



# Positive Handling Policy

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## Contents

1. Definitions.....	3
2. Scope.....	4
3. Values.....	5
4. Introduction .....	5
5. Team Teach .....	6
6. Procedure.....	6
7. Risk Assessments .....	8
8. Recording .....	9
9. Training .....	9
10. Monitoring and Review.....	10
11. Link to other policies.....	10



## 1. Definitions

In this **Positive Handling Policy**, unless the context otherwise requires, the following expressions shall have the following meanings:

- i **'The Romero Catholic Academy'** means the Company named at the beginning of this **Positive Handling Policy** and includes all sites upon which the Company is undertaking, from time to time, being carried out. The Romero Catholic Academy includes; **Corpus Christi, Good Shepherd, Sacred Heart, Blue Sky, SS Peter and Paul, St Gregory, St John Fisher, St Patrick, Cardinal Wiseman, Shared Services Team.**
- ii **'Romero Catholic Academy'** means the Company responsible for the management of the Academy and, for all purposes, means the employer of staff at the Company.
- iii **'Board'** means the board of Directors of the Romero Catholic Academy.
- iv **'Governance Professional'** means the Clerk to the Board or the Clerk to the Local Governing Body of the Academy appointed from time to time, as appropriate.
- v **'Chair'** means the Chair of the Board of the Directors, or the Local Governing Body appointed from time to time.
- vi **'Catholic Senior Executive Leader'** means the person responsible for performance of all Academies and Staff within the Multi Academy Company and is accountable to the Board of Directors.
- vii **'Diocesan Schools Commission'** means the education service provided by the diocese, which may also be known, or referred to, as the Birmingham Diocesan Education Service.
- viii **'Local Governing Body'** means the governing body of the School.
- ix **'Governing Body Representatives'** means the governors appointed and elected to the Local Academy Committee of the School, from time to time.
- x **'Principal'** means the substantive Principal, who is the person with overall responsibility for the day to day management of the school.
- xi **'School'** means the school or college within The Romero Catholic Academy and includes all sites upon which the school undertaking is, from time to time, being carried out.
- xii **'Shared Services Team'** means the staff who work in the central team across the Company (e.g. HR/ Finance)
- xiii **'Vice-Chair'** means the Vice-Chair of the Academy Committee elected from time to time.



## 2. Scope

The Romero Catholic Academy recognises that the common good requires that social conditions allow all people to reach their full human potential and realise their human dignity. At the heart of this, is the need for strong relationships. Concretely, this will mean that Catholic schools should:

- Provide a broad and balanced education which will help children and young people grow to their full human potential, and pay regard to the formation of the whole person, so that: “...all may attain their eternal destiny and at the same time promote the common good of society. Children and young persons are therefore to be cared for in such a way that their physical, moral and intellectual talents may develop in a harmonious manner, so that they may attain a greater sense of responsibility and a right use of freedom and be formed to take an active part in social life”. *Code of Canon Law*

Members of the Local Governing Body and staff aim to create a positive learning environment in the school by:

- Following a whole school approach to good behaviour and discipline with clear guidelines on the use of rewards and sanctions, and reasons for sanctions being used, underpinned by:
- Building self-esteem, self-discipline and positive relationships based on mutual respect.
- Ensuring fairness of treatment for all by promoting the Equal Opportunities Policy regarding the protected characteristics.
- Supporting staff in their classroom management by ensuring a consistent approach to positive and negative behaviour.
- Using behaviour tracking systems to identify concerns to enable early intervention.
- Using a variety of intervention strategies to overcome barriers to learning.
- Providing a safe environment free from disruption, violence, bullying and any form of harassment.
- Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of all aspects of the school’s policy.

At The Romero Catholic Academy, we recognise that there are times when some pupils do not manage their behaviour and in so doing, breach one or more of the school’s rules in a serious way. The term ‘reasonable force’ covers the broad range of actions used by staff that involves a degree of physical contact with pupils. 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 pupil needs to be restrained, to prevent violence or injury. When seriously challenging behaviours present themselves, then teaching staff can use Team Teach Techniques to positively handle pupils.

Whilst striving to always promote a positive learning environment this policy has been produced to provide guidance to staff on how to use proactive and reactive positive handling strategies as a method for preventing challenging behaviours when they arise. Appropriate use of these methods should mean that the use of a physical intervention is used as infrequently as possible.

This guidance is not exhaustive and cannot cover every single possible circumstance. This policy should be read alongside our Behaviour Management Policy and Safeguarding Children Policy.

### 3. Values

“Because all people are equal in God’s sight, every person possesses the same dignity and has a claim to the same human rights. Hence every kind of social, racist, sexist, cultural or religious discrimination against a person is an unacceptable injustice.” YOUCAT 330 (see definitions)

We believe that across the Romero Catholic Academy, we should create a safe and stimulating environment where everyone knows that they are valued as God’s children. Every person has the right to be treated with respect and each person has the responsibility to treat others in the same way. We believe that all pupils and students, regardless of their starting points, can achieve if they are taught well and are supported effectively.

Our belief is underpinned by clear values that drive our moral compass across schools and this permeates our collective pursuit of excellence:

- Respect: We respect and value those we work with and the contribution that they make.
- Integrity: We act fairly, ethically and openly in all we do.
- Service: We put our children at the centre of all that we do
- Excellence: We use our energy, skills and resources to deliver the best, sustainable results.

### 4. Introduction

All staff within The Romero Catholic Academy are trained to look after pupils in their care. Staff have a duty to intervene to prevent pupils from hurting themselves or others. If a member of staff ever needs to intervene physically, they will follow the school’s Positive Handling Policy.

Only staff trained in the pre-emptive and responsive positive handling strategy techniques of TEAM TEACH will use physical intervention techniques with children when necessary. Further details of the TEAM TEACH approach can be found on the TEAM TEACH website. The website address is [www.team-teach.co.uk](http://www.team-teach.co.uk)

The term positive handling includes a wide range of supportive strategies for managing challenging behaviour. The term ‘physical restraint’ is used when force is used to overcome active resistance. A clear and consistent positive handling policy supports pupils who have social, emotional and behavioural difficulties within an ethos of mutual respect, care and safety.

The school takes seriously its duty of care to pupils, employees and visitors to the school.

- The first and paramount consideration is the welfare of the children in our care.
- The second is the welfare and protection of the adults who look after them.

Section 93 of the Education and Inspections Act 2006 enables a school’s staff to use such force as is reasonable. There is no legal definition of when it is reasonable to use force.



## 5. Team Teach

The TEAM TEACH system is recognised by the Local Authority and accredited through BILD – British Institute of Learning Disabilities. Staff undergo a one or two day course (depending upon the severity of behaviour of the children they are working with) led by qualified trainers with a single day refresher course undertaken every three years.

***Although any member of staff may be required to physically intervene with a pupil who is endangering themselves or others, we would expect accredited staff to take over as soon as possible.***

## 6. Procedure

### Steps to be taken before using physical controls

- Show care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiating and reasoning.
- Give clear directions for the pupil to stop
- Remind the pupil about rules and likely outcomes
- Remove an audience or take the vulnerable pupil to a safe place
- Make the environment safer by moving furniture and removing objects which could be used as weapons.
- Use positive guidance to escort pupils to somewhere less pressured
- Ensure that colleagues know what is happening and call for help.

### Restraint

At The Romero Catholic Academy, we only use physical restraint when there is no realistic alternative. We expect staff to risk assess and choose the safest alternative. This also means that we expect staff to experiment and think creatively about alternatives to physical intervention which may be effective. The paramount consideration is that the action is taken in the interest of the child and that it **reduces rather than increases** risk. Any response to extreme behaviour should be reasonable and proportionate. Physical restraint must only be in accordance with the following:

- The child should be in immediate danger of harming him/herself or another person or in danger of seriously damaging property.
- The member of staff should have good grounds for believing this.
- Only the minimum force necessary to prevent injury or damage should be applied.
- Every effort should be made to secure the presence of other staff before applying restraint. These staff can act as assistants or witnesses.
- Once safe, restraint should be relaxed to allow the child to regain self-control.
- Restraint should be an act of care and control, not punishment.
- Physical restraint should never be used to force compliance with staff instructions when there is no immediate danger present to people and property.



- The restraint should be discussed with the child, if appropriate, and the parents at the earliest opportunity.

In addition, whilst or before intervention, staff should speak calmly as a way of reassurance e.g. 'I am doing this to keep you safe'.

### Responding to unforeseen emergencies

Even the best planning system cannot cover every eventuality and the school recognises that there are unforeseen or emergency situations in which staff have to think on their feet. An unforeseen event may require an emergency response. After that event, staff have a duty to plan ahead and prepare a new risk assessment.

### Searching, Screening & Confiscation

Principals and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Staff can also identify additional items in their school rules which may be searched for without consent. Force cannot be used to search for these items.

### Informing Parents/Carers

Our school policy is to always inform parents when physical interventions are used. Parents and the school will work together to develop Positive Handling Plans or appropriate Risk Assessments.

- Schools are not required to inform parents before a search takes place or to seek their consent to search their child.
- There is no legal requirement to make or keep a record of a search.
- Schools will inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.
- Complaints about screening or searching should be dealt with through the normal school complaints procedure.

### Complaints about the use of force

All complaints about the use of force should be thoroughly, speedily and appropriately investigated.

- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.

- 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.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. The Romero Catholic Academy should refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance (see the ‘Further sources of information’ section below) where an allegation of using excessive force is made. The school will not suspend a staff member automatically, or without careful thought. The Academy would consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate. If a decision is taken to suspend a teacher, the school will ensure that the teacher has access to a named contact who can provide support.
- The Academy Board and Committees 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.
- As employers, schools and local authorities have a duty of care towards their employees. The Romero Catholic Academy will provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

## 7. Risk Assessments

Pupil specific risk assessments are required for pupils who exhibit **extreme** behaviour. Responsible staff should think ahead to anticipate what might go wrong.

When considering a pupil’s behaviour, staff will think about the following questions:

- Can we anticipate a Health and Safety risk related to this pupil’s behaviour?
- Have we got all the information we need to conduct a risk assessment?
- Have we provided a written plan as a result?
- What further steps can we take to prevent dangerous behaviour from developing?

### Children with SEND, Mental Health concerns or other Medical Conditions

All children identified as being more vulnerable should have an individual behaviour plan drawn up by the school if the school considers it to be appropriate. This must be discussed and agreed with Parents/Carers in order to reduce the occurrence of challenging behaviours and the need to use reasonable force. The school is also mindful of its duties under the Equality Act 2010 and the need to make any reasonable adjustments and to meet the requirements of the Public Sector Equality Duty.



## Positive Handling Plans

Risk management is regarded as an integral part of behaviour management planning. All pupils who have been identified as presenting a risk should have a Positive Handling Plan. The plan details any strategies which have been found to be effective for that individual, along with any responses which are not recommended. Any physical techniques which have been found to be effective should be named, along with any alerts to any which have proved to be ineffective, or which caused problems in the past. Positive Handling Plans should be considered along with the child's Educational Health care Plan (EHCP) and any other planning document relevant to the pupil. They should take account of age, gender, level of physical, emotional, and intellectual development, special needs and social context.

## Post Incident Debrief

Following a serious incident, it is the policy of The Romero Catholic Academy to offer support to all involved. This is an opportunity for learning and time needs to be given for following up incidents so that pupils have an opportunity to express their feelings, suggest alternative courses of action for the future and appreciate other peoples' perspective.

It is difficult to devise a framework of support that meets the need of all staff. As individuals we all vary in how much support we need after an unpleasant incident. Generally, a member of senior staff would expect to talk to staff and pupils involved (if appropriate) in any incidents involving violence. If members of staff need time to rest or compose themselves, then the Principal will make arrangements for the class group to be supported.

## 8. Recording

All incidents of unacceptable behaviour should be recorded electronically on CPOMs.

For each incident the structure aligned with Team Teach which we now use on CPOMs is:

- Level of hold,
- Duration,
- Staff involved,
- Parents informed
- Debrief with child.

## 9. Training

Understanding and implementing the positive behaviour management strategies developed by Team Teach has transformed ways of working and culture in a wide variety of workplaces in schools. Through regular training, individuals and teams are equipped to turn challenging situations into learning opportunities, creating more positive practices and relationships. Team Teach offers a range of courses running from various locations across the UK.

For groups of 12 or more, In-house training may be an option. Find out more about the benefits of in-house training for your organisation.

- [Course Search - TeamTeach](#)



## 10. Monitoring and Review

The Board of Directors delegate the implementation of this policy to the Governing Body. This policy will be reviewed by CC3 Quality Provision, Performance and Standards.

## 11. Link to other policies

Safeguarding Children Policy	<i>To be inserted</i>
<a href="#">Allegations Against Staff or Volunteers</a>	<a href="#">Allegations Against Staff or Volunteers (CSCP)</a>
<a href="#">Allegations Against Members of Staff</a>	<a href="#">TRCA Allegations against Staff Policy</a>
Anti – Bullying Policy	<a href="#">TRCA Anti-Bullying-Policy</a>
Behaviour Policy	<a href="#">TRCA Behaviour and Positive Handling Policy</a>
Children/Young people with Medical Needs	<a href="#">TRCA Supporting Pupils with Medical Conditions</a>
Complaints Policy	<a href="#">TRCA-Complaints Policy</a>
Drugs and Alcohol Policy	Detailed in <a href="#">Code of Conduct</a>
Equalities Policy	<a href="#">TRCA Single Equality Duty</a>
Health & Safety Policy	<a href="#">TRCA Health and Safety Policy</a>
HR & Governance Policy	<a href="https://romeromac.com/policies-procedures/">https://romeromac.com/policies-procedures/</a>
PSHE Policy	
RSHE Policy Self-harm/Mental Health Policy	RSHE Policy <a href="#">TRCA Supporting Pupils with Mental Health-Policy</a>
Site Security Policy	<a href="#">TRCA Visitor Management Policy</a>
SEND Policy	<a href="#">TRCA SEN and Disability Policy</a>
Staff Code of Conduct	<a href="#">TRCA Code of Conduct</a>
Trips and Visits Policy	<a href="#">TRCA-Educational-Visits-Policy</a>
Use of Reasonable Force Policy	
Visitor Management Policy	<a href="#">TRCA Visitor Management Policy</a> <a href="#">TRCA No Platform Policy</a>
Whistleblowing Policy	<a href="#">TRCA Whistleblowing Policy</a>

