Haworth Primary School

Care and Control and Positive Handling Policy

HAWORTH PRIMARY SCHOOL

Care and Control and the Use of Positive handling

Safeguarding Statement of Intent:

At Haworth Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Haworth Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying. We believe that if this commitment is to be put into practice then the safeguarding policies and procedures the school has drawn up must be adhered to, communicated and fully understood and applied by everybody associated with the school.

Aims:

Through the implementation of our Policy we aim:

- To provide all staff, governors, parents and pupils with an understanding of care and control and the use of restraint.
- To emphasise that the use of restraint is: a part of a positive care and control approach to pupil welfare and as a last resort , or a necessary expedient option to be used in extreme circumstances.
- To ensure that all members of staff who may have to intervene physically with pupils are trained accordingly and clearly understand the options and strategies open to them.

Introduction

At Haworth Primary School we work to ensure that each individual pupil is able to be a successful learner. We believe that behaviour and attitude to learning have a major influence on pupil achievement and that every child is entitled to learn in an environment which is safe, secure and promotes well being.

As a school we are committed to supporting our pupils within our duty to have lawful care and control over them. In the great majority of cases this is achieved through engendering sound relationships and the normal application of our Behaviour Policy. However in exceptional or extreme circumstances this might entail the use of reasonable positive handling to prevent a child causing injury to themselves or others, criminal offence, injury, damage or disruption.

It should be emphasised that our approach to care and control, similar to that of behaviour in general, is very much a positive one. The physical restraint of a pupil should be seen in the context of a further positive (albeit 'last resort' or 'justifiably expedient') action of care and concern.

This paper sets out the school's policy about care and control issues including the use of positive handling to control or restrain pupils. It draws guidance from the DfE document:
"Use of Reasonable Positive handling – advice for school leaders, staff and governing bodies"
NB. The examples and 'Do's and Don't's' given in this policy should not be viewed as exhaustive, but they are intended to act as useful guidelines for most situations.

Agreed Principles:

- The school follows the Positive Care and Control principles (PCCP).

- PCCP is a set of Education Bradford and LEA guidelines about a professional and disciplined approach to care, control and safety of children and young people, based on positive behaviour management.
- It is an explicit statement about expectations and required standards of practice for, (including that which is not permitted) all staff in schools.
- PCCP covers the use of physical positive handling to control pupils and emphasises that this should be seen as part of a continuum of positive and caring interventions.
- PCCP outlines a whole range of strategies, in line with our School Behaviour Policy, aimed at the prevention and de-escalation of inappropriate behaviour.

What is the legal use of positive handling to control pupils?

The law allows members of staff to use reasonable positive handling to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom / school.

What is reasonable positive handling?

The term '**reasonable positive handling'** covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Positive handling is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more positive handling than is needed.

Control means either passive physical contact, such as standing between pupils, or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control as set out in the guidelines for Team Teach. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
Members of staff will always follow the guidance of Teach Teach and all restraints will be recorded and shared with all parties.

Use of Reasonable Positive handling

At Haworth Primary School the use of positive handling is the last option we use when de-escalation strategies have failed. Positive handling cannot be justified for a trivial misdemeanour or a situation that clearly could be resolved without it NB. Wherever possible, support from a colleague will be sought and alternative strategies other than using positive handling will be considered such as:

- Providing the disruptive pupil with a choice of locations to exit to, in a manner that conveys an expectation of compliance and with some degree of 'take-up time' to allow him/her to "save face"
- Moving the other pupils out of the classroom and/or away from the disruptive pupil

The degree of positive handling will always be used under the guidance given through Team Teach and recorded on the positive handling forms. We will make reasonable adjustments for disabled children and children with SEN. Positive handling may be appropriate where action is necessary in self-defence or because of imminent risk of injury, or where there is a developing risk of injury or significant damage to property.

Positive handling

Positive handling Staff will contact parents when positive handling has had to be used and complete the school Handling Proforma.
Corporal punishment is illegal.

Planning for incidents

- We will plan how to respond if we are aware that a pupil is likely to require physical control or intervention. This may necessitate writing a risk assessment. 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.
- Physical intervention, **unless it is an emergency situation**, will only be carried out by teachers and other persons authorised by the Headteacher - Members of the Senior Leadership Team and other people who are trained and authorised by the Headteacher. NB. All teachers and those 'authorised' by the Headteacher to have charge of pupils, have a 'duty of care' to take appropriate action, up to and including the use of reasonable positive handling, to prevent pupils committing crime, disruption or causing injury or damage.

Practical considerations or procedures during incidents

Do where practicable:

- Tell the pupil to stop and what will happen if he/she does not….
- Try to defuse the situation orally and prevent it from escalating.
- Try to move the pupil away from any peer audience.
- Attempt to communicate with the pupil throughout the incident.
- Try to make sure that another adult is present.
- Ensure that additional support can be summoned if appropriate.
- Make it clear that the physical contact or control will stop as soon as it ceases to be 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.
- Use a calm and measured approach.

Try not to:

- Give the impression that you are nervous or out of control.
- Give the impression that you have lost your temper, or are acting out of anger or frustration.
- Give the impression that you are trying to punish the pupil.
- Intervene in an incident without help unless it's an emergency or you are confident of being able to help without risk of injury or making the situation worse – call for help.

positive handling

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

- Consider carefully whether physical intervention is right.
- Always try to deal with a situation through other strategies before using positive handling.
- Try to defuse and calm the situation, and establish good order – physical positive handling could lead to escalation of the situation.
- Take into account the age, SEND needs, disability, understanding and personal characteristics of the pupil.
- Physical intervention to enpositive handling compliance is likely to be increasingly inappropriate with older children.

- Never use positive handling as a substitute for good behaviour management – in a non-urgent situation positive handling should only be used when other methods have failed.

Reporting and recording incidents involving the use of positive handling

- The Headteacher or his/her representative will inform parents by telephone about the incidents as soon as possible, or at least by the end of the school day, depending on the seriousness of the incident.
- Should an injury occur as a result of an incident at the school, immediate steps will be taken to secure appropriate medical attention. The Headteacher/Deputy Headteacher (or member of the Senior Leadership Team if they are not available) must be informed and the Accident/Injury Report Book must be completed by the member of staff involved as soon as possible. This will be sent to the LA using the reportable incidents form.
- Staff may seek advice from senior colleagues, or a representative from their professional association, when compiling a report;. The report will help prevent any misunderstanding or misrepresentations of the incident and will be helpful if there is a complaint (see 'Complaints' below).

Complaints

This policy is in accordance with the LEA policy in respect of care, control and the use of positive handling in schools. As such, those acting in accordance with it will be positively supported in their actions.

- Involving parents when an incident occurs and having our clear policy about physical contact with pupils that staff adhere to, will help to avoid complaints from parents. Providing staff with approved training will also help.
- All complaints will be recorded and followed up by the Headteacher/ Deputy Headteacher or their representative in the first instance. Where appropriate LA officers will be notified/kept informed. Where the complaint is against the Headteacher then the Chair of Governors needs to be involved.
- A complaint or dispute about the use of positive handling by a member of staff might lead to an investigation by the "Managing Allegations of Abuse procedures or by the Police and Social Services under Child Protection procedures (please see DfEE Circular. 10/95: Protecting Children From Abuse for guidance).

Dissemination of the policy:

- The policy will be available on the school website.
- All new school staff will be informed of the policy as part of the Induction process.
- Appendix 1 Serious Incident report Form and Appendix 2 School record of restraint Form are included as part of the policy.

Policy was reviewed and formally adopted by Haworth Primary School on

.....29/09/2026.....Date



.....Signed Chair of Governors

.....Ed Whitehead.....Signed Headteacher