

Hassocks Infant School

Positive Handling Policy



★ Explore ★ Respect ★ Flourish

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Date policy to be reviewed:	Annually - May, 2027
Responsibility:	SENCo

Document History

Date	Version	Amended By	Comment (e.g Reason for version change)
January 2024	1	Senco	
May 2026	2	Senco	Revised policy – annual review
September 2026	2.1	A Bates-Holland	Aligned with updated safeguarding policy Change to reporting procedures

This Policy to be used with these documents & forms:

- Behaviour Plan and Risk Assessment
- Handling intervention reporting form
- School safeguarding and child protection policy

Objectives

The key objective of this policy is to maintain the safety of pupils and staff while preventing pupils from hurting themselves or others, from causing disorder and preventing serious damage to property.

The use of restrictive interventions, including reasonable force and seclusion, can have a significant impact on the pupils, staff members and parents involved, as well as the wider classroom. However, there are times when the use of restrictive interventions will be lawful and necessary; for example, to keep individuals and the wider school community safe. This document aims to proactively minimise the need to use restrictive interventions through early support, prevention and de-escalation strategies, and to help school staff feel more confident in knowing how to use these interventions safely, appropriately and lawfully.

This Policy is written in conjunction with 'Restrictive interventions, including use of reasonable force, in schools' (April, 2026).

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force in certain circumstances.

To prevent or stop a pupil from:

1. Causing injury to themselves or others
2. Committing a criminal offence
3. Damaging property
4. Causing disorder among pupils at the school, whether during a teaching session or otherwise

There is no legal definition of when it is reasonable to use force. That always depends on the precise circumstances of individual cases. To be judged lawful, the force used would need to be in proportion to the consequences it is intended to prevent. The degree of force used should be the minimum needed to achieve the desired result. Use of force cannot be justified to prevent trivial misbehaviour.

Any action taken must be Reasonable; Proportionate and Necessary as well as in the best interests of the pupil.

Expectations

The Senior Leadership Team (SLT) takes seriously its duty of care towards pupils, employees and visitors to the school. Staff protection is an important part of child protection; both depend on confident and competent staff who feel supported by the SLT. This policy has a clear focus with the paramount consideration being the welfare of pupils in our care and the adults who look after them.

Minimising the Need to Use Force

The term 'Positive Handling' includes a wide range of supportive strategies for managing challenging behaviour. For this reason, this policy should be read in conjunction with the school's Behaviour Policy.

Other physical contact with pupils- Positive Touch

There are circumstances when it is appropriate for staff to have some physical contact with pupils which does not give rise to any question over the use of reasonable force and other restrictive interventions. By 'Positive Touch' we mean touch that is appropriate and not invasive, humiliating or could possibly be considered as eroticising / flirtatious. We agree that 'appropriate' places to touch are 'shoulders, arms, back'. If a pupil is distressed, staff may invite pupils to sit closely and will offer appropriate reassurance.

This will depend on the circumstance, but examples of occasions when physical contact is generally appropriate include:

- to give first aid
- to guide or escort pupils, such as holding the hand of a pupil at the front/back of the line when going to assembly, when walking together around the school or on a school trip, or when helping a pupil to a space they have chosen to access to self-regulate
- to comfort a distressed pupil
- to demonstrate how to use a musical instrument
- to demonstrate exercises or techniques during PE lessons or sports coaching

All staff engaged in the care and education of children and young people need to exercise caution in the use of physical contact. The expectation is that staff will work in 'professional touch' cultures and that when physical contact is made with pupils this will be in response to the pupils' needs at the time, will be of limited duration and will be appropriate given their age, stage of development and background. Staff should be aware that even well intentioned physical contact might be misconstrued directly by the pupil, an observer or by anyone the action is described to. Staff must therefore always be prepared to justify actions and accept that all physical contact be open to scrutiny. Physical contact which is repeated with an individual pupil or young person is likely to raise questions unless the justification for this is formally agreed by the pupil, the organisation and those with parental responsibility.

Pupils with special needs may require more physical contact to assist their everyday learning. The general culture of 'limited touch' will be adapted where appropriate to the individual requirements of each pupil. The arrangements must be understood and agreed by all concerned, justified in terms of the pupil's needs, consistently applied and open to scrutiny. Wherever possible, consultation with colleagues should take place where any deviation from the arrangements is anticipated. Any deviation and justification for it should be documented and reported.

Extra caution may be required where a pupil has suffered previous abuse or neglect. In the pupil's view, physical contact might be associated with such experiences and lead to staff vulnerable to allegations of abuse. Additionally, many such pupils are extremely needy and seek out inappropriate physical contact. In such circumstances staff should deter the pupil without causing them a negative experience. Ensuring that a witness is present will help to protect staff from such allegations.

There may be some pupils for whom touching is particularly unwelcome. For example, some pupils may be particularly sensitive to physical contact because of their cultural background or medical condition (for example Autistic Spectrum Condition). It is important that staff that come into contact with these pupils have the relevant information about their specific needs.

Prevention and De-escalation

We will always do everything possible to minimise the need to use restrictive interventions, such as through prevention and de-escalation. We will seek to understand the underlying triggers so that we can provide proactive support. Strategies to support pupils can be whole school based or individual strategies developed through Pupil Passports, Individual Support Plans or Individual Risk Assessments. All of these documents and strategies will be co-produced with parents/carers and kept under ongoing review.

Examples of these strategies include:

- creating a calm, orderly and supportive environment that minimises the risk of incidents that might require using force
- developing effective and positive relationships between pupils and staff
- teaching pupils how to manage conflict and strong feelings
- using positive behaviour management techniques which help to manage conflict
(listed in our Behaviour Policy)
- recognising that some challenging behaviours can be foreseeable and acting accordingly
- providing a calming space which can be used by those pupils at risk of becoming a danger to themselves or others
- de-escalating incidents if they do arise
- carrying out risk assessments for those pupils who exhibit very challenging behaviour and are therefore at the greatest risk of needing physical interventions.
- Sensory audits and strategies for individual pupils
- Total communication approach to support understanding and communication of need
- Removing stimuli that may be causing distress
- Changing body language, facial expression, and/or tone of voice
- Supporting the pupil to express their emotions before getting overwhelmed

- Distracting the pupil in something that interests them or by introducing familiar objects and activities to redirect their attention
- Make the environment safer by moving furniture and removing objects which could be used as weapons.

In rare occasions it may be reasonable to use physical controls to prevent extreme behaviour from becoming dangerous provided that it is an agreed part of the Risk Assessment Plan. Examples of this are where a pupil has shown ritual patterns of behaviour, which in the past have led to the pupil becoming more distressed and violent. In such circumstances it may be reasonable to withdraw the pupil to a safer place when the pattern of behaviour begins, rather than wait until the pupil is distressed and out of control.

Force will only be used when the risks involved in doing so are outweighed by the risks involved in not using force. It does mean that we expect staff to conduct a risk assessment and choose the safest alternative. It also means that we expect staff to experiment and think creatively about any alternatives to physical intervention which may be effective. All staff will be made aware of any pupils who present particular risks to themselves or others.

Any response to extreme and challenging behaviour should be reasonable and proportionate. Staff should not react in anger. If they feel they are becoming angry they should, if possible, withdraw and allow someone else to deal with the situation. Where staff act in good faith, and their actions are reasonable and proportionate, they will be supported.

When physical controls are considered staff should, if possible, think about the answers to the following questions:

- How is this in the best interest of the pupil?
- Why is a less intrusive intervention not preferable?
- Why do we have to act now?
- Why am I the best person to be doing this?
- Why is this absolutely necessary?

If staff can answer these questions it is more likely that a physical intervention will be judged to be **reasonable** and **proportionate**.

Even the best planning systems cannot cover every eventuality and the school recognises that 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 pupil;
- reasonable and proportionate;
- intended to reduce risk;

Staff will consider the following:

Is it necessary?

- Staff will consider whether there are other more effective, less restrictive ways to manage a situation. This will always be our priority.
- Staff will assess whether a restrictive intervention is likely to successfully reduce the relevant risks, or whether its use would escalate the situation further or cause more harm than the behaviour itself.
- Where possible, staff should communicate with other staff members to understand any broader risks in the environment.

Is it proportionate?

- Staff should use the least amount of force or least restrictive intervention necessary for the least amount of time required to reduce the relevant risks.
- If the intervention itself is escalating the situation, staff should reconsider their approach and attempt an alternative strategy.
- Staff should consider the personal circumstances of the pupil such as medical conditions, special educational needs or other vulnerabilities, their characteristics such as age and size, and must consider relevant equality implications under the Equality Act

Pupil welfare

- Staff will consider the impact on the pupil's overall welfare, balanced against any actions taken. For example, pupils who have experienced an adverse life event, with diagnosed or undiagnosed medical conditions or sensory impairments, past trauma or neglect, communication difficulties, or other needs, may find the use of restrictive interventions particularly distressing.
- Staff will seek to maintain respect for a pupil's dignity. This may include, where possible, considering the location and environment where any intervention is used, such as in front of their peers.
- Where possible, staff will clearly and calmly communicate to the pupil what is happening, why, and explain what the pupil needs to do.
- For pupils with difficulties with speech, language and communication, or with English as an additional language, verbal and/or non-verbal strategies should be used to ensure the pupil understands what is happening and has adequate time to process information and respond.
- Staff will seek to understand how the pupil is feeling and use this information to determine whether the restrictive intervention should be, or continue to be, applied, reduced or stopped.

Pupils with Special Educational Needs and/or Disabilities

Appropriate account must be taken of the needs of individual pupils with SEN and /or disabilities. Under the Disability Discrimination Act 1995 schools have two key duties:

1. Not to treat a disabled pupil less favourably, for a reason relating to his or her disability, than someone to whom that reason does not apply, without justification; and
2. To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage to pupils who are not disabled (known as the reasonable adjustments duty).

Where a pupil has a disability, we have a legal obligation under the Equality Act 2010 to support pupils with reasonable adjustments.

A Risk Assessment plan will set out the techniques that should be used and those that should not normally be used for individual pupils. Any planned use of physical intervention will be compatible with a pupil's individual needs and properly documented in their Risk Assessment. These will be kept under constant review and signed by relevant staff, parents, guardians and carers. These will also be reviewed following any significant incident.

Risk Assessments (Positive Handling Plans)

Risk management is regarded as an integral part of behaviour management planning. All pupils who have been identified as being at greatest risk of needing restrictive physical interventions should have an agreed 'Behaviour Management and Positive Handling Risk Assessment'. Staff who work with these pupils should be aware of the relevant characteristics of these pupils, which should be outlined in the plan.

The information should include details of

1. Situations that could provoke challenging behaviour, suitable preventive strategies, and which alternative techniques are most likely to work.
2. What is most likely to trigger a violent reaction, including relevant information relating to any previous incident requiring the use of force?
3. If physical intervention is likely to be needed, any strategies / techniques which have been found to be effective, in the past, for that individual should be named, along with any particular responses which are not recommended as they have proved ineffective or caused problems in the past. Any specific strategies and techniques should be agreed by staff, parents and carers.

Risk Assessments should be considered alongside any Educational, Health and Care plan, professional advice, Pupil Passport and Individual Support Plans. They should take account of age, sex, level of physical, emotional and intellectual development, special need and social context.

Whenever possible pupils who display challenging behaviour and are identified as being at risk should be taught how to communicate in times of crisis and strategies that they might use (for example using safe space cards and non-verbal signals to indicate the need to use designated quiet areas (cool off area). All staff should be familiar with these signs and strategies and these will be documented in the pupil's plan. Once signed and dated the document will be recorded in the notes section on the child's profile on Insight.

Pupil and Staff Support

The expectation at this school is that all staff should support one another. This means that staff always offer help and always accept it. Help does not always mean taking over. It may mean just staying around in case you are needed, getting somebody else or looking after somebody else's group. The lead adult will give instruction before any member of staff should intervene. The lead adult may be using particular strategies with a pupil specific to their Risk Assessment. Intervening without agreement may cause the incident to escalate. Supporting a colleague does not mean agreeing with their suggestions and offering sympathy when things go wrong. Real support sometimes means acting as a critical friend to help colleagues become aware of possible alternative strategies. Good communication is necessary so that colleagues avoid confusion when help is offered and accepted.

Sometimes an authorised member of staff should not intervene in an incident without help. In cases where a pupil is known to be at risk, specific systems of obtaining help will be put into place and detailed to all members of staff. This procedure should be followed at all times. In the case of unexpected incidents then 'Assistant required' card can be used to summon help. This should be sent with another pupil to the school office staff who will contact an appropriate member of staff. No member of staff should put themselves, other adults or the other pupils in their charge in any further danger. Steps should be taken to remove the other pupils who might be at risk while waiting for help to appear.

Techniques and methods approved for use at Hassocks Infant School

Before using force staff should, where appropriate, use the school's Behaviour Policy to manage behaviour in the first instance and use de-escalation techniques. Always communicating in a calm and measured manner throughout the incident.

The types of force used could include

1. passive physical contact resulting from standing between pupils or blocking a pupil's path
2. caring cs

Where there is a high and immediate risk of death or serious injury, any member of staff would be justified in taking any necessary action (consistent with the principle of seeking to use the minimum force required to achieve the desired result). Such situations could include preventing a pupil running into a busy road or preventing a pupil from hitting someone with a dangerous object such as a scissors or heavy items.

- Staff should always make every effort to avoid acting in a way that might reasonably be expected to cause injury. However, in the most extreme circumstances it may not always be possible to avoid injuring a pupil. Any form of restraint that is likely to injure a pupil (particularly anything that could constrict

breathing) should only be used in extreme emergencies and where there is no viable alternative.

- Staff should always avoid touching or restraining a pupil in a way that could be interpreted as sexually inappropriate conduct, particularly the placement of their own body.
- As far as possible staff should not use force unless or until another adult is present to support, observe and call for assistance.

Seclusion

A non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving - should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the pupil is not acting with intent. Seclusion should not be implemented by staff through threat of punishment. The place to which the pupil is confined should be safe and not feel threatening or intimidating to the pupil. The pupil should be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil should be allowed to leave. An incident involving the use of seclusion must be recorded and reported in accordance with the procedures outlined in the section on **'Recording and reporting the use of force'**.

Risk Assessment and Staff Training

The SLT will assess the frequency and severity of incidents requiring the use of force in order to inform decisions about staff training. Training decisions will be based on the school's individual contexts and needs. Informal risk assessments should be a routine part of life for staff working with pupils. Responsible staff should think ahead to anticipate what might 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 pupils 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 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 case the correct decision is to hold back from the physical controls.

Individual 'Risk Assessment Positive Handling plans will be made for those pupils whose behaviour gives cause for concern and is likely to result in force needing to be used to restrain that pupil.

This policy is shared with all staff as part of their induction.

Recording and Reporting the Use of Force (Statutory Guidance)

Whenever a significant incident requiring the use of **force or seclusion** has occurred the incident must be recorded on CPOMs using the template handling intervention form. An incident of restraint may occur with or without direct physical contact. For restraint incidents that occur without direct physical contact, for example, the removal of a walking aid, these must be recorded under the procedures outlined in this section. The record on CPOMs will immediately alert the Designated Safeguarding Lead/s and the SENCo to any incident that has occurred. All staff involved in an incident should contribute their version to CPOMS which should be completed on the same day. Differing accounts of the same incident should also be recorded if no agreement can be made.

The purpose of recording is to ensure that policy guidelines are followed, to inform parents and carers (though not necessarily copying the form to parents and carers), to inform future planning as part of school improvement processes, to prevent misunderstanding or misinterpretation of the incident and to provide a record for any future enquiry.

Staff should include:

- The names of pupil and staff directly involved
- Any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code
- The time, date, location and approximate duration of the intervention
- 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, and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained
- 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

Bear in mind these records will be retained and cannot be altered. They will be kept for many years and could provide evidence of defensible decision making in case of a subsequent complaint or investigation at some time in the future. Forms should be kept for 10 years as a minimum. 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. Details of any injuries to members of staff or pupils should be reported to a First Aider and recorded.

The following questions may help staff to decide whether an incident is significant and requires a written record.

1. Did the incident cause distress to a pupil or member of staff?
2. Even if there were no apparent injuries or distress, was the incident sufficiently serious in its own right to require a written record? Any use of restrictive holds would, for example, fall into this category.
3. Is a written record needed to justify the use of force? This is particularly relevant where the judgement was very finely balanced.

4. Is a record needed to help identify and analyse patterns of pupil behaviour or staff training needs?
5. Were other agencies, such as the police, involved?

When recording incidents, staff should bear in mind that, if this information is later passed to the police, it may be included in a Criminal Records Bureau disclosure. Schools should retain records of such incidents until the member of staff involved has reached normal retirement age or for 10 years from the date of allegation if that is longer. The record of the incident will form part of the pupil's educational record as it is a record of information which is processed (obtained, recorded and held) by or on behalf of the directors of the Trust, relates to the pupil, and originated from or was supplied by a teacher employed by the Trust. The parent or carer is therefore entitled to see a copy of the incident report, free of charge, within 15 school days of receipt of the parent or carer's written request.

Reporting Incidents to parents

All recordable incidents must be reported to the parents or carers of the pupil(s) concerned. Parents are informed at collection time. If it is not possible to speak to a parent at collection time, parents should be contacted by phone at the first available opportunity. A follow up discussion should be held to plan supportive next steps. The exception to this is if it appears to the staff member that doing so would be likely to result in serious harm to the pupil. In this instance, the staff member must report the incident to any parent(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority within whose area the pupil is ordinarily resident. A copy of the handling intervention form should be provided to parents.

In reporting an incident Parents or carers should be told:

- Time, date, location and approximate duration of the intervention
- Brief account of why the intervention was assessed as necessary in that instance
- Brief account of what type of force was applied, and the degree of force
- Details of any physical injuries sustained, if applicable when and where the incident took place,
- Whether there were any injuries and what follow up action (support and/or disciplinary) was being taken in relation to their child. It is also good practice for parents and carers to be given a copy of the school's policy on the use of force and information on post incident support.

The Head will be responsible for reporting such incidents to the governors who will continuously monitor them.

The Post Incident Support Structure for Pupils and Staff

Following a serious incident support will be offered to all those involved. People take time to recover from a serious incident. Until the incident has subsided the only priority is to reduce risk and calm the situation down. Staff should avoid saying or doing anything which could inflame the situation during the recovery phase. Immediate action should be taken to ensure medical help is sought if there are any injuries which require more than basic first aid. All injuries should be reported and recorded in the Accident Book kept in the school office. It is important to note that injury in itself is not evidence of malpractice.

Even when staff attempt to do everything right, things can go wrong. Part of the post incident support for staff may involve a reminder of this, as people tend to blame themselves when things go wrong. Time needs to be found to repair relationships. When careful steps are taken to repair relationships a serious incident does not necessarily result in long term damage. This is an opportunity for learning for all concerned. Time needs to be given to following up incidents so that pupils have an opportunity to express their feelings, suggest alternative courses of action for the future and appreciate other people's perspective.

Parents and carers may also be involved in agreeing appropriate support arrangements. When time and effort are put into a post incident support structure the outcome of a serious incident can be learning, growth and strengthened relationships. It is very important that staff and pupils are given emotional support following an incident.

We will ensure that staff and pupils affected by an incident have continuing support for as long as necessary. This may involve physical consequences, emotional stress or loss of confidence and the opportunity to analyse, reflect and learn from the incident.

In some cases the incident may lead to a decision to exclude the pupil in which case the Head must have regard to the DfE statutory guidance on exclusions.

Complaints

It is not uncommon for pupils to make allegations of inappropriate or excessive use of force following an incident. Parents, carers and pupils have a right to complain about actions taken by staff; this might include the use of force. If a specific allegation of abuse is made against a member of staff then the guidance set out in 'Safeguarding Children and Safer Recruitment in Education' will be followed. Other complaints will be dealt with under the school's formal Complaints Procedure, which is set out on the website. Parents and pupils should be reminded of the procedure and encouraged to use the appropriate channels. The full involvement of those with parental responsibility following the incident should minimise the chances of a complaint about use of force but it will not prevent all complaints or allegations.

The complaints policy applies equally to staff. As a school we promote transparent policy and practice in order to protect the interests of staff and pupils alike. Any staff concerns regarding the welfare of pupils or any safety concerns should be taken to the designated safeguarding lead. The school policy and the degree to which it has been followed will be at the core of any investigation. Such complaints may also be investigated under the school's disciplinary procedure.

Intimate Care

Staff who work with young pupils or pupils who have special needs will realise that the issue of intimate care is a difficult one and will require staff to be respectful of pupils' needs. Intimate care can be defined as care tasks of an intimate nature, associated with bodily functions, body products and personal hygiene which demand direct or indirect contact with or exposure of the genitals. Examples include care associated with continence as well as more ordinary tasks such as help with washing or bathing. Pupils' dignity will be preserved and a high level of privacy, choice and control will be provided to

them. Staff who provide intimate care to pupils have a high awareness of child protection issues. Staff behaviour is open to scrutiny and staff at Hassocks Infant School work in partnership with parents and carers to provide continuity of care to children wherever possible. Staff will refer to our HIS intimate care policy for clear guidance around working with children requiring intimate care planning.

Hassocks Infant School is committed to ensuring that all staff responsible for the intimate care of pupils will undertake their duties in a professional manner at all times. We recognise that there is a need to treat all pupils with respect when intimate care is given. No pupil should be attended to in a way that causes distress or pain.

The Protection of Children

Where appropriate, all pupils will be taught personal safety skills carefully matched to their level of development and understanding through our RSHE curriculum. This focuses on respectful, kind relationships and keeping safe. If a member of staff has any concerns about physical changes in a pupil's presentation, e.g. marks, bruises, soreness etc. they will immediately report concerns to one of the school's Designated Safeguarding Leads. A clear record of the concern will be completed (see Safeguarding folders) and recorded on CPOMs. Parents and carers will be asked for their consent or informed that a referral is necessary prior to it being made unless doing so is likely to place the pupil at greater risk of harm. If a pupil becomes distressed or unhappy about being cared for by a particular member of staff, the matter will be looked into and outcomes recorded. At this stage, the procedures in the school's safeguarding and child protection policy will be followed.

Special Educational Needs and Disabilities

Pupils with special needs have the same rights to safety and privacy when receiving intimate care. Additional vulnerabilities that may arise from a physical disability or learning difficulty must be considered with regard to individual care plans for each pupil. As with all arrangements for intimate care needs, agreements between the pupils, those with parental responsibility and the organisation should be easily understood and recorded. Regardless of age or ability, the views and/or emotional responses of pupils with special needs should be actively sought in regular reviews of these arrangements.

If a pupil makes an allegation against a member of staff, all necessary procedures will be followed.

Physical Education and other Coaching Skills

Some staff are likely to come into physical contact with pupils from time to time in the course of their duties when participating in games, demonstrating an exercise or the use of equipment.

Staff should be aware of the limits within which such contact should properly take place and the possibility of misinterpretation.

Where it is anticipated that a pupil might be prone to misinterpret any such contact, alternatives should be considered, perhaps involving another member of staff or a less vulnerable pupil in the demonstration.

Changing Clothes

Young people are entitled to respect and privacy when changing clothes. However, there must be the required level of supervision to safeguard young people with regard to health and safety considerations and to ensure that bullying or teasing does not occur. Adults should avoid any physical contact when pupils are in a state of undress and avoid any visually intrusive behaviour.

It is strongly recommended that when supervising pupils in a state of undress, another member of staff is present, however, this may not always be possible. Staff need to be vigilant about their own conduct.

Out of School Trips, Clubs etc.

Employees should take particular care when supervising pupils in the less formal atmosphere of a school trip or after-school activity. The behaviour expected of staff will be no different from the behaviour expected within school.

To ensure pupils' safety, increased vigilance may be required when monitoring their behaviour during Education off - site. It is important to exercise caution so that a pupil is not compromised and the member of staff does not attract allegations of overly intrusive or abusive behaviour.

Staff should not place themselves in a position where they are in a vehicle, house or other venue alone with a pupil.

If staff come into contact with pupils whilst off duty, they must behave as though in their professional role and not give conflicting messages regarding their own conduct.

Monitoring and Review

Following an incident, consideration may be given to conducting a further risk assessment, reviewing the Risk Assessment Plan, behaviour management policy or this positive handling policy. Any further action in relation to a member of staff, or an individual pupil, will follow the appropriate procedures. The policy will be reviewed every year or more often if required.