

Ysgol Gynradd  
Parc Borrass



Borrass Park  
Primary School

Be kind 🐝 Be respectful 🐝 Be your best

## **Borrass Park Community Primary School**

### **Positive Handling Policy 2025**

#### Accessible Formats

This document is available in English and Welsh in Microsoft Word and pdf formats in font size 12 as standard.

Other accessible formats including large print, Braille, BSL DVD, easy-read, audio and electronic formats, and other languages can be made available upon request.

To request a copy of this document in an accessible format contact Borrass Park Community Primary School (01978 346890).

## **BORRAS PARK COMMUNITY PRIMARY SCHOOL POSITIVE HANDLING POLICY**

At Borrás Park Primary School our aim is to provide a welcoming, secure and safe environment. This policy should be read in conjunction with the guidance issued from time to time by the Welsh Government and with particular reference to Circular 097/2013 "Safe and Effective Interventions". The school follows the principles and recommendation set out in this guidance.

The school follows the principles and recommendation set out in this guidance. It should also be read in conjunction with the school's pupil behaviour policies as well as the All Wales Child Protection Policy and school child protection policy. Our aim is to create an environment in which the use of positive handling in relation to a pupil is unlikely and situations are diffused before it becomes necessary.

Positive handling in terms of reference to this policy is different to the physical handling of children in need of intimate care or when supporting deaf children (e.g. changing nappies, supported toileting, assistance with mobility, dealing with hearing aids/ cochlear implants and significant ALN to ensure safety). All staff have a duty of care to our pupils to offer physical, intimate care when dealing with first aid, offering comfort/ support or attaining a deaf child's attention. Intimate care in cases such as this are separate to the events where 'Positive Handling' may be deemed appropriate.

### **Deaf Learners**

In relation to supporting deaf pupils, it is sometimes appropriate and necessary to make contact to help with hand/ finger manipulation when learning British Sign Language (or Sign-supported English). At times, mainstream pupils may also require the same physical support to ensure their signs are accurate. This will always be done with the child's consent and only in a positive context.

When working with deaf pupils, it may be appropriate and necessary for a member of staff to make minimal physical contact to gain a child's attention if other visual cues have failed (e.g. making hand movements in their peripheral vision, moving body position to meet eye contact etc). Children may respond to a small vibration such as a gentle tap on the table to gain their attention. At most, a gentle, reassuring touch on the child's arm, hand or shoulder can be used on these occasions.

### **Positive Handling other than Intimate Care – The use of Reasonable Force**

However, 097/2013 Section 1.4 states:

*"Schools should never seek to inhibit the ability of staff to use positive handling by adopting a 'no contact' policy. The power to use positive handling helps ensure pupil and school safety and the risk with a no-contact policy is that it might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking an action needed to prevent a pupil causing injury to others".*

### **Circumstances in which reasonable and proportionate positive handling may be used:**

Section 93 of the Education and Inspections Act 2006, replaced Section 550A of the Education Act 1996 and enables school staff to use such positive handling as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);

- causing personal injury to, or damage to the property of, any person (including the pupil himself); or
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

### **Staff authorised to use reasonable force through positive handling**

The staff to which this power applies are defined in section 95 of the Act. They are:

- any teacher who works at the school, and any other person whom the head has authorised to have control or charge of pupils. This:
  - includes support staff whose job normally includes supervising pupils such as teaching assistants, learning support assistants, learning mentors and lunchtime supervisors;
  - can also include people to whom the head has given temporary authorisation to have control or charge of pupils such as paid members of staff whose job does not normally involve supervising pupils (for example catering or premises-related staff)

### **Staff need to make judgements in the following instances:**

- Whether to use positive handling and what positive handling to use should always depend on the circumstances of each case and - crucially in the case of pupils with SEN/ALN and/or disabilities - information about the individual concerned.
- Borrass Park Community Primary School will ensure that relevant staff will be made aware of any individual pupils' behaviour plans e.g. IDP, IBP, PSP and/or specific needs of individual pupils and in particular those with Special Education Needs or Additional Learning Needs, which may impact on the range, type and appropriateness of any physical intervention.
- Decisions on whether the precise circumstances of an incident justify the use of significant positive handling must be reasonable. Typically, such decisions have to be made quickly, with little time for reflection. Nevertheless, staff need to make the clearest possible judgments about:
- The seriousness of the incident, assessed by the effect of the injury, damage or disorder which is likely to result if positive handling is not used. The greater the potential for injury, damage or serious disorder, the more likely it is that using positive handling may be justified;
- The chances of achieving the desired result by other means. The lower the probability of achieving the desired result by other means, the more likely it is that using positive handling may be justified; and
- The relative risks associated with physical intervention compared with using other strategies. The smaller the risks associated with physical intervention compared with other strategies, the more likely it is that using positive handling may be justified.

### **Examples of situations**

Examples of situations that particularly call for judgments of this kind include:

- a pupil attacks a member of staff, or another pupil;
- pupils are fighting, causing risk of injury to themselves or others;
- a pupil is committing, or on the verge of committing, deliberate and serious damage to property;

- a pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects;
- a pupil absconds from a class or tries to leave school other than at an authorised time.

Refusal of a pupil to remain in a particular place is not enough on its own to justify use of positive handling. It would be justifiable where allowing a pupil to leave would:

- entail serious risks to the pupil's safety (taking into account age and understanding), to the safety of other pupils or staff, or of damage to property; or
- lead to behaviour that prejudices good order and discipline, such as disrupting other classes;
- a pupil persistently refuses to follow an instruction to leave a classroom;
- a pupil is behaving in a way that seriously disrupts a lesson; or
- a pupil is behaving in a way that seriously disrupts a school sporting event or school visit.

### Using Positive Handling

Before using positive handling, staff should, wherever practicable, tell the pupil to stop misbehaving and communicate in a calm and measured manner throughout the incident in line with the Behaviour Policy. Staff should not act out of anger or frustration, or in order to punish a pupil, and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary.

The types of positive handling used could include:

- **passive** physical contact resulting from standing between pupils or blocking a pupil's path;
- **active** physical contact such as in leading a pupil by the hand or arm; ushering a pupil away by placing a flat hand in the centre of the back; in more extreme circumstances, using appropriate restrictive holds, **which require specific expertise or training**.

Where there is a high and immediate risk of death or serious injury, any member of staff would be justified in taking any necessary action (consistent with the principle of seeking to use the minimum positive handling required to achieve the desired result). Such situations could include preventing a pupil running off the pavement onto a busy road, preventing a pupil from hitting someone with a dangerous object or a pupil using a classroom object as a weapon such as a pair of scissors, chair or sharp pencil.

Staff should make every effort to avoid acting in a way that might reasonably be expected to cause injury. However, in the most extreme circumstances it may not always be possible to avoid injuring a pupil. Staff should always avoid touching or restraining a pupil in a way that could be interpreted as sexually inappropriate conduct.

### Post Incident Support

Serious incidents that require use of positive handling can be upsetting to all concerned and may result in injuries to the pupil or to staff. Immediate action should be taken to provide first aid for any injuries and to access medical help for any injuries that go beyond first aid. It is also important to ensure that staff and pupils are given emotional support.

### Incident Reporting

The Headteacher will keep securely any copies of all written reports and the governing body will monitor the use of positive handling or restraint.

An appropriate member of staff will advise the parent/guardian of any incident involving their child as soon as is reasonably practicable or otherwise at the end of the school day depending upon the seriousness of the incident.

### **Staff Training**

It is the responsibility of the Headteacher to ensure that staff are fully informed of the school's policy and understand what authorisation entails. The Headteacher will arrange training and guidance to staff as appropriate.

The Local Authority recommends that all schools maintain a register of all staff that have been appropriately trained and include dates. Staff should be updated with training on a regular basis.

### **Review**

This policy will be reviewed by staff and Governors.

## Equality Impact Assessment

|  |   |
|--|---|
| <b>Responsible Officer (Head Teacher)</b>  | Rob Nicholson   |
| <b>Assessment Owner</b>  | Rob Nicholson   |
| <b>e-mail address</b>  | mailbox@borraspark-pri.wrexham.sch.uk   |
| <b>Full job title</b>  | Headteacher   |
| <b>Title of Policy</b>   | Positive Handling Policy  |
| <b>Rationale:</b> Why is it being considered?<br>What need is being addressed?   | <b>Consistent with Behaviour Policy</b>   |
| <b>Aim:</b> What is the intended outcome of the policy?  | Ensure all stakeholders are aware of restraint procedures and follow policy   |
| <b>How:</b> How will it be delivered, by whom and by when?   | Policy will be used by all stakeholders at all times  |
| <b>Who:</b> Who are the people likely to be affected by this policy?<br><br>How have you consulted with the people who are likely to be affected?  | Pupils, staff, parents and Governors<br><br>Discussed at staff meetings and shared with School Council.   |
| <b>Measures:</b> How will you know you have achieved your aims?<br><br>What are your measures / indicators of success?   | Policy will be reviewed and updated where necessary. Policy will be shared with all stakeholders. Staff will adhere to policy.<br><br>Procedures followed correctly safeguarding pupils.  |
| <b>Identify any other policy or decision [internal or external] that may affect your proposal. Consider this in terms of:</b><br><br><ul style="list-style-type: none"> <li>• Statutory requirements; local policies e.g.</li> <li>• Regional decisions e.g. those made by cross county partnerships for your schools; and / or</li> <li>• National policies e.g. Welfare Reforms</li> </ul> | <b>This is a recommended policy which will be reviewed in line with the behaviour policy and shared with all staff. The policy is based on previous policy and links to All Wales Child Protection procedures and Welsh Government Circular ‘Safe and Effective Interventions’.</b><br><br><b>The purpose of the policy to protect all children including those with protected characteristics.</b> |

|   | Carers | Age CYP | Age Adults | Disability | Gender / Sex | Pregnancy and Maternity | Race/ Ethnicity | Religion or Belief | Sexual Orientation | Marriage and Civil Partnership | Gender Reassignment | Poverty | Welsh language / culture |
|---|--------|---------|------------|------------|--------------|-------------------------|-----------------|--------------------|--------------------|--------------------------------|---------------------|---------|--------------------------|
| <b>Q1</b><br>Would this proposal significantly affect how functions are delivered to any of these groups? |        |         |            |            |              |                         |                 |                    |                    |                                |                     |         |                          |
| <b>Q2</b><br>Would this discriminate against any of these groups?   |        |         |            |            |              |                         |                 |                    |                    |                                |                     |         |                          |
| <b>Q3</b><br>Would this proposal advance the equality of opportunity for these groups?                    | +      | +       |            | +          | +            | +                       | +               | +                  | +                  |                                | +                   | +       |                          |
| <b>Q4</b><br>Would this promote good relations between these groups and the wider community?              | +      | +       |            | +          | +            | +                       | +               | +                  | +                  |                                | +                   | +       |                          |

Where you have identified a positive impact (+) in the Screening Tool, please outline this briefly using bullet points:

- It will ensure that children and vulnerable adults are safeguarded and a positive ethos towards all groups promoted.

If your proposal will not have any impact on 'people' please outline why this is the case below:

**PLEASE NOTE:**

It is very rare that a project or proposal will not impact on people (you should also consider staff as well as client users/customers) If your policy or change is as a result from a UK or Welsh Government directive, then you should impact assess the impact of this policy or change locally.

If you have indicated a possible negative effect on any Protected Characteristic within the screening tool, please complete the relevant sections of the Matrix below that correspond to that possible negative effect. You will need to consider:

- **What is the likely scale of the impact and how this can be reduced?**
- **Who are the people that are likely to be affected by this proposal, could they experience multiple disadvantage e.g. if they are young and have a disability.**

**EIA: Are we being fair?**

| Please complete the <u>relevant</u> sections of the Matrix below that correspond to any ‘-‘ symbols you have recorded in the screening tool | List what information you have used to identify these issues e.g. consultation, stakeholder involvement, reports, data ... | Based on the information you have gathered give a summary of key issues that have been identified. | How will you mitigate these issues to improve the service? | Who is officer responsible for delivering the mitigation? | Which other partners will you work with to achieve this? (Governors, PTA etc.) | By when |
|---|--|--|--|---|--|---------|
| Age CYP   |  |  |  |   |  |         |
| Age Adult   |  |  |  |   |  |         |
| Disability  |  |  |  |   |  |         |

| Please complete the <u>relevant</u> sections of the Matrix below that correspond to any ‘-‘ symbols you have recorded in the screening tool | List what information you have used to identify these issues e.g. consultation, stakeholder involvement, reports, data ... | Based on the information you have gathered give a summary of key issues that have been identified. | How will you mitigate these issues to improve the service? | Who is officer responsible for delivering the mitigation? | Which other partners will you work with to achieve this? (Governors, PTA etc.) | By when |
|---|--|--|--|---|--|---------|
| Gender / Sex  |  |  |  |   |  |         |
| Pregnancy and Maternity   |  |  |  |   |  |         |
| Race/ Ethnicity   |  |  |  |   |  |         |
| Religion or Belief  |  |  |  |   |  |         |
| Sexual Orientation  |  |  |  |   |  |         |
| Marriage and Civil Partnership  |  |  |  |   |  |         |
| Gender Reassignment   |  |  |  |   |  |         |
| Welsh Language and Culture  |  |  |  |   |  |         |
| Poverty   |  |  |  |   |  |         |

## Evidence Documents

Please list any documents that you have used in the EIA process as evidence, such as consultation reports; service user data; CENSUS or ONS statistics; etc. by title and where it is held should it be required in the event of a challenge.

All Wales Child Protection Procedures  
Circular 041/2010 'Safe and Effective Interventions'

## Linked EIAs

Please list any other EIAs that may be linked to this one, such as operational EIAs if this is a strategic EIA.

Child Protection Policy EIA  
Behaviour and Discipline Policy EIA  
Safeguarding Policy EIA

## Follow Up

Please respond to the following questions within **12 months** of implementation of the policy:

- a) Was any mitigation applied or was the proposal delivered as originally planned prior to the Equality Impact Assessment?
- b) Were the intended outcomes of the proposal achieved or were there other results?
- c) Were the impacts confined to the people you initially thought would be effected, or were other people affected? How?