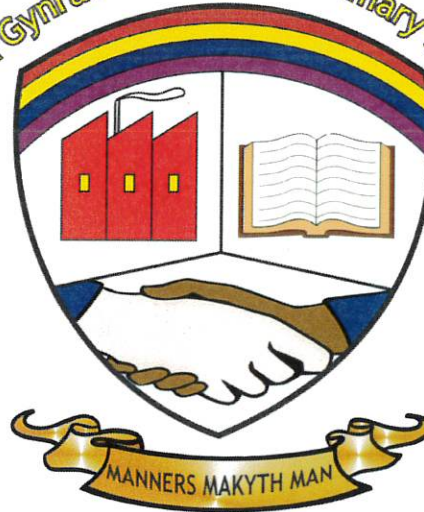


Ysgol Gynradd Melin Primary School



# Positive Handling Policy

March 2026

Date Approved: 11/3/26

Signed: [Signature]

[Signature]

## **Policy on the Use of Force by Staff to Control or Restrain Pupils**

At Melin Primary School we have high expectations that encourage good habits, promote ambition and positive attitudes to learning. This will enable the children to grow to be literate, numerate, digitally competent and independent life-long learners. They will be happy, healthy, safe and contribute creatively and ethically to their community, Wales and the world.

Melin Primary School respects the Rights of the Child and firmly believes that it contributes positively to both the four purposes of our curriculum, but also our vision as a school. This policy supports these aims through the following rights:

- Article 1 Everyone under 18 has all these rights.
- Article 3 All adults should always do what is best for you.
- Article 23 If you are disabled, either mentally or physically, you have the right to special care and education to help you develop and lead a full life.
- Article 28 You have the right to education.
- Article 29 You have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment

Situations involving decisions about whether to use force can occur in any school.

Both using force and deciding not to can entail significant risks for pupils and staff. Melin Primary School has a clear policy on the use of force by staff which is an important part of minimising these risks. This policy has been drawn up following guidance from document number 041/2010: 'Safe and effective intervention – use of reasonable force and searching for weapons'

### **Objectives**

The key objective of this policy is to maintain the safety of pupils and staff at all times both on site and off site. Positive handling, when applied as part of positive handling plan including de-escalation techniques can help prevent serious breaches of school discipline. It can prevent serious damage to property and other staff or children. However, it needs to reflect the need to preserve children and young people's rights.

### **Minimising the need to use force**

At Melin Primary School, we aim to create a calm learning environment that minimises the risk of incidents that might require using force arising. We take proactive and planned steps to ensure that staff and pupils show each other respect and that each individual feels valued, secure and able is helped to recognise and handle their emotions appropriately.

We use social and emotional well-being approaches such as SEAL, Circle Time, Philosophy for Children and Emotion Coaching to teach pupils how to recognise emotions, manage conflict and strong feelings and reduce adverse behaviours through co-regulation and co-learning. Emotion Coaching techniques should be used including 'connecting' with the pupil, 'relating' to them and their emotion and 'guiding' them to make better decisions regarding related behaviours in the future.

We believe in using our personal knowledge and awareness of our children to provide effective de-escalation of incidents if they do arise to significantly reduce the need for the use of positive handling.

Staff will only use positive handling when the risks involved in doing so are outweighed by the risks involved in not using force. However, only school staff, or approved members of long-term supply who are Team Teach trained and have an in-date award may use positive handling techniques with pupils.

Where possible, the school will look to be proactive and undertake risk assessments and subsequently positive handling plans for individual pupils may be at risk of displaying behaviours which would require positive handling to be used.

#### **Staff authorised to use force**

All teachers and staff the head has authorised to have control or charge of pupils automatically have the statutory power to use force. Within Melin Primary School, school employed teachers, teaching assistants and school clerks are authorised to use Team Teach approved positive handling techniques where required.

Where teachers or teaching assistants are provided by an agency on a long term placement who have completed the Teach Teach training and are within their 'renewal date' will be able to follow the positive handling plans but should consult heavily with school employed staff, allowing them to take a lead in any such intervention if possible.

#### **Deciding whether to use force**

Staff should only use force when the potential consequences of not intervening are sufficiently serious to justify considering use of force. Force should only be used when the chances of achieving the desired result by other means were low and the risk associated with not using force outweighed those of using force.

Staff will be kept informed about and advised how to deal with pupils who present particular risks to themselves or others (as a result of SEN and/or disabilities and/or other personal circumstances, such as domestic violence) through risk assessment distribution, positive handling plan distribution and instruction from a member of the Senior Management Team. Supply teachers and teaching assistants will be notified of pupils with positive handling plans in their class by a member of SMT.

Staff should seek to minimise the highest risks to their own safety and the safety of the children for example by calling the police if a pupil suspected of having a weapon seems likely to resist a search.

### **Using force**

It is essential that all staff, pupils and parents understand the importance of only using the minimum force necessary to achieve the desired result.

Staff should, whenever possible, give a clear oral warning to the pupil that force may have to be used. Where de-escalation has not been successful and where, if possible support has been summoned and arrived by use of the 'green card', the 'caring c' action may be suitable to lead pupils away from a situation. Failing this, or where the 'caring c' may not be effective, other approved Team Teach strategies such as the single or double elbow, a figure four or 'wrap' may be used as appropriate to the size, age and situation that the pupil is in.

Types of force that are likely to injure a pupil (particularly anything that could constrict breathing) should only be used in extreme emergencies and where there was no viable alternative. As far as is possible, should not use force unless or until another responsible adult is present to support, observe and call for assistance.

### **Staff training**

The school has decided to follow the suggestion of the Local Authority and access 'Team Teach' training. This training will be renewed every three years for all staff. New members of staff will access training through the authority as part of their induction.

### **Recording incidents**

All incidents of positive handling being used will be reported to the headteacher verbally in the first instance and then in writing using the reporting form. The headteacher will then record this incident on My Concern in PDF format. The paperwork relating to the use of positive handling will be stored in the pupil's educational record in PDF format too.

If the headteacher is not on site, the deputy headteacher should be informed verbally and followed up with the form.

### **Reporting incidents**

When positive handling is used, regardless whether it is part of an agreed positive handling plan, parents will both spoken to and will also be informed in writing with a section of the letter being returned by parents to acknowledge receipt. Every effort will also be made by either the class teacher or a member of senior management to discuss the use of the plan or positive handling techniques with the parent.

When appropriate, the school will liaise with external agencies such as the local education authority, the local authority children's services, the local

Children's Safeguarding Board, the Health and Safety Executive and the police.

**Post-incident support**

Arrangements for supporting staff and pupils involved in incidents are in place within the school. Urgent actions including meeting immediate physical needs and rebuilding relationships are essential and should be carried out as a matter of utmost importance.

As part of the reporting and recording procedures, a member of SMT should review the actions and scenario and ensure that lessons are learned from the incident and the use of force.

**Complaints and allegations**

The school's arrangements for dealing with complaints and allegations of misconduct arising from incidents will be dealt with via the School Complaint Procedure or, where appropriate, safeguarding and child protection policies.

**Monitoring and review**

This policy will be reviewed in light of changes of advice from the local authority or Welsh Government or every three years.

T. Richards  
January 2023



# Premesis Management Policy

March 2026

Date Approved: \_\_\_\_\_

Signed: \_\_\_\_\_



## Premises Management Policy

### Aims

This document has been adopted by the Governing Body as the basis for the maintenance and upkeep of Melin Primary School. The aim of this policy is to provide a framework within which individual members of staff, school Governors and all other interested parties can maintain and improve the buildings and sites of the school for the benefit of pupils, staff and visitors.

#### 1. Principles of Premises Management

- 1.1 To ensure that the sites and buildings are clean, safe, and secure
- 1.2 To ensure that the school and its staff are able to fulfil their core purpose of educating children
- 1.3 To ensure that the facilities and resources are in a good state of repair and decoration
- 1.4 To make sure the school complies with Health and Safety rules, following Neath Port Talbot Health and Safety Policy.

#### 2. Maintenance of the buildings

##### 2.1 Redecoration

The school plans, within budget constraints, to run a rolling programme of redecoration, during which all classrooms, offices and communal areas will be redecorated. The initial prioritisation will take account of health and safety, length of time since last decoration, appearance and cost.

##### 2.2 Cleaning

Cleaners are employed through a cleaning contract provided by Neath Port Talbot County Borough Council to conduct daily cleaning of the premises. Deeps cleans are requested from the Local Authority as required and are undertaken during school holidays, to ensure that the environment is fit for purpose

##### 2.3 Repairs and Maintenance

- 2.3.1 All repairs and maintenance are conducted in a timely fashion without impacting on the running of the school. The Premises Committee meet termly and will maintain a list of planned works. The school works closely with the County Borough surveyor before any planned works are undertaken. Minor maintenance repairs are undertaken by the school Caretaker, other maintenance repairs are reported to the Local Authority where appropriate qualified workmen complete the repair. Work will be prioritised according to health and safety, impact on day-to-day school life and cost.
- 2.3.2 Cyclical maintenance: The school ensures that systems and equipment are maintained and checked in accordance with Local Authority and other legislative requirements. This includes water testing, fire system and extinguisher testing etc
- 2.3.3 Electrical testing: Electrical Testing is undertaken by the Local Authority following appropriate guidelines. Portable Electrical testing is completed annually, again by the local authority.

- 2.3.4 Fire testing: The school is required to maintain fully working fire alarm and fire-fighting systems, as well as making sure that all possible and practical preventions are in place. The school has a fire emergency plan, and drills are held at least termly to practise quick and safe evacuations. Fire extinguishers and fire alarms are serviced regularly, and the fire risk-assessment is reviewed annually, or when changes occur to the buildings.

### **3 Maintenance of the External Site**

#### **3.1 Grounds**

It is important that the school site is clean, tidy and safe. Playgrounds are checked on a daily basis for obstructions, mess and damage by the school Caretaker. The school employs a grounds maintenance contractor to ensure all grassed areas are cut regularly during the growing season. Weeds are also treated at appropriate times throughout the year.

#### **3.2 Cleaning**

The school site is cleaned and tidied by the school Caretaker on a regular basis. Playground rubbish is cleared on a daily basis.

#### **3.3 Repairs and Maintenance**

All repairs and maintenance are conducted in a timely fashion without impacting on the running of the school. The Premises Committee meet termly and will maintain a list of planned works. The school works closely with the County Borough surveyor before any planned works are undertaken. Work will be prioritised according to health and safety, impact on day-to-day school life and cost.

### **4 Repairs and Maintenance**

- 4.1 Budget: The Headteacher delegates a budget for repairs, maintenance, fixtures and fittings, which is monitored by the Head teacher and Bursar. Work is prioritised according to health and safety needs.

- 4.2 Tools: The school provides tools for the minor repair and maintenance of the buildings and grounds. The tools are stored and supervised securely, and kept out of the reach of unauthorised users, including children. The tools remain the property of the school at all times.

### **5 Security**

- 5.1 The Headteacher is responsible for ensuring that the school is a safe environment for children to learn, staff to work and visitors to participate. All visitors must report to the school office on arrival to the school.
- 5.2 All visitors are required to sign in in the Visitor Book held in the school foyer at each site, and to wear a visitor badge throughout their stay at the school.
- 5.3 External doors are to be closed and locked throughout the day.

### **6 Asset Management Plan**

- 6.1 The Asset Management Plan sets out the capital and asset management framework within which all other LA strategic plans operate. This is undertaken by the school surveyor at Neath Port Talbot County Borough Council.

- 6.2 The Plan assesses school premises in terms of three main aspects:
- Condition
  - Suitability
  - Sufficiency
- 6.2.1 Condition assessments address the physical state of the buildings and provide a basis for preparation of planned maintenance programmes. They also cover some aspects of health and safety matters
- 6.2.2 Suitability assessments address how well premises meet the needs of teachers, pupils and other users, and their implications in raising educational achievement. These assessments are concerned with the numbers and characteristics of each type of internal or external space. They also cover aspects of physical accessibility and some health and safety issues.
- 6.2.3 Sufficiency assessments focus on total areas and on the quality and organisation of pupil places within the school, in relation to demand

## **7 Capital Projects**

- 7.1 Capital projects are undertaken by the Local Authority. They will inform the school what the priorities for the capital spend are and this is reported to the Premises Committee. If the premises committee have any concerns this is reported to the school surveyor so that he can plan for the capital project.

## **8 Roles and Responsibilities**

- 8.1 The role of the Governing Body is:
- To be responsible for the overall management of the premises of the school
  - To meet in full at least once a term
  - To plan the budget and delegate responsibility to budget holders.
  - To ensure the requirements of Government Statutory Instruments and other associated guidance are met
  - To ratify policies drawn up by the relevant committees
  - To maintain minutes of meetings that may be open to a full Governing Body meeting
  - To maintain confidential minutes (denoted as "Part 2") that will have limited access
- 8.2 The Role of the Premises committee of the Governing Body is:
- To provide support and guidance for the Head Teacher on all matters relating to the premises and grounds to ensure that the school premises are fit for purpose
  - To inspect the premises and grounds regularly and prepare a statement of priorities for maintenance and development for the approval of the governing body.
  - To approve the costs and arrangements for maintenance, repairs and redecoration within the budget allocations.
  - To oversee the preparation and implementation of service contracts.
  - To ensure that the governing body's responsibilities regarding litter are discharged according to the Environmental Protection Act 1990.
  - To prepare a Letting and Charges Policy for the approval of the governing body, and to monitor its implementation.
  - To ensure that the premises are being used to their best potential.

- To ensure any necessary liaison with the Local Authority regarding premises issues.

8.3 The role of the Headteacher is:

- To prepare budget estimates in conjunction with the Bursar and members of the Finance Committee with regard to premises improvement
- To advise the Premises Committee on spending priorities
- To ensure that school expenditure reflects priorities in the School Improvement Plan including plans for money held in reserve for future projects.
- To authorise expenditure on a day to day basis in line with the budget
- To ensure that any statutory improvements and repairs are implemented
- To ensure that Local Authority and State regulations and instructions are adhered to
- To maintain appropriate documentation and records of transactions to specified standards

8.4 The role of the Teaching and Non-Teaching staff is:

- To inform the Caretaker at the earliest opportunity of any risks or dangers presented by the school's premises. This is done through the Caretaker building maintenance job record book.
- To ensure, to the best of their ability, that any danger or risk is managed effectively until the Caretaker can assess it. This may include informing a member of the office staff, contacting a member of the Senior Management Team, restricting pupil access to common areas and/or supervising an area until the risk is reduced (e.g. by the children returning to class), or has been passed on to the Caretaker or a senior member of staff.
- To identify other premises issues which may provide barriers to learning, and bring them to the notice of the Caretaker or Headteacher at the earliest opportunity. These should also be recorded in the Caretaker's building maintenance job record book.

8.5 The role of the Caretaker is:

- To ensure that the site and buildings are clean, safe and secure, and to ensure that the school can fulfil its core purpose of educating children
- To ensure that facilities and resources are in a good state of repair
- To organise for repairs and maintenance to take place quickly and effectively, and with due regard to budget implications and limitations, and in liaison with the Bursar and the Headteacher.
- To manage the repairs and maintenance budget effectively, following, where necessary, principles of Best Value
- To advise the Governing Body, through the Premises Committee, on the condition, suitability and sufficiency of the premises within the scope of the Premises Improvement Plan

**9. Monitoring**

9.1 It is the responsibility of the Governing Body to monitor the effective deployment of this policy. This responsibility has been delegated to the Premises Committee.

**10. Review**

10.1 This policy will be reviewed every three years. The next review will be in the Spring Term of 2026.

T. Richards  
January 2023

Reviewed  
D. Harris  
March 2026