



Clifton High School

co-educational nursery pre-school to sixth form

Policy applies from EYFS to Sixth Form	Positive Handling and Use of Reasonable Force
Date policy updated	20.09.2020
Date policy to be reviewed	20.08.2021
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A shaded area denotes a regulation to which all schools must comply	

Clifton High School is committed to child protection and safeguarding children and young people and expects all staff, visitors and volunteers to share this commitment.

Related Documents

Guidance for safer working practice for those working with children and young people in educational settings October 2015, section 13, page 12

Use of Reasonable Force: Advice for Head Teachers, Staff and Governing Bodies, DfE, 2013

Positive Handling

There are occasions when it is entirely proper for members of staff to have physical contact with pupils, other than reasonable force; however, it is crucial that they only do so in ways appropriate to their professional role. Clifton High School has adopted a culture of 'safe touch', where appropriate, to the individual requirements of the pupil.

It is important to recognise that any physical contact should be **proper and necessary** in relation to the pupil's needs or an agreed care plan. It should be of limited duration and appropriate to the pupils age, stage of development, gender, ethnicity and background. Members of staff must use their professional judgement at all times.

Some examples of where touching a pupil might be proper or necessary are

- Holding the hand of a EYFS pupil at the front or back of the line when walking together around the school
- Comforting a distressed pupil using for example, a sideways hug
- Congratulating or praising a pupil using for example, a sideways hug or shaking hands
- To demonstrate how to use a musical instrument
- To demonstrate exercises or techniques during PE lessons or sports coaching
- To give first aid

Not all pupils will feel comfortable about certain types of physical contact; this should be recognised and wherever possible, members of staff should seek the pupil's permission before initiating contact and be sensitive to any signs that they may be uncomfortable or embarrassed. It is good practice to always explain to the pupil the reason why contact is necessary and what form that contact will take. It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one pupil, in one set of circumstances, may be inappropriate in another, or with a different pupil.

Members of staff should

- Be aware that even well intentioned physical contact may be misconstrued by the pupil, on observer or any person to whom this action is described
- Never touch a pupil in a way which may be considered indecent
- Always be prepared to explain actions and accept that all physical contact be open to scrutiny
- Never engage in rough and tumble play or fun fights with a pupil
- Not enter the changing room or toilet of pupils of the opposite gender
- Always allow/encourage pupils, where able, to undertake self-care tasks independently
- Record incidents on the pupil's timeline which may give rise to concern

If a pupil becomes over familiar, a member of staff should

- Make sure that they inform their Line Manager immediately if there are any signs that a pupil is becoming over familiar and keep a record of this
- Ignore any advances made by the pupil
- Make absolutely sure that they are never alone with the pupil in question
- Ensure that they treat the pupil in exactly the same way as they treat the others in the class
- Never give their personal details (email, mobile phone number) to a pupil
- Take further action promptly, If the pupil continues to make advances in a way that is uncomfortable or embarrassing for them

When teaching a pupil on a one to one basis, a member of staff should

- Have a heightened awareness of possible risks and allegations associated with being alone with a pupil, although the nature of some areas of school life make this virtually impossible to avoid
- Ensure that they are in a room with windows so that both parties are visible
- Be aware of personal space and be mindful of the type of conversations they have with the pupil
- If contact of any kind is essential, explain carefully what they are going to do and why, and if in doubt ask for assistance
- Report any matters of concern to their Line Manager immediately

Use of Reasonable Force

Related documents

Education and Inspections Act 2006 Section 93

Use of Reasonable Force: Advice for Head Teachers, Staff and Governing Bodies, DfE, 2013

Members of staff are expected to encourage a climate of calm discussion between pupils or pupils and staff in conflict. At Clifton High School the use of reasonable force must be 'Reasonable in the circumstances' meaning no more force than is necessary.

In managing pupil behaviour, staff should be aware of the Education and Inspection Act 2006 Section 93, which clarifies the power of members of staff to use force. The law forbids any member of staff to use any degree of physical contact which is deliberately intended to punish a pupil, or which is primarily intended to cause pain or injury or humiliation. That said, all members of staff have a legal power to use reasonable force and this can also apply to people whom the Head of School has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a School organised visit.

There are two forms of reasonable force

Control

- Passive physical contact, such as standing between pupils or blocking a pupils' path
- Active physical contact such as leading a pupil by the arm out of the classroom

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Restraint

- To hold back physically or to bring a pupil under control
- Used in more extreme situations such as splitting up a fight when the pupils have refused to split up without physical intervention
- Preventing a pupil from harm

Members of staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not be possible to avoid injuring the pupil.

Reasonable force for controlling or restraining a pupil can be used if they are

- At immediate risk of injury or on the point of inflicting injury on someone else
- Damaging property
- Causing disorder

Before physical intervention a member of staff should

- Make a professional judgement on whether or not to physically intervene
- Make reasonable adjustments for pupils with Special Educational Needs (SEN)
- Adopt a calm and measured approach
- Tell the pupil who is misbehaving to stop
- Continue to talk to the pupil throughout
- Restrain using the shoulders and upper arms where appropriate
- Make it clear that physical contact or restraint will stop as soon as it ceases to be necessary

A restrained child should feel safe, even if also furious.

If the teacher believes he or she may be at risk of injury they should not intervene without additional help.

Reporting incidents

Immediately following any such incident when reasonable force is used the member of staff concerned should tell the Deputy Head of School or the Head of School and provide a written report. This should give all appropriate details, names, witnesses and the outcome. In EYFS the parents should be informed within 24 hours of the incident.