



River Bourne Community Farm

Positive Handling Policy

June 2025

(Reviewed Bi-annually)

Introduction

This policy provides a framework for the use of Restrictive Physical Intervention (RPI) within RBCF.

Central to this policy is the understanding that any Physical Intervention used by staff must be in accord with the idea of 'Reasonable Force' and used only as a last resort once all other strategies have been exhausted.

This policy should be read in conjunction with other policies and forms part of the suite of policies on attendance and behaviour. It also takes account of the following guidelines.

Source	Title
HM Government	Education and Inspections Act 2006. Section 93 (Power of Members of Staff to Use Force Education and Inspections Act 2006 (legislation.gov.uk))
HM Government Department for Education	Use of Reasonable Force (Advice for headteachers, staff and governing bodies. Use of reasonable force)
HM Government	Reducing the Need for Restraint and Restrictive Intervention. (Children and young people with learning disabilities, autistic spectrum conditions and mental health difficulties in health and social care services and special education setting). Reducing the need for restraint and restrictive intervention
Wiltshire Council	Wiltshire Council model behaviour policy

The Legal Context (The following is taken from Department of Education Document – Use of Reasonable Force)

What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. 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 student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School 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 pupil.

Who can use reasonable force?

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

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils 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.

Examples of situations

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 pupil behaving in a way that disrupts a school event or a school trip or visit.
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.
- Restrain a pupil at risk of harming themselves through physical outbursts.

Types of incident where the use of 'Reasonable Force' may be necessary fall into three broad categories:

- 1) Action due to imminent risk of injury
- 2) Action due to developing risk of injury or significant damage to property
- 3) Action where a pupil is behaving in a way that is compromising good order and discipline

Examples of 1 and 2

- A pupil attacks a member of staff or another pupil
- A pupil is engaged in or on the verge of starting to damage property
- A pupil is running up and down a corridor in a way that could cause injury
- A pupil is absconding (NB this only applies if the child is at risk if they leave the room/building).

Examples of 3

- A pupil persistently refuses to leave the room
- A pupil is behaving in a way that is seriously disrupting the lesson

Any Physical Interventions used will need to take account of age, cultural background, gender, stature and medical history of the student involved.

It is essential that any discussion of Physical Intervention is set in the wider context of education and behaviour management: it should not be seen as an isolated technique. In the majority of circumstances, there will be no need for physical intervention and other methods can be used.

Physical intervention is only be used when all other options for de-escalating a conflict situation have failed. Staff try negotiation, diffusion and de-escalation strategies as well as containment in a safe area, without the need to hold, before intervention whenever possible. The use of physical intervention in response to a foreseeable risk (physically dangerous behaviour previously exhibited by the child) will only be used as part of a support plan set up incorporating the views of the parents and the child.

A calm, considered approach to the situation is needed. When circumstances justify, staff can:

- Physically interpose between pupils
- Use holding, pushing, pulling
- Lead a pupil by the arm
- Shepherd a pupil away by placing a hand in the centre of the back
- (In extreme circumstances) use more restrictive holds
- Any necessary action consistent with the concept of 'Reasonable Force'

Placing Physical Intervention in Context

Physical Intervention is never seen in isolation at RBCF. It is but one strategy available to staff and should always be seen as a last resort when all other strategies have failed. Physical Interventions can be placed in 2 broad categories:

1) Emergency Interventions

These involve staff employing, where necessary, one or a combination of the strategies mentioned in the previous section in response to an incident. This will occur when all other strategies have been exhausted or the incident requires a rapid physical response (for example a child running onto a road).

2) Planned Interventions

These involve staff employing, where necessary, one or a combination of the strategies mentioned in the previous section as an agreed response to an identified behaviour. A risk assessment will also be completed identifying the risks involved in the procedure as well as the risks involved if a planned Physical Intervention is not used.

Physical Intervention should be seen in an environmental context. If an appropriate curriculum is in place and there is an emphasis on a total communication environment then the necessity for Physical Intervention will be reduced.

'Tools' or strategies used can be divided into those that are preventive and those that are reactive.

Preventative strategies need to be:

- Clear and understood by all those that come into contact with the individual
- Based on thoughts/ discussion about possible reasons for challenging behaviour
- Where possible the functional opposite of the behaviour (functionally incompatible) we are trying to stop. E.g. as simple as if a pupil is constantly hitting someone else then we need to aim for them to be sat in their seat (if they are sat in their seat they can't be hitting someone).

Reactive strategies need to be:

- Clear understood by all those who come into contact with the individual
- Manageable
- Focused on the behaviour, not the child
- Flexible
- Aimed at de-escalation

Physical actions such as holding a pupil around the neck, by the collar or in any other way that might restrict their ability to breathe, slapping, kicking or punching are not permissible.

Any act of positive handling must be an act of care and not of punishment. Deliberate use of physical contact to punish a young person, cause pain, injury or humiliation is unlawful, regardless of the severity of the young person's behaviour or the degree of provocation.

Risk Assessment

In the case of emergency interventions staff will make a risk assessment at the time comparing the risks associated with intervention against the risks of not intervening.

In the case of planned interventions staff involved with the child will meet with the member of staff responsible for Physical Intervention in the school (**currently the Education Manager, Sara-Jane Hancock**).

Reporting and Monitoring of Incidents

Reporting and monitoring is of paramount importance for a number of reasons:

- Protection for staff and pupils
- Keeps a record of number of incidents so times/ areas that most incidents occur can be tracked

Recording at RBCF can be split into two categories:

- Pre incident
- Post incident

Children are given the opportunity to contribute to a written report compiled after any physical intervention. These reports are scrutinised by the nominated governor for behaviour and safeguarding. (**currently the Education Manager, Sara-Jane Hancock**).

The table on page 6 details the systems for recording/ reporting within RBCF and their purpose.

Post Physical Intervention Procedures

Parents are informed of any use of physical intervention by phone if possible, and in writing on the same day. The staff have a duty to protect the safety of all children. All physical intervention is carried out in such a way as to safeguard the pupil and staff's wellbeing and be used for the minimum amount of time possible in order to bring the situation under control.

As soon as is reasonably possible and within 24 hours after an incident staff need to fill out an Incident Form (see page 5) and the Incident Log. The form should be given to the Education Manager who will provide a debrief for the staff and check their welfare. When both the staff and the child involved are calm then a debrief needs to take place between them. This should include (if appropriate) a discussion about strategies that the child could use in the future.

Completed forms are held by the Education Manager. Details from completed forms are entered onto a database. This information is monitored at least half termly, along with positive handling plans.

Reporting any use of Restrictive Physical Intervention (RPI) to Wiltshire Council

Alternative providers are required to report any use of RPI in respect of pupils at their setting to Wiltshire Council. This is an expectation of all schools in Wiltshire and relates to statutory guidance for schools

RPI at RBCF is reported by using the spreadsheet which can be found here on [Right Choice](#), and sent by attachment to pupilbehaviour@wiltshire.gov.uk during the first week of the month.

RBCF is **not** required to submit a Nil return. If no information is sent to Wiltshire Council, it will be assumed that there has been no use of RPI at RBCF during the preceding term.

If the child is on roll to a school, it will be necessary to confirm that the school has been notified.

Information to be recorded on spreadsheet to be sent to Wiltshire Council

First name	Family name	Pupil Premium	SEN	Social Care	Gender	Ethnicity	Date of birth DD MM YYYY
		Use dropdown menus					

Total number of restrictive physical interventions	Was each use of restrictive physical intervention reported to parents?	How was each intervention recorded?	Was the intervention reported (within 1 school day) to the commissioner?	Have staff involved in the physical intervention received training within past 3 years?	Type of training (Choose 'multiple' if different training providers were used during this reporting period)
			If the child is on roll at a school, this will be the child's school. If the child is NOT on roll at a school this will be your contact at Wiltshire Council (or the another LA if the child is not a Wiltshire resident)		

Reporting and Monitoring of Incidents

Pre Incident / Event	Document		Purpose
	Behaviour Strategies		A list of suggested strategies that will work with a particular pupil. Drawn up in education review meetings.
	Behaviour Plans		Aimed at providing specific strategies for a specific behaviour. A review date is set and behaviour is monitored and recorded. Initial concerns brought up at education review meetings
	Positive Handling Plan		Details planned physical interventions to be used in specific situations. Will also list other strategies to be used before. A risk assessment form will also have been filled out.
	Letter to Parents		In the event of a Positive Handling Plan being filled out a letter will be sent to Parents to explain rationale and ask parents permission.
Post Incident/ Event	Document		Purpose
	RBCF Accident/Incident Forms		To be filled out in the event of an incident where there has been no physical intervention and no injury e.g. child running off site. A copy must be sent to the Farm Office Manager
			To be filled out in the event of an incident where physical intervention has been used and should form a part of the incident log of events
			To be filled out in the event of an incident where an injury has been sustained. Physical Intervention may or may not have been used. A copy must be sent to the Farm Office Manager
	Incident Log		Any incident sheets filled out will also get marked in the Incident Log. A bound dated and signed book. All incident forms and the log itself must be completed within 24 hours of the incident.
	Letter to Parents		A letter will be sent home to the parents in the event of an emergency Physical Intervention.

RBCF Form

Form Completed by:		
Name:	Date:	
Location of Incident:		
Date:	Time:	
Witnesses:		
Description of incident (full names to be used):		
Assailant(s):		Key Stage:
Victims(s):		Key Stage:
Follow up action taken as a result of the incident (e.g. sanctions imposed, review of behaviour plan):		
Teacher's Comment:		
Date:	Signature:	
Copied to Pupil File:	Y___ N___	

RBCF Form

Form Completed by:			
Name:		Date:	
Victim Name:			
Pupil ____			
Teacher ____			
Support Staff ____ Other _____			
KS3____ KS4____			
Details of Injury:			
Treatment received:			
First Aid ____ Resumed lessons/ Work ____			
Sent to Hospital ____ Sent home ____			
Other (specify) _____			
Location of incident:			
Date:		Time:	
Witnesses:			
Assailant:		Key Stage:	

Description of incident (full names to be used):	
De-escalation techniques used:	
Verbal ____	Touch ____
Single Elbow ____	Double Elbow ____
Fig 4 ____	Wrap ____
Standing ____	Sitting ____
Kneel ____	Supine ____
Other _____	
Follow up action taken as result of incident (e.g. Sanctions imposed, review of behaviour plan):	
Debrief those involved ____	Parents informed ____
SMT intervention ____	Sanctions imposed ____
Other _____	
Headteacher's Comment:	
Date:	Signature:
Copied to Pupil File:	Y____ N____

RBCF Record of an Incident Involving Physical Intervention – Details of De-escalation Techniques Used

Form Completed by:			
Name:		Date:	
Location of Incident:			
Date:		Time:	
Witnesses:			
Description of incident (full names to be used):			
Assailant(s):			Key Stage:
Victims(s):			Key Stage:
De-escalation techniques used:			
Verbal ____	Touch ____	Single Elbow ____	Double Elbow ____
Fig 4 ____	Wrap ____	Standing ____	Sitting ____
Kneel ____		Supine ____	
		Other _____	
Follow up action taken as result of incident (e.g. Sanctions imposed, review of behaviour plan):			
Headteacher's Comment:			
Date:		Signature:	
Copy to Pupil File		Y____ N ____	

DETAILS MUST BE ENTERED INTO THE INCIDENT LOG

RIVER BOURNE COMMUNITY FARM ACCIDENT REPORT FORM

This form should be used in all instances where there has been a work-related accident involving staff, clients, pupils, visitors or contractors. Acts of aggression against staff should also be reported on this form.

Certain work-related injuries must be reported to the HSE. Please see the guide. Complete all sections, keep the original and send a copy to the Health & Safety Team

DETAILS OF PERSON INJURED/ASSAULTED			
Forename:		Surname:	
Address: Postcode:		Date of Birth:	
		Age:	
		Sex:	
		Job Title (or Client, student, visitor, contractor, etc):	
Telephone No:		Place of Work/ Department:	
DETAILS OF ACCIDENT/INCIDENT			
Date of accident or incident: AM/PM		Time:	
Address where Accident/incident occurred:			
Precise place (e.g. kitchen, classroom, etc.)		Nature of injury (e.g. cut, bruise, fracture, etc.)	
Part of body affected:		Treatment given:	
DESCRIBE WHAT HAPPENED:			
Please give as much detail as you can, including names and parts played by any other persons (staff, client, pupil etc.) and identifying any substances or equipment involved.			
(Continue on a separate sheet if necessary)			

Was the injured person taken to hospital?	
Did the injured person continue to work?	
Number of days absent from work:	
Name and address of any witnesses:	
Date telephoned HSE (0845 300 99 23):	
OBSERVATIONS OF MANAGER AND PROPOSED ACTION TO AVOID RECURRENCE	
General Observations:	
Is any remedial action required? Give an indication as to whether action has been/ is being taken (e.g. further training provided, further security arrangements, review of risk assessments and working arrangements etc.)	
Manager's name:	
Signature:	Date:
Telephone No.:	
For use by Health and Safety Team: Date F2508 sent to HSE	Observations

Document Review

Updated June 2023

- Reference to current legislation and guidelines.
- Reporting requirements for alternative provision to Wiltshire Council

Reviewed June 2025 (no changes)

SIGNATURE OF EDUCATION MANAGER: Sara-Jane Hancock.....

Date of next review: June 2027