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| V3 | 09/2025 | DJA | Updated in line with the latest Government guidance – (February 2025), to take effect from September 2025. |
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TABLE OF CONTENTS

| | |
|---|----|
| STATEMENT | 3 |
| INTRODUCTION | 3 |
| LEGISLATIVE FRAMEWORK | 4 |
| DEFINITIONS | 4 |
| A POSITIVE AND PROACTIVE APPROACH TO BEHAVIOUR | 5 |
| ALTERNATIVES TO THE USE OF REASONABLE FORCE | 6 |
| WHO CAN USE REASONABLE FORCE..... | 6 |
| WHEN CAN REASONABLE FORCE BE USED?..... | 6 |
| POWER TO SEARCH STUDENTS WITHOUT CONSENT | 7 |
| COMMUNICATING THE ACADEMY'S APPROACH TO THE USE OF FORCE..... | 7 |
| USING UNREASONABLE FORCE | 8 |
| STAFF TRAINING | 8 |
| HEALTH AND SAFETY..... | 8 |
| RISK ASSESSMENT..... | 9 |
| GETTING HELP | 9 |
| POSITIVE HANDLING PLANS | 10 |
| RESPONDING TO UNFORESEEN EMERGENCIES | 10 |
| MONITORING AND EVALUATION | 13 |
| WHAT HAPPENS IF A STUDENT COMPLAINS WHEN FORCE IS USED ON THEM? | 13 |
| WHAT ABOUT OTHER PHYSICAL CONTACT WITH STUDENTS?..... | 14 |
| FREQUENTLY ASKED QUESTIONS..... | 14 |
| FURTHER SOURCES OF INFORMATION..... | 15 |

STATEMENT

Behaviour is always a form of communication. Understanding that students are communicating through their behaviour gives adults the opportunity to respond differently. When students feel valued, respected and have their needs met, there is no longer a reason to use challenging behaviour to communicate. Punishing a child for a behaviour may stop the behaviour for the moment, but it does not give the child support or provide alternate ways to act in difficult situations. When adults help children find positive ways to communicate their needs to others, children learn important social and problem-solving skills that will help them throughout their life.

All Academies in Maltby Learning Trust are committed to implementing positive behaviour policies which encourage students to make positive behaviour choices. On rare occasions, circumstances may result in a situation that requires some form of physical intervention by staff. Our policy for physical intervention is based upon the following principles:

- Physical intervention should be used only as a last resort when other appropriate strategies have failed or other students, staff or the student themselves are at risk of harm.
- Any physical contact should be only the minimum required.
- Physical intervention must be used in ways that maintain the safety and dignity of all concerned.
- Incidents must be recorded and reported to the Principal as soon as possible.
- Parents/Carers will be informed on the day of any serious incident.

Staff in Maltby Learning Trust are trained to look after the students in their care. Staff have a duty to intervene in order to prevent students from hurting themselves or others and are able to use 'reasonable force' in order to do so. There may also be situations in which a student seriously disrupts the good order of the school or causes damage to property. If a member of staff ever needs to intervene physically, they will follow this Positive Handling Policy.

INTRODUCTION

Within Maltby Learning Trust, student and staff welfare is paramount. In order to safeguard the well-being of both students and staff it is sometimes necessary for staff to use 'reasonable force' through the application of 'Positive Handling' techniques to defuse situations in which students and/or staff could potentially be at risk. This policy defines 'reasonable force' the types of circumstance in which it can be used, and the responsibilities of those involved.

This policy is not intended to provide a guide to 'Positive Handling' techniques – these are comprehensively outlined in the 'Team-Teach' manual provided during training.

Maltby Learning Trust takes its duty of care towards students, employees and visitors seriously. Staff protection is an important part of child protection; both depend upon confident and competent staff who feel supported by their management. This policy has a clear focus:

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

LEGISLATIVE FRAMEWORK

Maltby Learning Trust is committed to maintaining the safety and well-being of students and staff. This policy has close links with the Academy Behaviour Policy. This policy is written to explain our procedures with regard to Positive Handling in line with:

- Section 93 of the Education and Inspection Act 2006
- [Searching, Screening and Confiscation in Schools \(DFE Guidance - 2014\)](#)
- [Reducing the Need for Restraint and Restrictive Intervention \(DFE - June 2019\)](#)
- [Keeping Children Safe in Education 2025 \(DFE September 2025\) \(Paras 163-165\)](#)
- [DfE "Use of reasonable force and other restrictive interventions" \(Feb 2025\) and Section 93A Education and Inspections Act 2006.](#)

DEFINITIONS

The term 'Positive Handling' includes a wide range of supportive strategies for managing challenging behaviour. Included in this framework are a small number of responses which may involve the appropriate use of force to control or restrain a student.

For clarity, this guidance will use the following definitions:

Reasonable force: Physical contact by a member of staff on a student to control or restrain their actions/movements. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances. Any use of reasonable force is an example of a restrictive intervention and may or may not involve the use of restraint.

Restrictive interventions: Any planned or reactive action which limits a student's movement, liberty or freedom to act independently. Restrictive interventions may include use of equipment, medication or seclusion.⁴ Restrictive interventions may or may not involve the use of reasonable force.

Restraint: A form of restrictive intervention involving direct physical contact and force where the intention is to prevent, restrict, or subdue movement of the body, or part of the body, of a student.

Restraint may also include mechanical or chemical restraint. Restraint may or may not involve the use of force.

As noted within the definitions, these terms are not necessarily mutually exclusive categories. For example, depending on the circumstances, if two members of staff briefly physically pull apart two students who are fighting, all three definitions could be relevant.

This is informed by the DfE guidance "Use of reasonable force and other restrictive interventions" (Feb 2025)

'Reasonable in the circumstances' means using no more force than is needed. As mentioned above, schools generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.

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

A POSITIVE AND PROACTIVE APPROACH TO BEHAVIOUR

Any use of reasonable force at Maltby Learning Trust is conducted within a framework of positive behaviour management. The Academy's Behaviour Policy is intended to reward effort and application and encourage students to take responsibility for improving their own behaviour. Part of our preventative approach to risk reduction involves looking for early warning signs, learning and communicating any factors which may influence bad behaviour and taking steps to divert behaviours leading towards foreseeable risk. The following is taken from the guidance document 'Reducing the Need for Restraint and Restrictive Intervention' (June 2019) and forms the basis of the approach taken in our Academies.

'Behaviour is a means of communication and has a cause and a purpose. Behaviour that challenges may signal a need for support, and it is essential to understand its underlying causes. It may, for example, be the result of a medical condition or sensory impairment, previous trauma or neglect, or be exacerbated by an unmet need or undiagnosed medical condition. It may reflect the challenges of communication, or the frustrations faced by children and young people with learning disabilities, autistic spectrum conditions and mental health difficulties, who may also have little choice and control over their lives. These factors may result in behaviours that are challenging. Behaviours that challenge may reflect the impact on a child or young person of being exposed to challenging environments which they do not understand or where positive social interactions are lacking, or personal choices are limited.

These children and young people need support to have their needs met in different ways and to develop alternative ways of expressing themselves that achieve the same purpose but are more appropriate. Behaviour support plans, drawn up with the involvement of the children, parents/carers and young people, help to understand better a child or young person's experiences and behaviour and the steps that should be taken to meet their needs.

Eliminating unnecessary and inappropriate use of restraint and minimising the need for its use calls for settings and services to have a good understanding of the children and young people in their care, a strong commitment to meeting their needs and a systematic, positive, and proactive approach to behaviour with:

- *Policies, strategies and practices which promote a positive culture and improve the quality of children and young people's lives.*
- *Arrangements which identify, assess and manage risk well.*
- *High quality training for staff.*
- *Involvement of children and young people, parents and carers, and advocates as appropriate.*
- *Arrangements for carefully assessing the needs of children and young people and the underlying causes of their behaviour, including through developing behaviour support plans.*
- *Reducing the need for restraint and restrictive intervention.*
- *Tailored support for individual children and young people that takes account of their particular wishes, vulnerabilities, learning disability, medical condition or impairments, and their interaction with the environment in which they are taught and cared for and responds to their growth and*

development over time and clear arrangements for governance and accountability in respect of behaviour and responses to behaviour that challenges.

Settings and services should have a 'hierarchy of responses' to support those whose behaviour challenges. This is likely to include:

- Creating a supportive environment in which children and young people are taught, treated and cared for, which seeks to address factors that are likely to increase or decrease the likelihood of restraint deployment of approaches and techniques to maintain positive environments and de-escalate or calm situations that are appropriate to the child or young person and take account of their rights and views.*
- Development of staff skills and expertise and the use of appropriate external expertise when needed (illustrated in case studies 3, 4, 6 and 11).'*

Further details on the approaches taken to this area within MLT Academies can be found in the 'Behaviour Policy'.

ALTERNATIVES TO THE USE OF REASONABLE FORCE

A member of staff who chooses not to use reasonable force can still take effective action to reduce risk. They can:

- Show care and concern by acknowledging unacceptable behaviour and requesting alternatives and reason.
- Give clear directions for students to stop.
- Remind students about rules and likely outcomes.
- Remove an audience or take vulnerable students to a safer place.
- Make the environment safer by moving furniture and removing objects which could be used as weapons.
- Use positive touch to guide or escort students to somewhere less pressurised.
- Ensure that colleagues know what is happening and get help.

WHO CAN USE REASONABLE FORCE

All members of staff have a legal power to use reasonable force. This power applies to any member of staff at the Academy. It can also apply to people whom the Principal has temporarily put in charge of students such as unpaid volunteers or parents/carers accompanying students on an organised trip/visit.

WHEN CAN REASONABLE FORCE BE USED?

Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.

In a school, force is used for two main purposes – to control students or to restrain them.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used:

Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- Prevent a student behaving in a way that disrupts a school event or a school trip or visit.
- Prevent a student leaving the classroom, where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a student from attacking a member of staff or another student, or to stop a fight in the playground.
- Restrain a student at risk of harming themselves through physical outbursts.

Schools cannot:

- Use force as a punishment – it is always unlawful to use force as a punishment.

POWER TO SEARCH STUDENTS WITHOUT CONSENT

In addition to the general power to use reasonable force described above, Principals and authorised staff can use such force as is reasonable given the circumstances, to conduct a search for the following “prohibited items”:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers, vapes
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force **cannot** be used to search for items banned under the Academy rules which is not one of those mentioned above. Separate guidance is available on the power to search without consent – see the ‘Positive Behaviour Policy’.

COMMUNICATING THE ACADEMY'S APPROACH TO THE USE OF FORCE

All Academies in the Trust have a ‘Positive Behaviour Policy’ which is available to staff, parents/carers and students through the Academy websites. This is updated on an annual basis. The Maltby Learning Trust Board requires Academy behaviour policies to include the power to use reasonable force in order to ensure that child and staff safety can be assured.

This policy is a supplement to the individual Academy positive behaviour policies, explicitly outlining the Trust approach to the use of force in its Academies and the circumstances in which force might be used.

USING UNREASONABLE FORCE

Unreasonable force can be defined as a level of force which is disproportionate to the actions of a child. This includes the use of certain restraint techniques which an expert panel have decided present an unacceptable risk when used on children and young people. The techniques in question are:

- The 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing.
- The 'double basket-hold' which involves holding a person's arms across their chest.
- The 'nose distraction technique' which involves a sharp upward jab under the nose.
- Prone restraint which involves holding or pinning a person face-down on the floor or another surface.
- Holds that restrict breathing/circulation: any physical intervention where pressure is placed on the neck, chest, back, or torso, or that prevents normal breathing or blood flow.
- Covering nose/mouth: any action (even unintentionally) that blocks airflow e.g. a hand, arm, or item covering the mouth or nose.

STAFF TRAINING

Within all Academies in MLT, 'Team Teach' is the preferred approach to the application of reasonable force. This is referred to as 'Positive Handling'. It is the policy of The Trust that all specialist behaviour staff working closely with SEMH students are trained in pre-emptive and responsive positive handling strategies and techniques of Team Teach, to complement the behaviour management approaches and strategies reflected in the Academy Positive Behaviour Policy.

Further details of the Team Teach approach can be found on the Team Teach website (www.team-teach.co.uk). Beyond these core teams, Principals will decide how many and which staff will receive training at what level; however, it should be noted that staff need to be sufficiently trained to enable them to meet the needs of the children in their care.

HEALTH AND SAFETY

If dangerous behaviour presents a significant risk of injury to people, there is a legal Health and Safety issue to be addressed. Dangerous behaviour should be regarded just as seriously as dangerous equipment. Dangerous occurrences should be reported to the Principal and the person responsible for Health and Safety in the Academy. We all have a shared responsibility to identify risk, communicate potential risks and take active steps to reduce risk wherever possible. We recognise that it is not possible to entirely remove risk. Sometimes things go wrong even when we make the best efforts to do the right thing. Sometimes we are faced with unpalatable choices. In these circumstances we have to try and think through the outcomes of the options available, balance the risk and choose whatever course of action which seems to involve the least risk.

As a minimum requirement, in order to comply with Health and Safety legislation, each employee has a responsibility to ensure that they are conversant with the Academy policy and guidance, and to cooperate to make the school safer. It is also a requirement that they participate in training if they are directed to do so. This does not necessarily mean that all staff can be involved in all physical activities. The non-physical aspects of positive handling training are crucially important too.

When considering a student's behaviour staff should think about the following questions:

- Can we anticipate a Health and Safety risk related to this student'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?

RISK ASSESSMENT

Informal risk assessments should be a routine part of life for staff working with students who may exhibit extreme behaviour. Responsible staff should think ahead to anticipate what may go wrong. If a proposed activity or course of action involves unacceptable risk the correct decision is to do something else.

Factors which might influence a more immediate risk assessment, and therefore a decision about how to intervene, might include the state of health and fitness of the staff member, their physical stature, competence, confidence and relationships with the students concerned. Confidence and competence are often related to the level of staff training. Other than in an emergency, staff should only attempt physical controls when they are confident that such an action will result in a reduction of risk. When faced by extreme behaviour, or even in a fight situation, the judgement may be that by becoming involved, the member of staff will increase the chance of somebody getting hurt. In this the correct decision is to hold back from physical controls.

GETTING HELP

In all Academies in Maltby Learning Trust a range of the following support structures and procedures will be in place:

- IEP's, PSP's and Behaviour Plans are kept on file to ensure all relevant information about students is available to all staff working with them.
- Regular updates on current issues and sharing of information to relevant staff working with the students.
- Use of help protocols and language to remind all staff of the availability of colleagues to offer help including during a crisis situation with a student.
- Debrief sessions after a crisis with the student(s) involved, reflecting on how crisis was managed by all involved and identifying any points for review or learning. These sessions require reflective conversations with staff and students led by a neutral adult, plus continued wellbeing monitoring.
- Staff access to counselling sessions as and when required.

POSITIVE HANDLING PLANS

Risk management plans are regarded as an integral part of behaviour management planning. All students 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 particular responses which are not recommended. If particular physical techniques have been found to be effective, they should be named, along with 'alerts' to any which have proved to be ineffective, or which caused problems in the past.

Where a child has additional needs, Positive Handling Plans should be considered alongside an IEP, EHCP or any other planning documents which relate to the student. They should take account of age, gender, level of physical, emotional and intellectual development, special need and social context. Positive Handling Plans should result from multi-professional collaboration and be included in the Pastoral Support Plan or IEP.

RESPONDING TO UNFORESEEN EMERGENCIES

Even the best planning systems cannot cover every eventuality and the Trust recognises there are unforeseen or emergency situations in which staff have to think on their feet. It is not enough to thoughtlessly apply rules without thinking through the likely consequences. The key principles are that any physical intervention should be:

- In the best interest of the child.
- Reasonable and proportionate.
- Intended to reduce risk.
- The least intrusive and restrictive of those options available which are likely to be effective.

Reporting the use of force (statutory guidance)

From September 2025, any significant incident in which a member of staff uses force on a student must be recorded and reported to parents/carers as soon as practicable.

Governors/Trustees must ensure that a procedure is in place for reporting each significant incident in which a member of staff uses force on a student to each parent/carer of the student as soon as practicable after the incident, except where:

- The student is aged 20 or over; or
- It appears to the staff member that doing so would be likely to result in significant harm to the student. This includes all forms of abuse and neglect. In this instance, the staff member must report the incident to the Local Authority within whose area the student is ordinarily resident.

Definition - **Significant incident** - Refers to any incident where the use of reasonable force goes beyond appropriate physical contact between student and staff as described in 'Other physical contact with students' in this document. This includes when physical force is used to implement a restrictive intervention."

A report of the incident made to parents/carers should include the following details as a minimum:

- Time, date, location and approximate length of time the force was used
- Brief account of what type of reasonable force was applied, and the degree of force
- Details of any physical injuries sustained, if applicable
- Brief account of why the use of force was assessed as necessary in that instance

The requirement to report applies even if the use of reasonable force in certain circumstances is agreed with parents/carers as part of a student's behaviour support plan.

Schools may choose how best to communicate this information to parents/carers. For example, via phone call, email or online messaging system. Best practice would include inviting parents/carers to have a follow-up discussion about the incident where appropriate. This could involve a discussion about any behavioural triggers, any warning signs of an impending incident, whether any agreed behaviour support plans were followed, what de-escalation strategies were used and how effective they were, and what might be done differently in the future.

The Academy may use this information to amend any existing behaviour support plans, as needed.

Recording the use of force (statutory guidance)

Incidents must be recorded by the staff member(s) involved as soon as practicable after the event. The procedure must require that a record of any such incident is made in writing as soon as practicable after the incident. The requirement to record applies even if the use of reasonable force and other restrictive interventions in certain circumstances is agreed with parents/carers as part of a student's behaviour support plan. This is either the 'Team Teach' Bound and Numbered Book and/or the CPOMS system. If a bound and numbered book is used it must be kept securely in a known location.

Academies should record the following details as a minimum:

- Names of the student and staff directly involved
- Any relevant needs or circumstances of the student, including whether the student involved has an identified Special Educational Need or Disability and their SEN status code
- Time, date, location and approximate length of time the intervention was used
- Brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, what type of reasonable force was applied, the degree of force, and details of physical injuries sustained, if applicable
- Brief account of why the use of force was assessed as necessary in that instance
- Any post-incident support, such as details of any medical treatment for injuries or other adverse impacts

Academies may also wish to record additional details to support their evaluation of incidents to identify best practices and areas for improvement. For example, the student's and/or witnesses' accounts of what happened, when and how parents/carer were notified, and what follow-up has taken place.

All staff involved in an incident should contribute to the record which should be completed within 24 hours.

Staff should:

- Read through the Academy/ record carefully.

- Take time to think about what actually happened and try to explain it clearly.
- Complete names in full.
- Sign and date any physical forms completed.

If a record is being made on the CPOM system, the same information will be recorded as that above and all incidents will be tagged with the appropriate category.

Records will be retained and cannot be altered. They will be kept in line with the Trust Data Retention Policies.

Serious incident reports should not be completed until the individuals concerned have recovered from the immediate effects of the incident. They should not be rushed. A record is written into the incident book or recorded on CPOMS. This refers to supporting sheets and other relevant information which should also be attached using CPOMS.

If necessary, the student and staff member involved should receive a medical assessment and treatment for any injuries as soon as possible. Any significant incident in which a member of staff uses reasonable force on a student must be recorded as described above. In addition, any injuries should be recorded in accordance with the school's procedures and reported as appropriate to the Health and Safety Executive.

Recording and reporting the use of non-force related restrictive interventions (non-statutory guidance)

Section 93A of the Education and Inspections Act 2006 does not require schools to record and report instances of restrictive interventions where force was not used. However, it is best practice for schools to apply the same recording and reporting policy to restrictive interventions where force is not used.

Consideration for students with Special Educational Needs and/or Disabilities (SEND)

Some children and young people with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Triggers may include pain, sensory overload, unfamiliar situations or environments or feelings of fear and anxiety. In particular, students who find verbal communication challenging may express their needs, discomfort or confusion through actions. This can lead to students with SEND being disproportionately subject to the use of reasonable force and other restrictive interventions.

The Academy will seek to understand the underlying triggers of challenging behaviour so that they can provide proactive support, create an inclusive environment and consider the impact of Academy policies on students with SEND. For example, leaders will consider how the Academy culture and environment may be experienced differently by students with SEND and seek to support students to cope with situations that they may find distressing. The Academy will, where possible, utilise staff who know individual students well to help identify and manage risk such as trigger points when challenging behaviour is more likely to occur, and develop proactive strategies to reduce the likelihood of reasonable force and/or other restrictive interventions being used. They should also work with the students, parents/carers and other professionals to develop prevention and de-escalation strategies.

Depending on the circumstances, examples of strategies may include:

- Removing stimuli that may be causing distress
- Changing body language, facial expression, and/or tone of voice

- Supporting the students to express their emotions before getting overwhelmed
- Engaging the student in an activity which can help them manage their feelings of anxiety
- Distracting the student in something that interests them or by introducing familiar objects and activities to redirect their attention

Where appropriate, Academy staff will work with students with SEND and their parents/carers in the co-production of any necessary behaviour support plans. Behaviour support plans should outline any adjustments, such as to address aspects of the school environment which the student finds challenging and ways for students to communicate their needs effectively. Behaviour support plans should detail circumstances where it may be appropriate for staff to have increased physical contact with a student. This should be discussed in conjunction with the relevant persons, such as teachers, parents/carers, the student, pastoral staff or health professionals, and parameters around its use stated clearly in the plan. Where there is an identified risk, such as increased likelihood in the need to use reasonable force and/or other restrictive interventions, the Academy will have risk assessments in place and where possible, mitigate risks such as through training and prevention strategies.

Whether the use of reasonable force and/or other restrictive interventions is appropriate will depend on the circumstances, irrespective of whether it has been considered as part of a behaviour support plan.

Any behaviour support plans should be reviewed with the student and their parent/carer periodically and following any significant incident, so that changes can be made based on evidence of what has worked and what has not worked in practice for the individual student. Where a student has a disability, the school has a duty under the Equality Act 2010, to take reasonable steps to avoid disadvantage and ensure that the student can fully participate in the education provided by the Academy, and that they can enjoy the other benefits, facilities and services that the Academy provides for students.

MONITORING AND EVALUATION

The Principal will ensure that each incident is reviewed and will instigate further action as required. Incident Reports are open to external monitoring and evaluation.

Following an incident, consideration may be given to conducting a further risk assessment, reviewing the Positive Handling Plan, Positive Behaviour Policy or this Positive Handling Policy. Any further action in relation to a member of staff, or an individual student, will follow the appropriate procedures.

Governors will monitor aggregated data to identify patterns/disproportionality and ensure improvements, where needed.

WHAT HAPPENS IF A STUDENT COMPLAINS WHEN FORCE IS USED ON THEM?

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. Where an allegation of the use of excessive force is made the 'Policy on Managing Allegations Against Staff' should be consulted and advice taken from the Chief Executive Officer. This policy makes it clear that a person must not be suspended automatically, or without careful thought. Academies must 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 an employee, the Trust/Academy should ensure that the teacher has access to a named contact who can provide support.

Consideration should always be made as to whether an employee has acted within the law when reaching a decision on whether or not to take disciplinary action against the employee.

As an employer, the MLT has a duty of care towards its employees. It is important that Academies provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

WHAT ABOUT OTHER PHYSICAL CONTACT WITH STUDENTS?

It is not illegal to touch a student. There are occasions when physical contact, other than reasonable force, with a student is proper and necessary.

Examples of where touching a student might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the Academy.
- When comforting a distressed student.
- When a student is being congratulated or praised.
- To demonstrate how to use a musical instrument.
- To demonstrate exercises or techniques during PE lessons or sports coaching.
- To provide First Aid.

The Academy should not have a 'no contact' policy. Additionally, the Academy should not grant any requests by parents/carers or staff members not to use reasonable force and/or other restrictive interventions."

FREQUENTLY ASKED QUESTIONS

Q: I'm worried that if I use force a student or parent/carer could make a complaint against me. Am I protected?

A: Yes, if you have acted lawfully. If the force used is reasonable all staff will have a robust defence against any accusations.

Q: How do I know whether using a physical intervention is 'reasonable'?

A: The decision on whether to physically intervene is down to the professional judgement of the adult concerned. Whether the force used is reasonable will always depend on the particular

circumstances of the case. The use of force is reasonable if it is proportionate to the consequences it is intended to prevent. This means the degree of force used should be no more than is needed to achieve the desired result. School staff should expect the full backing of their senior leadership team when they have used force.

Q: What about school trips?

A: The power may be used where the member of staff is lawfully in charge of the students, and this includes while on school trips.

Q: Can force be used on students with SEN or disabilities?

A: Yes, but the judgement on whether to use force should not only depend on the circumstances of the case but also on information and understanding of the needs of the student concerned.

Q: I'm a female teacher with a Year 10 class - there's no way I'd want to restrain or try to control my students. Am I expected to do so?

A: There is a power, not a duty, to use force so members of staff have discretion whether or not to use it. However, teachers and other Academy staff have a duty of care towards their students and it might be argued that failing to take action (including a failure to use reasonable force) may in some circumstances breach that duty.

Q: Are there any circumstances in which a teacher can use physical force to punish a student?

A: No. It is always unlawful to use force as a punishment. This is because it would fall within the definition of corporal punishment, which is illegal.

FURTHER SOURCES OF INFORMATION

Other DfE advice and guidance you may be interested in:

- *Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders (2002)*
- *Guidance on the Use of Restrictive Physical Interventions for Students with Severe Behavioural Difficulties (2003)*
- *Screening, searching and confiscation – advice for headteachers, staff and governing bodies.*
- *Dealing with allegations of abuse against teachers and other staff – guidance for local authorities, headteachers, Academy staff, governing bodies and proprietors of independent schools Associated resources (external links)*
- *Police and Criminal Evidence Act 1984 (PACE) Code G: Revised Code of Practice for the Statutory Power of Arrest by Police Officers*