

Safe Handling

# POLICY

CRUMLIN  
INTEGRATED  
COLLEGE



RATIFIED: 28/05/26  
REVIEW DATE: JUNE 2026

## **Rationale:**

It is the policy of Crumlin Integrated College

- To ensure a welcoming, caring, safe and secure environment for the ensure school community
- To promote and sustain appropriate positive behaviour through our vision in development of the college community.
- To show equality regardless of background or beliefs.

## **Legislative Framework:**

***This policy will take into account the following:***

This policy is grounded in international human rights standards, UK legislation, and specific Northern Ireland statutory orders:

- **International & Human Rights Standards:**
  - **The United Nations Convention on the Rights of the Child (UNCRC)** — specifically **Article 12** (the right to be heard) and **Article 37** (protection from degrading treatment and restriction of liberty).
  - **The Human Rights Act 1998** — specifically **Article 3** (prohibition of degrading treatment) and **Article 5** (right to liberty) as they apply to restrictive interventions.
- **Domestic Legislation (Northern Ireland):**
  - **The Education (Northern Ireland) Order 1998** — **Article 3** (duty to promote good behaviour and discipline) and **Article 4** (the power of authorized staff to use reasonable force as an emergency last resort).
  - **The Education and Libraries (Northern Ireland) Order 2003** — **Article 17** (statutory duty on Governors to safeguard pupils) and **Article 19** (mandate to consult pupils on behaviour measures).
  - **The Addressing Bullying in Schools Act (Northern Ireland) 2016.**
  - **The Children’s Services Co-operation Act (Northern Ireland) 2015.**
- **Department of Education (DE) Guidance:**
  - **DE Circular 2021/13** — *Interim Guidance on the Use of Restraint and Seclusion in Educational Settings.*
  - **DE Circular 1999/9** – Guidance on the Use of Reasonable Force to Restrain or Control Pupils
  - **DE Guidance: Restrictive Interventions, including the use of Reasonable Force, Restraint and Seclusion in Schools (Effective April 2026)** — mandating strict recording, de-escalation, and same-day parental notification.
  - **Safeguarding and Child Protection in Schools: A Guide for Schools** (DE statutory guidance). (DE, Updated September 2024).

- *The Education (Northern Ireland) Order 1998 (Article 4)*
- *DE Circular 2003/13 – Welfare and Protection of Pupils*

### **Principles:**

Crumlin Integrated College believes that:

- Each child has the right to be educated in a safe and secure environment where each child's spiritual, moral, intellectual, personal, social and emotional development is promoted.
- Parents and carers are informed and reassured that their children are being educated in a welcoming, caring, safe atmosphere.
- Each child is treated equally regardless of background or beliefs.
- All staff have the right to work in a safe and secure environment.

These principles underpin the College ethos, values and culture.

### **Purposes:**

The following purposes underpin the College's practice to:

- create a learning environment in which young people and adults feel safe
- protect every person in the school community from harm
- protect all pupils against any form of physical intervention, which is unnecessary, inappropriate, excessive or harmful; and
- develop and implement guidance for staff (teaching and non-teaching) so that they are clear about the circumstances in which they might use reasonable force to restrain pupils and how such force might be applied.

### ***Links with other policies:***

This policy is one of the overall pastoral policies and dovetails into the College's existing

Positive behaviour policy, Addressing-bullying policy, Child Protection policy, SEN policy, Health and Safety policy and Complaints policy.

It also takes account of the staff development and welfare policy. Teaching, learning and assessment policy and curricular policies.

### **Definition of Reasonable Force:**

The Education (NI) Order 1998 (part II Article 4 (1)) states: "A member of the staff of a grant-aided school may use, in relation to any pupil at the school, such force as is reasonable in the circumstances for the purpose of preventing the pupil from doing (or continuing to do) any of the following, namely:

- committing any offence
- causing personal injury to, or damage to the property of, any person (including the pupil himself)

or

- engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether that behaviour occurs during a teaching session or otherwise"

Based on this legal framework, the working definition of "reasonable force" is the minimum force necessary to prevent a pupil from physically harming him/herself or others or seriously damaging property but used in a manner which attempts to preserve the dignity of all concerned.

### ***The College will consider:***

- Planned intervention in which staff employ, where necessary, pre-arranged strategies based upon a risk assessment and recorded within the pupil's education plan; ref risk assessment; and
- Emergency or unplanned use of force/intervention, which occurs in response to unforeseen events, e.g. pupil fights.

### ***Practices***

#### ***Preventative Strategies***

The College actively promotes positive behaviour management strategies thus reducing the need for the use of any form of physical intervention, except in emergency situations. Preventative strategies for inappropriate behaviour(s) are detailed in the College's policy especially defusing and de-escalating conflict/confrontation or aggression.

#### ***Risk Assessment***

Risk assessment is one of our preventative strategies to minimise the risk of an incident escalating unnecessarily and will be a normal practice for our school where a pupil or a small number of pupils are known to exhibit disturbing or distressing behaviour.

Risk assessment will be considered only for those pupils where there is a foreseeable risk and enables the school to plan and train accordingly.

Risk assessment will be considered from two perspectives (a) environmental risk assessment or (b) individual risk assessment. This should form part of the pupil's education plan.

### ***Procedures – Support Structures***

The following procedures have been agreed by the staff and adopted by the Board of Governors.

Parents and pupils will be informed of the school's procedures and support structures within the overall Pastoral Care Policy.

### ***Roles and Responsibilities***

Reasonable force/safe handling can be used by any member of staff who is authorised by the principal to have lawful control or charge of pupils, e.g. teachers, classroom assistants, supervisory assistants. The principal will confirm with all staff those who are authorised to be in charge of pupils at any given time.

### ***Insurance***

Our schools have advised clarity with EA where appropriate, that all staff and any other adult authorised by the principal to supervise pupils are adequately covered by insurance and have followed the school's policy and practice.

### ***Procedures***

There may be circumstances when a member of staff may have to decide between making an intervention i.e. using reasonable force by placing him/herself in a dangerous situation or standing back and thereby allowing colleagues or pupils to face a potential danger. There will always be an element of personal judgment in these decisions and there is the possibility of someone being injured. However, it is reasonable to expect a member of staff to engage in some risk where there is evidence of danger to others and intervention has a good chance of being effective.

Staff should not, however, put themselves in personal danger merely to safeguard property.

Reasonable force/safe handling can be used by a teacher or other authorised person(s) on the school premises or when authorised elsewhere e.g. supervision of pupils in bus queues, a field trip, on other authorised out of school activities such as a sporting event or educational trip.

Reasonable force should be limited to emergency situations and used only as a last resort when all other behaviour management strategies have been exhausted and where:

- action is necessary in self-defence or because there is imminent risk of injury to another pupil or person.
- there is a developing risk of injury to another pupil or person, or significant damage to property.
- a pupil is behaving in a way that is compromising good order and discipline examples that fall into the above categories are:
- a pupil attacks a member of staff, or another pupil.

- pupils are fighting.
- a pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials, substances or objects.
- a pupil is running in a corridor or on a stairway in which s/he might cause an accident likely to injure her/himself or others.
- a pupil absconds from a class or tries to leave school (Note: this will only apply if a pupil could be at risk if not kept in the classroom or at school).
- a pupil persistently refuses to obey an order to leave a classroom.
- a pupil is behaving in a way that is seriously disrupting a lesson.

### **Forms of Reasonable Force**

When other behaviour management strategies have failed - it should be the minimum intervention or force that should reasonably be employed depending on the age, sex, physical strength, size, understanding, medical condition and any special needs of the pupil and used in a way that preserves the dignity and respect of all concerned.

The use of reasonable force/safe handling should involve a calm and measured approach at all times appropriate to the particular pupil and be in accordance with the school's agreed strategies and the following procedures:

- tell the pupil to stop the inappropriate behaviour.
- ask the pupil to behave appropriately, clearly stating the desired behaviour.
- tell the pupil that physical intervention will take place if inappropriate behaviour continues.
- during the incident repeatedly reassure the pupil and tell him/her that physical contact will stop as soon as he/she is ready to behave appropriately.
- if the teacher, classroom assistant or supervisory assistant feels at risk, e.g. from a large or older group of pupils, send for the nearest staff support.

The forms of reasonable force the school will use will depend on the individual circumstances and are;

- separating pupils who are fighting, or who are about to fight.
- blocking a pupil's path.
- holding.
- breakaway techniques (e.g. when a member of staff is grabbed by a pupil).
- leading a pupil by the arm.
- shepherding a pupil away by placing hands on the backs of elbows; or
- using more restrictive holds (in extreme circumstances).

## **Health and Safety**

When using reasonable force/physical intervention/restraint/safe handling, the pupil's health and safety must always be considered and monitored.

Physical interventions should involve the minimum amount of force necessary to resolve the situation and calm the pupil.

## **Limits on the Use of Force**

The law strictly prohibits the use of force, which constitutes the giving of corporal punishment. The use of force as a punishment or to intentionally cause pain, injury or humiliation contravenes our Child Protection Policy. Staff should never act in a way that might reasonably be expected to cause injury, for example by:

- holding around the neck
- any hold that might restrict breathing
- kicking, slapping or punching or using any implement
- forcing limbs against joints
- tripping
- holding or pulling by the hair
- holding the pupil face down on the ground
- staff should also avoid touching or holding a pupil in any way that might be considered indecent

The use of reasonable force is only to be employed in exceptional circumstances or an emergency where a pupil appears to be unable to exercise self-control of emotions and whose behaviour is presenting a threat to himself/herself or others. A member of staff should not intervene in an incident without help if there is a risk that he/she may be injured or may endanger his/her life.

## **Record Keeping**

All incidents involving the use of reasonable force must be recorded in the schools agreed proforma.

“Record/Report of the Use of Reasonable Force”. The Principal/Vice Principal will keep an accurate up-to-date record of all such incidents. Immediately following any incident, the member of staff concerned must inform the Principal or a senior member of staff and provide the contemporaneous written record/report. **(Appendix 3 Incident Record Form)**

The Chairperson of the Board of Governors and the Principal will review annually the entries in the incident book. Records of incidents will be kept until the date of the child's twenty-first birthday. In the event of the young person being over 18 when they leave school, records should

be kept for 3 years after their date of leaving. Confidentiality and the young person's right to privacy will need to be ensured.

The pupil's views should also be recorded as soon as possible, preferably on the same day. The use of physical intervention can be upsetting to all concerned, therefore, it is important to ensure that staff and pupils are given emotional support and where required basic first aid treatment. Immediate action should be taken to ensure that medical help is accessed for any injuries that require more than basic first aid.

All injuries should be reported and recorded in accordance with the school's procedures – parents/carers must be informed and allowed an opportunity to discuss.

Where it is clear that the teacher/member of staff concerned needs further support, advice or training, the Principal should take prompt action to ensure it is provided.

Senior Management will provide staff and children with support after incidents.

### **Contacting Parents**

Parents/carers should be contacted as soon as possible and the incident explained to them. This must also be recorded in the "Record/Report Of The Use Of Reasonable Force" as defined in the school policy. Any complaint from a parent will be dealt with within the school's complaints policy/procedures as detailed below.

### **Complaints**

If an incident occurs in Crumlin Integrated College involving the use of reasonable force/restraint by a teacher, the procedures governing such incidents should be followed. This will include informing the parent(s)/guardian(s) of the child as outlined above. In the event of a subsequent complaint made against a member of staff either by or on behalf of the child, this will be dealt with in accordance with the School's Complaints Policy/Procedure and in accordance with the Circular 1999/10, Pastoral Care in Schools – Child Protection.

Staff who themselves are subject to physical violence or assault should be supported, as appropriate, in taking any necessary action against an assailant.

### **Training and Development**

All staff will have regular awareness raising of issues relating to the use of reasonable force/safe handling, procedures and practices relating to behaviour management and child protection policy and procedures. All staff will receive appropriate training and development, in line with the school's

Staff development policy, in the use of preventative strategies and approaches for managing difficult situations when they may arise. Training will be provided by accredited trainers where necessary.

## **Policy Development and Guidance Consultation**

Key stakeholders must be consulted on the policy – (Education & Libraries Order (NI) 2003).  
These must include:

- children and young people
- parents and carers
- all staff; and
- Board of Governors

## **Appendix 1**

### **Risk Assessment**

A small number of pupils may exhibit disturbed or distressing behaviour which may require some

form of physical intervention by staff. To minimise the risk of incidents escalating unnecessarily due to lack of foresight, planning and training, schools should carry out a risk assessment from two perspectives:

- Environmental risk assessment; and
- Individual risk assessment.

### **Environmental Risk Assessment**

- Identify situations or locations where there are increased risks of incidents happening.
- Analysis of past incidents to identify medium to high-risk locations.
- Staff and pupils consulted.
- Individual pupil consulted.
- Decide the appropriate type and level of supervision.
- Principal and SLT to make recommendations to Board of Governors on type and level of supervision to minimise risk.
- Implement plan.
- Review plan.

### **Individual Risk Assessment**

Where the school is aware that a pupil is likely to behave in a disruptive way that may require the use of reasonable force/safe handling, the school should plan its response by:

- consulting the pupil, as appropriate.
- consulting the parents – specific action the school may need to take.
- briefing staff – what action they should be taking (may require training or guidance).
- managing the pupil – e.g. reactive strategies to de-escalate a conflict.
- ensuring that additional support can be summoned wherever possible.
- implementing plan and review.
- reviewing Plan

## **Risk Reduction**

Risk reduction should include:

- proactive measures to support the child effectively and prevent difficulties emerging.
- early interventions to help the child in difficult situations and avert problems; and
- planned measures to manage the child and others safely, when unavoidable difficulties arise

**Appendix 2**  
**Risk Assessment Proforma**

NAME OF PUPIL: \_\_\_\_\_ DOB: \_\_\_\_\_ AGE: \_\_\_\_\_

SEN REGISTER CODE OF PRACTICE STAGE: \_\_\_\_\_

SUPPORT TO-DATE: \_\_\_\_\_

EDUCATION PLAN: \_\_\_\_\_

RISK ASSESSMENT COMPLETED BY MEMBER OF STAFF: \_\_\_\_\_

DATE: \_\_\_\_\_

SIGNED: \_\_\_\_\_

(Principal)

(Date)

Consultation has been carried out... Please tick ✓ as appropriate.

|                       |  |
|-----------------------|--|
| with the pupil        |  |
| with other pupils     |  |
| with the parent/carer |  |
| with staff            |  |

**Types of Behaviour Causing Concern: Level of Risk, Frequency, People to whom Behaviour Exhibited**

| DISRUPTION | BEHAVIOUR                     | VERY LIKELY | LIKELY | QUITE POSSIBLE | POSSIBLE | UNLIKELY | FREQUENCY H – Hourly<br>D – Daily<br>W – Weekly M – Monthly<br>T – Termly |
|------------|-------------------------------|-------------|--------|----------------|----------|----------|---------------------------------------------------------------------------|
|            | Vandalism                     |             |        |                |          |          |                                                                           |
|            | Bullying type behaviour       |             |        |                |          |          |                                                                           |
|            | Fighting                      |             |        |                |          |          |                                                                           |
|            | Violent and Aggressive        |             |        |                |          |          |                                                                           |
|            | Angry Outbursts               |             |        |                |          |          |                                                                           |
|            | Impulsive Dangerous Behaviour |             |        |                |          |          |                                                                           |
|            | Self-Harm                     |             |        |                |          |          |                                                                           |
|            | Medically Related Behaviour   |             |        |                |          |          |                                                                           |
|            | Threatening and Abusive       |             |        |                |          |          |                                                                           |
|            | Other (please specify)        |             |        |                |          |          |                                                                           |

| PEOPLE TO WHOM BEHAVIOUR IS MOST LIKELY EXHIBITED   | VERY LIKELY | LIKELY | QUITE POSSIBLE | POSSIBLE | UNLIKELY | FREQUENCY H – Hourly<br>D – Daily<br>W – Weekly M – Monthly<br>T – Termly |
|-----------------------------------------------------|-------------|--------|----------------|----------|----------|---------------------------------------------------------------------------|
| Classroom Teacher                                   |             |        |                |          |          |                                                                           |
| Classroom Assistant                                 |             |        |                |          |          |                                                                           |
| Technician                                          |             |        |                |          |          |                                                                           |
| Ancillary Staff (lunchtime supervisors, caretakers) |             |        |                |          |          |                                                                           |
| Member of SMT                                       |             |        |                |          |          |                                                                           |
| Male Staff                                          |             |        |                |          |          |                                                                           |
| Female Staff                                        |             |        |                |          |          |                                                                           |
| Other Pupils in Class                               |             |        |                |          |          |                                                                           |
| Other Pupils in School                              |             |        |                |          |          |                                                                           |
| Male Pupils                                         |             |        |                |          |          |                                                                           |
| Female Pupils                                       |             |        |                |          |          |                                                                           |
| Younger/Older Pupils                                |             |        |                |          |          |                                                                           |
| Ethnic Minority Pupils                              |             |        |                |          |          |                                                                           |
|                                                     |             |        |                |          |          |                                                                           |



### Risk Evaluation

|                     |   |             |               |
|---------------------|---|-------------|---------------|
| Level of Likelihood | x | Frequency   | = Risk        |
| Very Likely 5       | x | Hourly (5)  | = 25 greatest |
| Likely 4            | x | Daily (4)   | = 16          |
| Quite Possible 3    | x | Weekly (3)  | = 9           |
| Possible 2          | x | Monthly (2) | = 4           |
| Unlikely 1          | x | Termly (1)  | = 1 lowest    |

| Likelihoods    |   | Frequency |   |
|----------------|---|-----------|---|
| Very likely    | 5 | Hourly    | 5 |
| Likely         | 4 | Daily     | 4 |
| Quite Possible | 3 | Weekly    | 3 |
| Possible       | 2 | Monthly   | 2 |
| Unlikely       | 1 | Termly    | 1 |

This numerical evaluation of risk is not an absolute but simply affords a pupil's predisposition and risk frequency to be compared.

#### RISK FACTORS

| Score | Risk      |
|-------|-----------|
| 25    | Very High |
| 15-20 | High      |
| 8-12  | Medium    |
| 6-10  | Low       |
| 1-5   | V Low     |

### ACTION PLAN

|                               |            |
|-------------------------------|------------|
| Drawn up by _____             | Date _____ |
| Name of Pupil _____           |            |
| Agreed by _____ (Principal)   | Date _____ |
| Presented to BOG _____ (Date) |            |
| To be reviewed _____ (Date)   |            |
| Signed _____ (Parent)         | Date _____ |

| Behaviour | Risk Factor | Existing Precautions/<br>Support/Supervision<br>Linked to Education<br>Plan | Additional Precautions/<br>Support/<br>Supervision/<br>Strategies | Action By Whom | Action By When |
|-----------|-------------|-----------------------------------------------------------------------------|-------------------------------------------------------------------|----------------|----------------|
|           |             |                                                                             |                                                                   |                |                |

**Incident Record Form**

Basic Data

Date of Incident

Name of School: \_\_\_\_\_ Year Group: \_\_\_\_\_

Employing Authority: CCMS

Staff Involved in restraint: \_\_\_\_\_ Designation: \_\_\_\_\_

Events leading up to the Incident

Where did the incident start? \_\_\_\_\_

What was happening at the time? \_\_\_\_\_

Describe the Event that Occurred

When did the incident occur? Day: \_\_\_\_\_ Time: \_\_\_\_\_

Where did the incident occur? \_\_\_\_\_

What action did you take to try to de-escalate the situation before using restraint?

\_\_\_\_\_

What behaviour was the child presenting that warranted restraint/physical intervention

(Please tick appropriate box)

At risk of injury to self or others

At risk of significant damage to property

Compromising good order and discipline

At risk of committing a criminal offence

What do you believe would have happened if there had been no physical intervention?

\_\_\_\_\_

How was the pupil held? \_\_\_\_\_

How long did the pupil need to be held? \_\_\_\_\_

Was anybody injured? YES/NO

If yes, please give details \_\_\_\_\_

Name of member of staff who verbally checked pupil for injury after the hold

\_\_\_\_\_

Has the pupil been physically restrained before? YES/NO

**Implications for Future Planning**

Does this pupil have an individual behaviour programme/education plan? YES/NO

Do changes need to be made to any of the following?

(Please tick appropriate box)

The environment eg organisation, curriculum

Targets for teaching new skills

Reinforcement strategies

Defusing and calming strategies

Other Please specify

Do other agencies need to be involved in the future? YES/NO

If yes, please specify who and with what aim \_\_\_\_\_

**Follow Up Action**

Medical intervention was needed YES/NO

Has school nurse/doctor been informed YES/NO

Please specify other recording procedures:

Accident book  Accident form  Child Protection Record

Parent/carer informed by Telephone Letter Direct Contact

Form completed by \_\_\_\_\_

Post held \_\_\_\_\_

Principal's signature \_\_\_\_\_ Date: \_\_\_\_\_

A copy should be sent to the chairperson of the Board of Governors

