



# Positive Handling Policy

**Responsible for policy:**  
Chair of Directors

**CC3: Quality Provision and Performance**



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## 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 **'Chief Executive Officer or CEO'** 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 Governing Body 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 Local Governing Body elected from time to time.

## 2. Scope

This policy has been written with the MAC's decision to move solely to Team Teach as the recognised training provider in mind. Where schools have not yet received Team Teach accredited training, the previous policy will still apply. All schools will be trained by the Summer term of 2026.

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 all behaviour is a form of communication. Team Teach training supports staff members to predict and prevent to avoid pupils becoming dysregulated. We are motivated by the need to support the individual with the aim of keeping those who have become distressed safe, as well as those around them. Whilst we strive to promote a positive learning environment for all, this policy has been produced to provide guidance to staff on how to use positive handling strategies when incidents of dysregulation arise. Appropriate use of these methods should mean that the use of a restrictive physical intervention is used as infrequently as possible.

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 use of a restrictive physical intervention is used to prevent injury.

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.

Further details of the TEAM TEACH approach can be found on the TEAM TEACH website. The website address is <https://www.teamteach.com/>

### 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.

The term positive handling includes a wide range of strategies to support all pupils. The term ‘restraint’ refers to when a restrictive physical intervention is used, this may be when a pupil is hurting themselves, others or causing significant damage to property. A clear and consistent positive handling policy supports pupils within an ethos of mutual respect, care and safety. 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.

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.

## 5. Team Teach and Positive Handling

The TEAM TEACH system is recognised by the Local Authority and accredited through BILD – British Institute of Learning Disabilities. Staff become certified by attending a one-day training led by qualified trainers with a single day refresher course undertaken every two 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 think carefully 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 dysregulation should be reasonable and proportionate. Restrictive Physical Intervention 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.
- It is the honest held belief of the staff member that RPI is in the best interest of the pupil.
- Only the minimum force necessary, for the shortest amount of time applied.
- Every effort should be made to secure the presence of other staff before using restrictive physical intervention. These staff can act as assistants or witnesses.
- Once safe, restrictive physical intervention should be relaxed.
- Restrictive Physical Intervention 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 Positive Intervention Plan.

### **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 and Positive Intervention Plans

Pupil specific risk assessments and Positive Intervention Plans are required for pupils who exhibit **significant** dysregulation. After the first incident in which restrictive physical intervention is used a Positive Intervention Plan and Risk Assessment must be written.

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

**This policy has been written to support all pupils including those with SEND. The Romero Catholic Academy is 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 Intervention 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 Intervention 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 Intervention 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 every incident of Restrictive Physical Intervention, we record the following on CPOMs (this aligns with Team Teach expectations): Level of hold,

- Duration,
- Staff involved,
- Parents informed
- Debrief with child.

## 9. Training

Within The Romero Catholic Academy Team Teach training is delivered by our in-house tutors to align with our ethos and culture. The Team Teach course equips individuals with an understanding of the values and philosophy of the Team Teach approach to behaviour support. The positive toolkit approach gives practical de-escalation and intervention strategies you can use to minimise risk and conflict safely and respectfully in our setting. Build individual's confidence and expertise so everyone knows how to support behaviour appropriately and consistently.

## 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
<a href="#"><u>Allegations Against Staff or Volunteers (CSCP)</u></a>
Allegations Against Staff Policy
Anti – Bullying Policy
Behaviour Policy
Children/Young people with Medical Needs policy
Complaints Policy
Drugs and Alcohol Policy
Equalities Policy
Health & Safety Policy
HR & Governance Policy
PSHE Policy
RSHE Policy Self-harm/Mental Health Policy
Site Security Policy
SEND Policy
Staff Code of Conduct
Trips and Visits Policy
Use of Reasonable Force Policy

Visitor Management Policy

Whistleblowing Policy

