon as practicable after the incident.

The Head of School is responsible for the implementation and monitoring of the Policy within the school.

All staff shall be made aware of this Policy and have a duty to ensure that it is implemented.

All records of positive handling will be kept in a locked cupboard. The incident must also be reported to the student's original school within 24 hours, electronically.

After an incident, it is also essential that staff involved in the incident have the opportunity for a de-briefing if they wish. Debriefing with the student should also be offered in the first 3 days of the incident but also before day 6.

De-briefing is voluntary for staff but is encouraged as 'best practice.' It must be promoted as an opportunity to develop greater self-awareness and understanding when supporting challenging situations. Staff asking for debriefing cannot be refused.

De-briefing for a student must occur when they are emotional able to do so. This must be voluntary and not enforced. They must be given allocated time with someone who is adequately trained to support them to reflect upon events in a non-shaming and non-judgmental manner.

11. Risk Assessments

Some students may require a risk assessment if there need has been identified as being high (see Appendix 2).

Individual risk assessments must establish the possible consequences of using a particular method or methods of intervention involving an individual pupil when difficult behaviour occurs.

This individual risk assessment will identify the most appropriate intervention strategy to be used for individual cases. The type of physical interventions that may be used or authorised for use will be identified and ranked.

Each individual risk assessment will lead to the creation of an individual positive handling plan

12. Monitoring and Review

a. The Head of School will

- ensure that a recording and reporting system is in place and is maintained;
- ensure that a senior member of staff is in charge of the Incident Log (see Appendix 1)
- Monitor and review individual students risk assessments

b. The Policy will be reviewed annually.

Author:	Miss Sheree Curtis		
Date:	August 2025		
Signed:	<i>S.Curtis</i>	Review Date:	August 2026

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WRITTEN LOG OF INCIDENT INVOLVING POSITIVE HANDLING OF STUDENT

Date:	Time and length of restraint:	Staff Member/s:
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Student:	Original School	Place of incident:
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Adult witnesses:	Student witnesses:	Reason for use of force:
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Incident leading to positive handling:
Student's behaviour (what was said, strategies used to diffuse situation, force used, how it was applied and for how long).
Student response:
Details of any injury/damage to property:
Senior member of staff summoned:

Head of School Informed*

Parent/Carer Informed*

☐
☐

**Please tick*

THIS FORM MUST BE COMPLETED THE SAME DAY. COPY TO THE HEAD OF SCHOOL.

Risk assessment for Peer-on-Peer abuse**Name:****Tutor group:****Original school :****Date risk assessment was completed on:****Risk assessment completed by:**

Considerations	Risk (victim, alleged perpetrator, other pupils, staff)	Risk level (High, medium or low)	Actions to reduce risk	Revised risk level (High, medium, low)	Review update
What was the nature of the incident?					
Was it a crime?					
Is it necessary to limit contact between the children involved? KCSIE and DFE guidance on peer on peer abuse, including sexual harassment and sexual violence in schools and colleges must be referred to.					
Is there an actual or perceived threat from the alleged perpetrator to the victim and or others?					

Is either the victim or the alleged perpetrator at risk of physical harm as a result of this incident (for example bullying or retribution from peers)?					
Do they share classes?					
Are they in the same area at break and lunch times?					
Do they share transport to and from school?					
Are they likely to come into contact with each other (or anyone else involved in/with knowledge of the incident) outside of school?					
How can such contact be limited?					
Is there a risk of harm from social media and gossip?					

Further action to be taken

Action	YES/NO	Date
Parents contacted	.	
School Contacted		
Support/Safety plan implemented		
Referral to DAS		
Referral to Early Help		
Referral to another external agency, if so which agency?		
Referral to CAMHS		
Other strategies to support		

Risk Assessment discussed with parents:.....**Date:**.....

Risk Assessment discussed with student:.....**Date:**.....

Head of School Signature:.....
Date:.....

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STUDENT RISK ASSESSMENT

Appendix 2b

STUDENT'S NAME:

YEAR

ORIGINAL SCHOOL:

KEY WORKER:

CHECKLIST

GENERIC RISK ASSESSMENT

INDIVIDUAL RISK ASSESSMENT
& POSITIVE HANDLING PLAN
REVIEW 1

INDIVIDUAL RISK ASSESSMENT
& POSITIVE HANDLING PLAN
REVIEW 2

DATE:

DATE:

DATE:

GENERIC RISK ASSESSMENT:

BEHAVIOUR(S) DEMONSTRATED BY STUDENT	BRIEF DESCRIPTION OF BEHAVIOUR(S)	LIKELIHOOD OF BEHAVIOIR OCCURING L – M – H	LEVEL OF RISK IF BEHAVIOIR OCCURS L – M - H	RISK RATING (1- 6)					
				1 L-L	2 M-L	3 L- M	4 H-L L-H M-M	5 H-M M-H	6 H-H
1. CAUSING HARM: - SELF - OTHERS (Students) - OTHERS (Staff)									
2. CAUSING DAMAGE: - THROWING - KICKING - VANDALISM - THEFT									
3. CAUSING DISRUPTION: - ABUSE/THREATS - LOSS OF TEMPER - REFUSAL TO WORK - PERSISTENT MISBEHAVIOUR									
4. HEALTH AND SAFETY: - USE OF WEAPON(S) - SUBSTANCE MISUSE - ABSCONDING - SEXUALLY INAPPROPRIATE BEHAVIOUR(S) - OTHER DANGEROUS BEHAVIOUR(S)									

ACTION PLAN		
Risk Rating 1-4: No further action at this stage. Student maintained using Behaviour Policy & ABC Behaviour Management Programme.	Target Date:	Completion Date:
Risk Rating 5 or 6: Individual Risk Assessment & Positive Handling Plan to be completed <u>immediately</u> and conveyed to the staff team in a briefing meeting.	Target Date:	Completion Date:

INDIVIDUAL RISK ASSESSMENT & POSITIVE HANDLING PLAN (Review 1):

DATE COMPLETED:		STAFF NAME:		STAFF SIGNATURE:	
BEHAVIOUR(S) TO BE ADDRESSED (Tick as appropriate)	ADDITIONAL COMMENTS:	LIKELY TRIGGER(S)	PROACTIVE MEASURES TO PREVENT OR REDUCE THE LIKELIHOOD OF BEHAVIOUR(S) OCCURING.	REACTIVE MEASURES TO BE USED TO MANAGE THE BEHAVIOUR(S) SHOULD THEY OCCUR.	TEAM TEACH INTERVENTION(S)* (BRIEF DESCRIPTION) * IF REQUIRED
1. CAUSING HARM: - SELF - OTHERS (Students) - OTHERS (Staff)					
2. CAUSING DAMAGE: - THROWING - KICKING - VANDALISM. - THEFT					
3. CAUSING DISRUPTION: - ABUSE / THREATS - LOSS OF TEMPER. - REFUSAL TO WORK. - PERSISTENT MISBEHAVIOUR					
4. HEALTH & SAFETY: - USE OF WEAPON(S) - SUBSTANCE MISUSE. - ABSCONDING - SEXUALLY INAPPROPRIATE BEHAVIOUR(S) - OTHER DANGEROUS BEHAVIOUR(S).					
ACTION PLAN					
1. This Individual Risk Assessment & Positive Handling Plan to be conveyed <u>immediately</u> to the staff team at a briefing meeting.		Target Date:		Completion Date:	
2. This Individual Risk Assessment & Positive Handling Plan to be reviewed in 6 – 12 weeks.		Review Date:		Review Completion Date:	

INDIVIDUAL RISK ASSESSMENT & POSITIVE HANDLING PLAN (Review 2):

DATE COMPLETED:		STAFF NAME:		STAFF SIGNATURE:	
BEHAVIOUR(S) TO BE ADDRESSED (Tick as appropriate)	ADDITIONAL COMMENTS:	LIKELY TRIGGER(S)	PROACTIVE MEASURES TO PREVENT OR REDUCE THE LIKELIHOOD OF BEHAVIOUR(S) OCCURRING	REACTIVE MEASURES TO BE USED TO MANAGE THE BEHAVIOUR(S) SHOULD THEY OCCUR	TEAM TEACH INTERVENTION(S)* (BRIEF DESCRIPTION) * IF REQUIRED
1. CAUSING HARM: - SELF - OTHERS (Students) - OTHERS (Staff)					
2. CAUSING DAMAGE: - THROWING - KICKING - VANDALISM. - THEFT					
3. CAUSING DISRUPTION: - ABUSE / THREATS - LOSS OF TEMPER. - REFUSAL TO WORK. - PERSISTENT MISBEHAVIOUR					
4. HEALTH & SAFETY: - USE OF WEAPON(S) - SUBSTANCE MISUSE. - ABSCONDING - SEXUALLY INAPPROPRIATE BEHAVIOUR(S) - OTHER DANGEROUS BEHAVIOUR(S).					
ACTION PLAN					
1. This Individual Risk Assessment & Positive Handling Plan to be conveyed <u>immediately</u> to the staff team at a briefing meeting.		Target Date:		Completion Date:	
2. This Individual Risk Assessment & Positive Handling Plan to be reviewed in 6 – 12 weeks.		Review Date:		Review Completion Date:	