



Positive Handling and Use of Reasonable Force Policy

Approved via Governorhub

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Positive Handling and Use Of Reasonable Force

Aims

Our policy aims to give all members of the school community clear guidance so that behaviour can be managed in a positive way. Alderman Jacobs School also recognises that in certain circumstances restrictive physical intervention may be needed. The guidance outlines how this can be undertaken while supporting the values and principles of the school.

Legislation and Guidance

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

- Committing any offence
- Causing personal injury to, or damage to the property of, any person including the pupil themselves
- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school.

Physical touch

The staff at Alderman Jacobs School believes that physical touch is an essential part of human relationships. In our school adults may use touch or physical support to prompt, to give reassurance or to provide support such as in P.E. To use touch or physical support successfully, staff will adhere to the following principles. It must:

- Be non abusive, with no intention to cause pain or injury
- Be in the best interests of the child and others
- Have a clear educational purpose e.g. to access the curriculum or to improve social relationships
- Take account of gender issues

Staff will use touch and physical support with an awareness of the sensitivities associated with any form of physical contact with children.

School Strategies for dealing with inappropriate or undesirable behaviour

These approaches are successful for the vast majority of time and are used throughout school

- Non verbal messages
 - 'The look'
 - Moving closer to the child behaving inappropriately
 - Visual prompts – a hand signal to stop, finger to lips, frowning etc.
- Tactical or planned ignoring

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- An adult decides to temporarily ignore specific behaviour, which can be discussed with the child later
- Description of reality
- A simple calm statement identifying who is being spoken to and describing the behaviour e.g. “Martha, you’re pushing Laurie”
- Simple Direction
- Clear reminder about behaviour expected e.g. “Tom, turn around, thank you”.
- Use “thank you” rather than please. It is a subtle way of showing that you expect the behaviour to change.
- Rule reminder
- Remind about the rules you have e.g. “Harry, our rule is that you put your hand and wait.” “John , remember our rule about lining up”
- Question and feedback
- Asking a prompt question to show inappropriate behaviour has been noticed e.g. “what’s happening here?”
- Disappointment or humour
- “Alex, I’m disappointed you’ve forgotten our rules”
- “John, it will be dark outside if that work doesn’t get finished!”
- Broken Record
- When other techniques have not been successful it may be necessary to insist, Keep repeating an instruction until the child complies e.g. “Amy, sit on your chair, thank you....sit on your chair...Amy, sit on your chair...sit on your chair, thank you”. If resistance or argument continues acknowledge a child’s view but continue to reiterate your instruction e.g. “ It can also be effective to use “it is not for discussion” or “it is not for negotiation, sit on your chair, thank you”
- Choices and consequences
- Enable a child to take responsibility and feel some ownership. For example “Jack you can do your work at your table or you can do your work at the art table – it’s your choice” or “Jack, you can choose do your work now or you can choose to do it at playtime – it’s your choice” The adult should then move away giving the child chance to think or ‘take-up time’. This might be combined with the broken record technique
- Equally it may be that you apply a consequence “Jack, you did not complete your work so you have chosen to finish it at playtime” This places the responsibility on the child and illustrates that they have a choice about their behaviour.
- Task Planner
- A daily visual reminder shows children what they can expect to happen.
- It can be used for a particular lesson so they know what is expected for each session.
- Time Out
- Directed – “You need to go to...for 5 minutes” This should be an identified place for an amount of time to be decided in advance
- Optional – Provide a pre decided number of Exit cards for Time Out.
- Show an adult in school something they have done well.

When using the above strategies remember

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- Criticise the behaviour not the child e.g. “You are usually very kind” rather than “stop pushing you little bully”
- Give a choice “Put it in your tray or give it to me – it’s your choice”
- Allow ‘take up time’ so pupils do not lose face.
- As soon as a child begins to behave appropriately give positive verbal feedback e.g. “Sam, you are listening really well”.
- Speak in a calm, controlled voice. Do not raise your voice or get drawn into an argument.
- Negotiate an outcome you can live with e.g. “I’d like you to write three sentences by the time I come back in ten minutes”.
- Have a quiet word, rather than a public argument.
- Use gentle humour, not sarcasm
- Give the child a way out – “Do you need some help with that”
- Exit Procedure
- On occasions these strategies may not work. In such instances it may be necessary to guide a child from the classroom. The child will be guided by an adult who has been trained in the use of STEPS (Therapeutic Approach) techniques.

What is physical intervention?

A physical intervention is where a child’s mobility or movements are prevented, impeded or restricted or force is used to direct a movement, following a dynamic risk assessment of the situation. Staff in school have been trained in the Therapeutic Thinking philosophy and may use a physical guide to ensure the safety of an individual or whole class. Staff are not expected to intervene against their better judgement or to place themselves at unreasonable risk. In such circumstances they must take steps to minimise the risks. For example they may remove other children and call for assistance. Supply staff, parents and volunteers are not authorised to use restrictive intervention.

How staff might intervene.

When a restrictive physical intervention is justified, staff will use ‘reasonable force’ that is warranted by the situation. Any force used will always be the minimum needed for the shortest amount of time possible. This is not used as a threat but to help the child understand. Staff will try to adopt a calm, measured approach and maintain communication with the child throughout.

After a physical intervention has been used

After the use of a restrictive intervention the following steps will be taken

- Details of the incident will be recorded by all adults immediately
- Records will be made within 12 hours of the incident and added by hand in the LA book located in the HT Office.
- Staff will be offered the opportunity to seek the support of SLT
- Injuries sustained must be recorded following normal school procedures
- The Headteacher will check that there was no cause for concern and if an action is felt to have put a child at risk of significant harm the school’s child protection procedures will be followed
- Parents and carers will be informed and have the opportunity to discuss the incident

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- Support & debriefing will be available to staff and pupils

Risk Assessments

All incidents and records will be monitored and individual risk management plans and assessments will be put in place and reviewed after any incident.

Before deciding to intervene staff should weigh up whether the risk of not intervening is greater than the risk posed

Complaints

Any complaint will be considered in light of the school's child protection procedures. If child protection procedures are not appropriate, the schools Complaint Procedures will be followed.

Links with other policies

Behaviour and Discipline

Complaints

Risk Assessment

Safeguarding and Child Protection

SEND Provision and Inclusive Education