

# POSITIVE HANDLING POLICY



Academic year 2025 -  
2026

# POSITIVE HANDLING POLICY YSGOL GYNRADD GROES-WEN PRIMARY SCHOOL

## Forward

*This document should be read in conjunction with the Inter-Agency “Policy and Guidance Framework - The Use of Reasonable Force to Control Pupils”. They have been written to make explicit the expectations that the School Service has of school staff and those responsible for their training. Staff acting in good faith, working within these guidelines and protocols will be positively supported in their actions.*

As a rights respecting school we aim to ensure all children, staff and families are aware of children’s rights. We aim to not only teach about children’s rights but also model rights and respect in all relationships. **This policy is specifically linked to Articles 12, 28, 37 (UNCRC).**

Both children and staff have rights. This document attempts to ensure that staff have a safe, supportive, carefully managed and monitored environment, and that children’s needs, safety and rights are respected and nurtured.

## Care and Control and the Use of Force

### 1.0 Policy Statement

1.1 This policy is based on Welsh Office Circular 097/2013 “Safe and Effective Intervention” and the corresponding Cardiff Inter-Agency document, “The Use of Reasonable Force to Control Pupils - Policy and Guidance Framework”.

1.2 At Ysgol Gynradd Groes-wen Primary School we work to ensure each individual pupil is able to reach his or

her potential. Every child is entitled to learn and every teacher is free to teach in an

environment that is safe, secure and free from distraction. The guiding principles to achieve this should be established in the school policy on positive behaviour management.

Whilst we recognise that positive handling (physical restraint) is a last resort when other strategies have failed, there are situations which occasionally arise which necessitate the use of reasonable force in order to secure the safety of staff and pupils in our school. We recognise there is a need in line with Section 93 of the Education and Inspections Act 2006 which replaced the 1996 Education Act Section 550A, to intervene when there is an obvious risk of safety to pupils, staff and property.

1.3 As best practice regarding positive handling this policy should be considered alongside other relevant school policies, specifically those involving behaviour, health and safety and child protection.

## **2.0 What is The Legal Use of Reasonable Force To Control Pupils?**

2.1 Teachers and other persons authorised by the Head teacher to have charge of pupils, may use reasonable force to prevent pupils:

- causing injury to themselves or others
- ensuring that the school is a safe place which is conducive for all children to learn and grow
- committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility)
- causing serious damage to property

### **Weapons**

• Reasonable force may be used in exercising the statutory power introduced under Section 45 of the Violent Crime Reduction Act 2006, to search pupils, without their consent, for weapons. This search power would apply to Head teachers and staff authorised by them, where they have reasonable grounds for suspecting that a pupil has a weapon. Reasonable force could be used by the searcher and/or the second person (one male, one female) required to be present at a search. However, the Welsh Assembly Government strongly advises schools not to search pupils where staff decide it is not safe for them to do so, but they still suspect a weapon is present. They should NOT search and should call the Police - especially if they believe that pupils or staff are at serious risk. Guidance emphasises that the power to search is not a duty. Welsh Assembly Government recommends training

before staff are authorised to carry out searches.

2.2 Reasonable force has no legal definition but:

- Staff must take into account the circumstances of the incident, age, sex and development of the pupil
- The degree of force must be proportional to the seriousness of the situation, behaviour or consequences it is intended to prevent, and always be the minimum force needed
- Force could not be justified for a trivial misdemeanour or a situation that could be resolved without it
- Everyone has the right to self-defence provided they do not use a disproportionate degree of force
- Corporal punishment is illegal

### **3.0 Objectives Of This Policy**

3.1 To provide all staff, governors, parents and pupils with an understanding of care and control and the use of force.

3.2 To emphasise that the use of positive handling is:

- part of a positive care approach to supporting emotional development and regulation
- last resort, or a necessary expedient option to be used in extreme circumstances.

3.3 To ensure that all members of staff or authorised persons who may have to positively handle pupils clearly understand the options and strategies open to them.

### **4.0 Who Can Use Reasonable Force?**

4.1 We recognise that most of the time positive handling will be used infrequently, that is, as a last resort to maintaining a safe environment.

4.2 All teaching staff are by the nature of their roles authorised to use positive handling as appropriate.

4.3 Any member of staff who has been Team Teach trained is authorised to intervene or use force if they are the first person on hand, In a situation where there is a more senior member of staff present then they will make the judgement about when to use intervention, always trying to employ other strategies first.

### **5.0 Circumstances When Reasonable Force Might Be Appropriate?**

5.1 We recognise that some children may not be able to control their reaction to events as well as others and at times may place themselves or others at risk through their uncontrolled

behaviour. As indicated in 2.1, reasonable force might be appropriate when:

- Preventing a pupil from 'attacking' a member of staff, or another pupil or to stop a fight
- between two or more pupils
- Preventing a pupil from injuring themselves or others
- Preventing a pupil causing serious, deliberate damage to property
- Preventing a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or objects
- Ensuring that a child leaves the classroom where they have persistently refused to follow an instruction to do so
- Preventing serious disruption

5.2 NB In this situation it may well be preferable to remove other children first and to 'ignore' some attempts to damage property to avoid physical intervention. Wherever possible early support from colleagues will be sought. Single handed intervention increases the risk of injury to both parties and does not provide the person intervening with the support of a colleague acting as a critical friend.

5.3 Strategies other than force will be considered

Examples

- Providing the disruptive pupil with a choice of locations to exit to
- Giving clear directions
- Allowing 'take-up' time thus allowing a 'face-saving' opportunity
- Removing the audience, i.e. requesting that other pupils leave the room
- Implementing Team Teach help protocols so that another member of staff takes over the strategic lead of the incident, if he/she feels it is appropriate to do so.

## **6.0 Procedures and practical considerations during specific incidents**

6.1 Wherever practicable staff are expected to:

- Use a calm and measured approach
- Tell the pupil to stop, remind them of consequences, tell them what will happen if she/he does not stop
- Seek assistance from other colleagues at as early a stage as possible
- Staff who become aware that another member of staff is intervening physically with a pupil have a responsibility to provide a presence, and to offer support and assistance should this be required
- Try to defuse the situation orally and prevent escalation
- Try to remove the pupil from the peer audience
- Attempt to communicate with the pupil throughout the incident
- In as calm a manner as possible, explain that the reason for intervention is to keep the pupil and others safe
- Make it clear that positive handling will stop as soon as the pupil calms and the risk

- assessment indicates it is no longer necessary
- If it is not possible to control the extreme pupil without risk of injury to yourself or others, remove the other pupils who may be at risk and summon assistance.

6.2 It is good practice to:

- Give the impression you are in control
- Give the impression you have not lost your temper or are not acting out of anger or frustration
- Remind the child you are not punishing them but keeping them safe
- Call for assistance
- Intervene with the support of a colleague acting as a critical friend

## 7.0 Application Of Force During Specific Incidents

7.1 Methods that staff may use in appropriate circumstances where a risk assessment judgement supports this:

- Physically interposing themselves between pupils
- Blocking a pupil's path
- Using classroom furniture to restrict movement
- Leading by the arm
- Shepherding a pupil away by a light touch on the elbow or near the shoulder
- "Assertive guiding" - remembering this is the positive application of force to control a pupil and would be used in rare circumstances, e.g. if the pupil is in extreme danger and no other alternative is available, or where reasonable force is used to assist a pupil's movement.
- Holding - for security and to reduce anxiety where there is potential risk, even if the pupil is not yet out of control. The purpose is to defuse or prevent escalation.
- When intervening staff should take care that their actions should in no way be capable of being interpreted as aggressive. All holds are devised to minimise the risk of injury.
- They should not cause pain.
- Where pupils are presenting with more challenging behaviour which may require more restrictive holds, it is important that these techniques have been delivered by advanced Team Teach instructors.

7.2 Only Team Teach strategies must be used to restrain pupils. Other ways of holding pupils may cause injury. Staff may not carry out action that might reasonably be expected to injure by:

- Holding a pupil around the neck, or by the collar, or in any other way that might restrict the ability to breathe
- Slapping, punching or kicking a pupil
- Twisting or forcing limbs against a joint
- Tripping a pupil

- Holding or pulling the pupil by the hair

As far as possible, staff should not use force unless, or until, another responsible adult is present to support, observe and call for assistance.

7.3 Other considerations for non-urgent situations where the risk to people or property is not imminent:

- Consider carefully whether positive handling is the right course of action
- Try to deal with the situation through other strategies before using force
- Try to defuse and calm the situation to establish good order, the use of positive handling could lead to an escalation of the problem
- Take into account the age, understanding, personal characteristics of the pupil
- The use of positive handling to enforce compliance is likely to be increasingly inappropriate with older pupils
- Never use force as a substitute for good behaviour management
- In non-urgent situations force should only be used when all other methods have failed

## **8.0 Reporting and Recording Incidents**

8.1 Should an injury occur as a result of an incident at school, immediate steps will be taken to secure appropriate medical attention. This will be reported and recorded in accordance with School Service policy.

8.2 All incidents that result in restraint (where a child has to be held) will be recorded in detail

8.3 Restraint is "the positive application of force with the intention of overpowering the client" (DOH 4/93 Section 5.2).

8.4 The member of staff concerned will report the matter orally to the Head teacher or a senior member of staff as soon as possible. The incident will be recorded on My Concern by staff at the earliest opportunity, ideally before the end of the school day.

8.5 Staff may wish to seek advice from a senior colleague or their professional association when compiling a report. A written report should be completed within 24 hours of the incident's occurrence, but ideally before the end of the school day and should be signed and dated.

Staff are advised to keep a copy of the report for themselves.

8.6 If a child has been restrained in accordance with the definition from (DOH 4/93 Section 5.2) the Head teacher or his/her deputy will tell parents about the incident by the end of the school day. However, if parents cannot be reached a letter will be sent to inform them of the incident and offer them the opportunity to discuss the matter.

8.7 Other witnesses to the incident, staff, pupils, will also complete reports. These will be

signed and dated.

8.8 The Incident Book will be reviewed by the Head teacher and Governor member with responsibility for Additional Learning Needs or Health & Safety termly to consider control measures and possible training or further training needs etc.

8.9 A copy of the Incident Report will be placed in the pupil's profile on My Concern

### **9.0 Debriefing Following Serious Incident**

9.1 Pupils and members of staff will be checked for any sign of injury and first aid will be administered if required

9.2 The pupil will be given time to become calm while staff continue to supervise him/her. When the pupil regains complete composure, a senior member of staff will discuss the incident with the pupil and try to ascertain the reason for it. This will be done in the context of a restorative enquiry, following the restorative approach of the school. The pupil will be given the opportunity to explain things from his/her point of view. All necessary steps will be taken to re-establish the relationship between the pupil and the member(s) of staff involved in the incident. In cases where it is not possible to speak to the pupil on the same day the debrief will occur as soon as possible after the pupil returns to school.

9.3 All members of staff involved will be allowed a period to debrief and recover from the incident. This may involve access to external support. A senior member of staff will provide support to the member of staff involved.

### **10.0 Other Procedures Concerning Incidents**

10.1 If necessary and appropriate the Chair of Governors, School Service, Children's Services or police will be informed/consulted.

10.2 Help, support and reassurance will be given where appropriate to any victims involved.

10.3 Where possible an attempt will be made to help the pupil develop awareness of, and self-regulate, their behaviour.

10.4 In very serious cases exclusion will be considered.

### **11.0 Planning for Incidents and Meeting Training Needs**

11.1 If we are aware that a pupil is likely to require positive handling on more than one occasion

in a term we will plan how to respond in line with Cardiff's Inter-Agency Policy on the Use of Reasonable Force to control pupils Section 6.4. This will include involving the parents to ensure they are clear about what specific action we might need to take and obtaining medical advice if the child has any specific health needs. A risk assessment and a positive handling plan will be drawn up, in consultation with all concerned and included as part of the pupil's Individual Development Plan (IDP) or Pastoral Support Plan (PSP). It will be regularly reviewed on a termly basis.

11.2 Staff involved will, through risk assessment, have identified their training needs in this area. In cases where it is known that a pupil will require positive handling appropriate training will be provided (accessed through the Emotional Well-being Support Service (Achievement & Inclusion service ) for relevant staff.

11.3 All staff should receive Team Teach training from the Local Authority and this needs to be updated at least every 3 years. For staff who are absent on the day of the training, alternative training should be sought. Any staff who have not been Team Teach trained should not engage in any physical restraint of pupils.

## **12.0 Arrangements for Informing Parents**

12.1 As indicated in 10.1, for some children there may be the need to use specific techniques to routinely manage their challenging behaviour. This will be recorded in their IDP, Positive Handling Agreement or PSP. Such arrangements will be fully discussed with parents/carers, on an individual basis, in advance of their implementation. All intervention will be routinely recorded and monitored.

12.2 All parents will be informed after an incident where positive handling is used with a pupil.

12.3 This policy and the Relationships Policy set out the circumstances in which physical intervention might be used towards a child. These policies are published on the school website and shared with parents.

## **13.0 Physical Contact with Pupils In Other Circumstances**

13.1 Staff must be sensitive to matters relating to culture and gender issues and any known individual characteristics or special circumstances relating to pupils.

13.2 Some physical contact may be necessary e.g. during P.E. lessons, sports coaching, or if a

member of staff has to administer first aid or medication.

13.3 Young children and children with ALN may need staff to provide physical prompts or help.

13.4 Physical contact must always be age appropriate and done openly.

#### **14.0 Complaints**

14.1 This policy is in accordance with the Schools Service Inter-Agency Policy of The Use of Reasonable Force to Control Pupils. As such, those acting in accordance with it, providing they act in good faith, working within the authority guidelines, will be positively supported in their actions.

14.2 Involving parents when an incident occurs, and having our clear policy about physical contact with pupils that staff adhere to will help avoid complaints from parents. Providing staff with approved training will also help.

As employers, schools and local authorities have a duty of care towards their employees. It is important that schools/LA's provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.

14.3 All complaints will be recorded and followed up by the Head teacher or their representative in the first instance. Where appropriate the Schools Service will be notified/kept informed.

14.4 A complaint or dispute about the use of force by a member of staff might lead to an investigation under disciplinary procedures or by the Police and Social Services under Child Protection procedures. See other guidance in the School Service Child Protection Policy.

14.5 Team-Teach techniques seek to avoid injury to the service user(child), but it is possible that injury may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the pupils and staff remain safe.

14.6 When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.

14.7 Suspension should not be an automatic response when a member of staff has been accused of using excessive force

### 15.0 Equal Opportunities and Equality

The school is committed to working towards equality, promoting positive approaches to difference and fostering respect for people of all cultural and social backgrounds whatever their age, race, sexual orientation, faith, ethnicity, gender, appearance, language, disability or additional learning need. Developing positive relationships between pupils of all backgrounds is an essential aspect of the work of the school. Staff are committed to ensuring that all pupils achieve the highest possible standards in an inclusive environment.

We are pro-active in tackling and eliminating discrimination and providing positive, non-stereotyped role models for all pupils. Through monitoring and evaluating our provision within the school we aim to minimise the potential discrimination and ensure that equality is at the centre of our policy and practice.

Incidents of positive handling are logged and monitored to look for trends in occurrence and to try and ensure that we do not have a social, racial or cultural bias in our response to, and treatment of, different groups of pupils.

### 16.0 Review

This policy will be regularly monitored by the Head teacher and Governors and reviewed and updated annually.

Headteacher Signature:



Date: 26.09.25

Chair Signature:



Version:	03
Review Date:	Autumn 2026



## Record of Positive Physical Intervention of Pupils

Name of Pupil: \_\_\_\_\_ Class: \_\_\_\_\_

Gender: Male  Female  Is the pupil a Looked After Child? Yes  No   
 Is the pupil on the SEN register? Yes  No

Date of Incident: \_\_\_\_\_ Time of Incident: \_\_\_\_\_ Place: \_\_\_\_\_

Reporting Staff: \_\_\_\_\_ Staff Involved: \_\_\_\_\_

**Reason for intervention (please tick)**

Risk of injury to him/herself	
Risk of harming another child	
Risk of harming staff	
Damaging equipment/ property	
Compromising good order and discipline	
At risk of leaving the school	

Details of how the incident began and nature of pupil behaviour.

What action was taken to de-escalate the situation?

Positive Physical Intervention technique (s) used. Enter sequence number and number of staff.

Technique	Standing		Sitting		Kneeling		Ground	
Single Elbow hold								
Wrap								
Shield								

Length of Time of Positive Physical Intervention:

Brief Description of Positive Physical Intervention:

Give brief details of injury and treatment:

Damage to Property Yes  No

Signature of Report Compiler: \_\_\_\_\_ Time: \_\_\_\_\_ Date: \_\_\_\_\_

Signatures of other staff involved \_\_\_\_\_ Date: \_\_\_\_\_

## Positive Handling Plan

Name of Child \_\_\_\_\_

Date of Plan: \_\_\_\_\_

Positives- What is the pupil good at and what do they like doing?	Triggers- What situations have led to problems in the past?	Signs of agitation or anxiety. Early warning signals
1.	1.	1.
2.	2.	2.
3.	3.	3.

What changes could be made to the environment or routines may help the situation?

Should any strategies be avoided?

What possible strategies should be tried?

Type of Incident	Possible approach

Possible 'Team Teach' techniques:

School signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent signature: \_\_\_\_\_ Date: \_\_\_\_\_

Date shared with whole staff : \_\_\_\_\_

## Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
			✓	

This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community

Question	Equality Groups												Conclusion													
Does or could this policy have a negative impact on any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'yes' or 'not sure'	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS		
	✓			✓			✓			✓			✓			✓			✓			✓			Yes	No
Does or could this policy help promote equality for any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS		
	✓			✓			✓			✓			✓			✓			✓			✓			Yes	No
Does data collected from the equality groups have a positive impact on this policy?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS		
	✓			✓			✓			✓			✓			✓			✓			✓			Yes	No

<b>Conclusion</b>	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.
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Preliminary EIA completed by	Date	Preliminary EIA approved by	Date