



# Positive Handling Policy

## PREPARATORY SCHOOL INCLUDING EYFS

<b>Governors' Committee normally reviewing:</b>	FPS Leadership Team
<b>Date last formally approved by the Governors:</b>	March 2015
<b>Date policy became effective:</b>	February 2008

<b>Period of Review:</b>	2 Yearly
<b>Next Review Date:</b>	Spring 2019

<b>Person responsible for implementation and monitoring:</b>	The Head, Heads of Phase
<b>Other relevant policies:</b>	Safeguarding (Child Protection and Staff Behaviour) Policy, Pastoral Care Plan, Learning and Teaching Policy

## **The following Policy covers the Aims and Ethos of the Preparatory School**

**Mr Simon James  
Head, Preparatory School**

### **[Aims and Ethos](#)**

#### ***SAFEGUARDING STATEMENT***

*Felsted is committed to maintaining a safe and secure environment for all pupils and a 'culture of vigilance' to safeguard and protect all in its care, and to all aspects of its 'Safeguarding (Child Protection and Staff Behaviour) Policy'.*

#### ***EQUAL OPPORTUNITIES STATEMENT***

*The aims of the School and the principles of excellent pastoral care will be applied to all children irrespective of differences in ethnic background, culture, language, religion, sexual orientation, gender and disabilities, so long as in the last matter the student is able to involve himself or herself in the activity concerned; equally these differences will be recognised and respected, and the School will aim to provide a positive culture of tolerance, equality and mutual respect.*

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- Monitoring and evaluation

## THE USE OF REASONABLE FORCE TO CONTROL OR POSITIVELY HANDLE PUPILS

This document seeks to clarify the circumstances in which teachers and other staff may use reasonable force to control or positively handle pupils. The legislation states that reasonable force may be used to prevent a pupil from doing any of the following:

- a) committing a criminal offence
- b) injuring themselves or others
- c) causing damage to property
- d) engaging in behaviour that is prejudicial to the maintenance of good order and discipline at the school or amongst any of its pupils.

1) Corporal punishment is prohibited. There are no exceptions to this.

2) There is no legal definition of 'reasonable force'; it depends on the circumstances of the case. The degree of force used must be proportionate to the seriousness of the behaviour it is intended to prevent. It must also be the minimum needed to achieve the desired result and will be dependent on the age and sex of the child.

3) The following are examples of situations in which the use of reasonable force might be appropriate:

- a) when the member of staff, usually a teacher, learning assistant or Boarding House staff or other trained person providing care for the child is obliged to act in self defence
- b) when pupils are fighting
- c) when a pupil is likely to cause an accident
- d) when a pupil is causing or is likely to cause deliberate damage or vandalism
- e) when a pupil persistently refuses to obey an order - say, to leave a classroom
- f) when a pupil refuses to leave their parent/guardian and to enter school
- g) when a pupil tries to leave a classroom without permission (especially Pre-Preparatory)
- h) when a pupil tries to escape from the School premises.

- 4) When there is an immediate risk of injury or of serious damage to property, the member of staff may have to intervene physically immediately. However, in a non-urgent situation, force should only be used as a last resort, when all other strategies have failed. Force should never be used out of anger or frustration, or in order to punish a pupil.
- 5) Members of staff should not intervene if they think that by so doing they will be at risk of injury. In these circumstances, they should remove other pupils from danger and summon assistance from colleagues (or, ultimately, from the police).
- 6) The application of force can legitimately involve physical intervention between pupils or blocking a pupil's path. It may involve touching, holding, pulling, leading a pupil by the arm or shepherding a pupil away by placing a hand in the middle of the back.

It should not, save in the most exceptional cases and where there is no alternative, involve treatment that might reasonably be expected to cause injury, for example, by:

- a) holding a pupil around the neck or by the collar,
- b) slapping, punching, kicking or tripping a pupil,
- c) twisting a limb or holding a pupil by the hair.

Any positive handling that might be considered indecent should always be avoided.

- 7) Reporting – *see Appendix 1 for Record Form*
  - a) Any **incident** must be reported immediately to the Head or in his absence, the Deputy Head.
  - b) A detailed written report must be composed straightaway. It should include:
    - i) the names of those involved
    - ii) the names of witnesses
    - iii) the reason for force being necessary
    - iv) how the incident began and developed
    - v) the degree and duration of force applied
    - vi) the pupil's response
    - vii) the outcome of the incident
    - viii) details of injuries sustained by those involved.
  - c) The teacher should keep a copy of the report.
  - d) A record should be kept in the incident file.

It is advisable for the Head to inform the parents of those involved. This should help to avoid official complaints from parents. Nevertheless it is possible that a complaint about the use of force might lead to an investigation by police and social services.

It may also be advisable that the Head should inform the Chairman of Governors.

- 8) It is accepted that some physical contact may be necessary to demonstrate exercises or techniques in the course of PE lessons or sports coaching, or if first aid has to be administered, or if a pupil is distressed and needs comforting, or if Pre-Preparatory pupils need help with dressing and undressing.
- 9) It should be mentioned that pupils from some minority groups may be particularly sensitive to physical contact by members of staff.
- 10) Physical contact between pupils and teachers of the opposite sex becomes increasingly open to question as pupils reach and proceed through adolescence. Teachers should bear in mind that even innocent and well-intentioned physical contact can sometimes be misconstrued.

#### **Monitoring and Evaluation**

When an individual case arises, the Policy is adhered to and therefore is monitored through this process and adjusted as required. Effectiveness is monitored through termly reporting to Governors of the Positively Handling Log. Any positive handling is reported to parents. Adjustments are made to this Policy according to lessons learned and captured. The policy is evaluated in accordance with the School's Policy Evaluation Cycle and the header at the top of this Policy.

<b>POSITIVE HANDLING INCIDENT REPORT</b> <i>(Positive Handling Policy: Section 7 – Reporting)</i>		
i)	Names of those involved	
ii)	Names of witnesses	
iii)	Reason for force being necessary	
iv)	How the incident began and developed	
v)	The degree and duration of force applied	
vi)	The pupil's response	
vii)	The outcome of the incident	
viii)	Details of injuries sustained by those involved	
Additional comments:		

Name: \_\_\_\_\_ Date: \_\_\_\_\_