



# St Faith's

Church of England  
Infant and Nursery School

"Our inclusive St Faith's family strives to enable all to achieve their full potential and inspire a community of hope and friendship. We seek excellence by ensuring a safe, respectful and flourishing learning community, where differences are celebrated and our genuine love and high expectations make a difference to all."

*Oscar Romero .... "Aspire not to have more, but to be more."*

## **Promoting Positive Behaviour and Social Inclusion** **Positive Handling and Intervention Policy**

As a Church School, the distinctive Christian values of respect, compassion, trust, justice, friendship and community are promoted through the experiences we offer to all our pupils, to give pupils the knowledge, skills and understanding that they require to lead confident, healthy and independent lives. We promote the teaching and understanding of fundamental British values in order to prepare pupils for life in modern Britain. We positively teach the values of democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Teaching the fundamental British values helps the children to become informed, active and responsible citizens.

This policy outlines the purpose, nature and management of **positive handling and intervention** in our school. It reflects the consensus of opinion of all members of staff. It is based on current practice and has the full agreement of the governing body. The implementation of this policy is the responsibility of the Head teacher, teaching staff and support staff. It is our collective responsibility to raise awareness and that all policies are known, understood and used in an appropriate way.

We believe in promoting good behaviour at all times across our school. We do this by developing a secure, accepting, collaborative and stimulating environment where everyone feels valued and where teaching and learning is able to adapt to a wide range of pupil needs. We use restorative practice approaches to teach pupils how to manage conflict and strong feelings. We use a range of de-escalation techniques if and when incidents arise. However, we do recognise that in a minority of cases, behaviour can fall below acceptable standards. In these cases, we seek to work together with families and children as well as with outside agencies to bring about positive changes for our pupils. As a school, we also acknowledge our legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEND).

There are instances where making physical contact with a child might be proper or necessary. Some examples are:

- Holding the hand of the child at the front/back of a line when going into Collective Worship, or walking together around the school or on a visit,
- When comforting a distressed pupil,
- When a pupil is being congratulated or praised,
- To demonstrate exercises or techniques during PE lessons or sports coaching,
- To give first aid,
- To carry out essential hygiene/self-care tasks (e.g. changing nappies, soiled pants, cleaning soiled children).

For minor unacceptable incidents of behaviour, an entry is put onto our whole school safeguarding and behavioural log, CPOMS. However, if negative behaviour is persistent or more serious in nature, the school will work with parents, and other agencies where necessary, to write a Pastoral Support Plan (PSP) or to undertake a risk assessment and write a behaviour management and positive handling plan. This will result in action planning, implementation and review.

The use of positive handling approaches and de-escalation techniques, implemented by trained staff, may also be used where necessary. These may be implemented in order to:

- maintain the safety of pupils and staff,
- prevent serious breaches of school discipline,
- prevent serious damage to property,

and will only be implemented when the risks involved are outweighed by the risks involved in not using force.

The use of positive handling is always dependent on the circumstances of each case and information about the individual concerned. Decisions will be made quickly but must be reasonable. Staff will consider:

- The seriousness of the incident, assessed by the effect of the injury, damage or disorder which is likely to result if force is not used.
- The chances of achieving the desired result by any other means.
- The relative risks involved in physical intervention compared with other strategies.
- The particular characteristics of the child, including age, SEND and any disability needs.

Examples of situations where this judgement might be called upon are, but not exclusively:

- A pupil attacking a member of staff or another pupil,
- Pupils fighting, causing injury to selves or others,
- A pupil committing or about to commit deliberate damage to property,
- A pupil causing, or at risk of causing, injury or damage by accident, rough play or misuse of dangerous materials or object,
- A pupil absconding from a class or school other than at an authorised time (refusing to stay in a particular place is not enough on its own to justify physical intervention) which will entail serious risks to safety or disrupt good order and discipline,
- A pupil persistently refusing to follow an instruction to leave a classroom and is presenting as a danger to themselves and others,
- A pupil severely disrupting a lesson, event or visit and presenting as a danger to themselves and others.

In these examples, the use of physical intervention would be reasonable (and therefore lawful) if it was clear that the behaviour was sufficiently dangerous or disruptive to warrant it and could not be realistically dealt with by any other means. Staff will aim to remain calm and measured throughout the incident and should, as far as possible, not use force unless or until another responsible adult is present to support, observe and call for assistance. Staff should give a clear verbal warning to the pupil that force may have to be used.

Physical intervention can include:

- standing between pupils or blocking a path,
- leading a pupil by hand or arm,
- ushering a pupil with a hand placed in the centre of the back,
- using restrictive holds (e.g. Team Teach techniques).

All staff are trained and therefore authorised to use these techniques under the circumstances described. The training is updated every three years. Our most recent training for all staff was September 2024.

If positive handling approaches and de-escalation techniques have been used in a situation, then the following procedure will be followed:

1. As soon as possible after the event, **ON THE SAME DAY**, the adult involved needs to complete our Significant Incident/Restraint Record Bound and Numbered book.
2. Once completed, the book needs to go to the Head teacher (or other Senior Leader if the Head is unavailable) to be discussed and signed.
3. Any injuries will be recorded in either the accident book or in the Significant Incident/Restraint Record Bound and Numbered book and the incident will be recorded on CPOMS.
4. The Class Teacher will ring or speak to the parent on the same day to explain what has happened.
5. The Head or a Senior Leader may request the parents come into school for a meeting and in extreme cases may subsequently send the child home (see below for information on exclusion).
6. The Head or a Senior Leader will decide if the incident requires further action such as police involvement or medical attention.
7. The incident will be followed up to ensure pupils and staff affected by an incident have continuing support for as long as is needed.

### Exclusion

In extreme cases, the school may need to exclude a pupil for unacceptable behaviour. This will only be once a thorough investigation has been carried out and all evidence considered. Exclusions can be a suspension for a fixed term or on a permanent basis. Any exclusions are reported to Governors and the local authority and parents have the right to appeal.

### Complaints and allegations

A parent or carer who wishes to make a complaint about actions taken by school staff can do so to the Head teacher through the school's usual complaints procedure. Complaints will be thorough and appropriately investigated.

Any allegations will be dealt with in line with the school Safeguarding policy and will be immediately reported to the Local Authority Designated Officer if the allegation relates to:

- a member of staff behaving in such a way that has harmed a child or may have harmed a child.
- a member of staff who has possibly committed a criminal offence against or related to a child.
- a member of staff who has behaved in a way that indicates h/she is unsuitable to work with children.

The Local Authority Designated Officer will discuss the allegation with the Head teacher (or Chair of Governors if the Head teacher is the subject of the allegation) and decide what action to take.

The latest guidance from the Department for Education 'Use of Reasonable Force – Advice for Head Teachers, staff and Governing bodies' publication, July 2013 will be taken into account. This states that:

1. School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
2. Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
3. Senior school leaders should support their staff when they use this power.

Pastoral support will be offered to any member of staff subject to a formal allegation following a use of force incident.

### Threatening and abusive behaviour to staff

Staff have the right to be safe at work and the school aims to fully support employees who are victims of violence, threatening behaviour and abuse. Risk assessments, Pastoral Support Plans, behaviour management plans and staff training all play an important part in the prevention of incidents. Staff must also ensure that they take reasonable care of their own health and safety and that of others, including their colleagues and pupils in their care. They should cooperate on health and safety matters, carry out activities in accordance with training, instructions, policies and procedures and tell the employer of any serious risks.

In the event of an incident, written records of an assault, any injuries and the circumstances leading up to the assault will be maintained, and medical assessment sought where required. Referrals to the police may also be made. Immediate support will be offered to the employee and will continue for as long as it is required.

### Evaluation

All written records of incidents and behaviour logs on CPOMS will be used to evaluate and monitor the impact of this policy and to review and develop this procedure with Governors and Senior Leaders. This policy will be regularly reviewed by the Governing Body and updated as required. Other relevant paperwork includes Pastoral Support Plan, Risk Assessments, Behaviour management and positive handling plan, Significant Incident/Restraint Record Bound and Numbered Book and CPOMS.

APPROVED:	September 2024
PERSON RESPONSIBLE FOR POLICY:	Amanda Konrath
Signed:	Dave Vincent
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