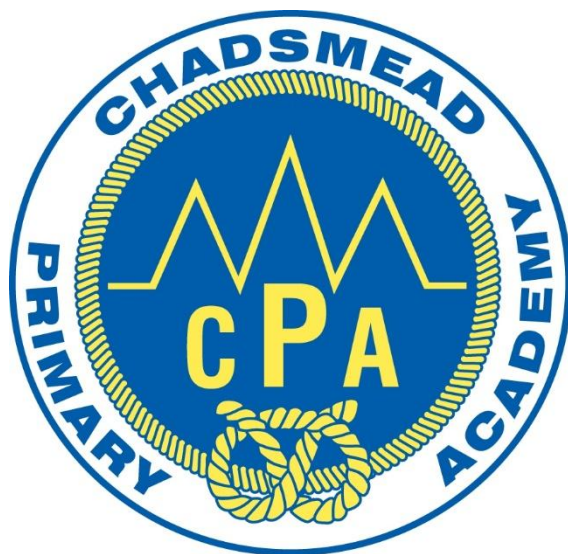


# Positive Handling Policy



Responsibility for oversight and update of this Policy	Headteacher and SSC
Last updated	July 2025
Policy review cycle	Annually
Next Policy Review date	July 2026
H://Policies/Positive Handling Policy	

*Developing the roots to grow and wings to fly*

## 1. Introduction

1.1 This policy should be read in conjunction with the school's Behaviour and Restorative Relationships Policy and the Child Protection and Safeguarding Policies. It details how we will implement guidance provided by DfE, Team-Teach and other relevant advice.

1.2 The term 'positive handling' includes a wide range of supportive strategies for managing challenging behaviour. A clear and consistent positive handling policy supports all pupils, including those with social, emotional and behavioural difficulties, within an ethos of mutual respect, care and safety.

1.3 Staff have a duty to intervene in order to prevent pupils from hurting themselves or others, damaging property, or in order to maintain good order and discipline. Furthermore, the school takes seriously its duty of care to pupils, employees and visitors to the school.

- The first and paramount consideration is the welfare of the children in our care.
- The second is the welfare and protection of the adults who look after them.

1.4 Staff are trained to look after pupils in their care and aim to focus on de-escalation techniques wherever possible. If a member of staff ever needs to intervene physically, they will follow the school's Positive Handling Policy.

1.5 The DfE non-statutory guidance document 'Use of reasonable force' (dated July 2013- reviewed 2015) provides advice for headteachers, staff and governing bodies:

[https://assets.publishing.service.gov.uk/media/5a819959ed915d74e6233224/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/media/5a819959ed915d74e6233224/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

1.6 Section 93 of the Education and Inspections Act 2006 (the Act) enables school staff to use such force as is reasonable. There is no legal definition of when it is reasonable to use force.

1.7 DfE guidance on the use of reasonable force in schools (2013) also states that in addition to the general power to use reasonable force, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for "prohibited items". Force cannot be used to search for items banned under the school rules.

1.8 DfE guidance and the Act make it clear that all members of school staff have a legal power to use reasonable force, and that the power 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. However, in our school, wherever possible, only staff trained in the pre-emptive and responsive positive handling strategy techniques of Team-Teach will use physical intervention techniques with children, and only when necessary.

1.9 Although any member of staff may be required to physically intervene with a pupil who is endangering themselves or others, damaging property or to maintain good order and discipline, we would expect trained staff (senior leadership team) to take over as soon as possible.

## 2. Team Teach

2.1 Team-Teach is a training organisation working in school settings to support children and young people with their behaviour. They are accredited through ICM (Institute of Conflict Management). Their approach aligns with our restorative practice and focuses on how someone is feeling and why they may behave in a particular way. The training includes how to hold children to keep everyone safe.

2.2 Further details of the Team-Teach approach can be found on the Team-Teach website. The website address is [www.teamteach.co.uk](http://www.teamteach.co.uk)

### 3. Before using physical interventions

3.1 We take effective action to reduce risk by:

- Showing care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiating and reasoning.
- Giving clear directions for pupils to stop.
- Reminding the pupil about rules and likely outcomes.
- Removing an audience or taking vulnerable pupils to a safe place.
- Making the environment safer by moving furniture and removing objects which could be used as weapons.
- Using positive guidance to escort pupils to somewhere less pressured.
- Ensuring that colleagues know what is happening and call for help.

3.2 Whilst or before intervention, staff should speak calmly as a way of reassurance e.g. "I am doing this to keep you safe."

### 4. Use of Restraint

4.1 The term 'physical restraint' is used when force is used to overcome active resistance.

4.2 At Chadsmead Primary Academy, we only use physical restraint when there is no realistic alternative and for the shortest amount of time possible. We expect staff to think creatively about alternatives to physical intervention which may be effective. The paramount consideration is that the action is taken in the interest of the child and that it reduces rather than increases risk. Any response to challenging behaviour should be reasonable, proportionate and necessary. Physical restraint must only be in accordance with the following:

- The member of staff should have good grounds for believing the child is in immediate danger of harming themselves or another person, in danger of seriously damaging property or not maintaining good order or discipline.
- Only the minimum force necessary to prevent injury or damage should be applied.
- Wherever possible, a Team-Teach trained member of staff should be present before any restraint is applied. Other staff may assist or act as witnesses. However, it is recognised that this may not always be feasible.
- Once safe, the restraint should be relaxed to allow the child to regain self-control.
- Restraint should be an act of care and control, not punishment.
- Physical restraint should not be used purely to force compliance with staff instructions when there is no immediate danger to people and property.
- After the event, the restraint should be discussed with the child, if appropriate, and the parents at the earliest opportunity.

4.3 The definition of reasonable, proportionate and safe practice can change and evolve and that this will be kept under review

### 5. Positive Handling Plan - PHP

5.1 A specific risk assessment, known as a Positive Handling Plan (see Appendix 1), must be completed for pupils who exhibit challenging behaviour. Staff responsible for the pupil should anticipate potential risks and consider preventative strategies. Parents and relevant external agencies must be involved in both the development and review of each PHP.

5.2 When assessing a pupil's behaviour, staff and parents should consider the following questions:

- Are there identifiable Health and Safety risks associated with the pupil's behaviour?
- Do we have all necessary information to complete an effective PHP?
- What additional steps can we take to prevent dangerous behaviours from occurring?

5.3 A PHP must be created when it is known that the use of physical intervention may be more likely—for example, in the case of pupils with special educational needs (SEN) or disabilities who are at greater risk of requiring positive handling. The PHP should align with and support the pupil's Education, Health and Care Plan (EHCP).

5.4 Risk management is an essential component of behaviour planning. Any pupil identified as presenting a risk must have a PHP. The plan should outline effective strategies specific to the individual, as well as any responses that should be avoided. It must specify any physical interventions that have been effective and highlight those that have previously caused issues. The PHP must take into account the pupil's age, gender, physical, emotional and cognitive development, special educational needs, and social context.

## **6. Responding to unforeseen emergencies (Dynamic Risk Assessment)**

6.1 Even the best planning system cannot cover every eventuality and the school recognises that there are unforeseen or emergency situations in which staff have to think on their feet.

6.2 A dynamic risk assessment is a continuous, real-time process of identifying, assessing and controlling risks in a changing environment.

6.2 An unforeseen event may necessitate an emergency response, including a dynamic risk assessment. Following the incident, staff must complete the 'Risk Assessment and Significant Incident/Restraint/Restriction Record' (Appendix 2), which will be uploaded to CPOMS. Based on the outcome, a Personal Handling Plan (PHP) may need to be created or updated as appropriate.

## **7. Post Incident Debrief**

7.1 After any incident a full debrief should take place so that learning can inform practice.

7.2 Following an incident, it is the policy of the school to offer support to all involved. This is an opportunity for learning, and time needs to be given for following up incidents so that pupils and staff have an opportunity to express their feelings, suggest alternative courses of action for the future and appreciate another person's perspective.

7.3 It is difficult to devise a framework of support that meets the needs of all. As individuals we all vary in how much support we need. Generally, a member of senior staff would expect to talk to staff and children involved in any incidents involving any restraint. If the staff or pupils need time to rest or compose themselves, arrangements will be made to allow for this to happen.

7.4 Following an incident, consideration may be given to conducting a further risk assessment, reviewing the PHP, the school Behaviour Policy or this policy. Any further action in relation to a member of staff or pupil will follow the appropriate procedures.

## **8. Recording**

8.1 Good practice requires that all incidents to be recorded on CPOMS.

8.2 Within these recording strategies, all details aim to be recorded within 24 hours of the incident. Parents will receive a face-to-face meeting and a copy of the 'Risk Assessment and Significant incident/restraint/restriction record'.

8.3 Any injury/harm to staff or children involved in an incident must be recorded using the normal school process.

## **9. Monitoring and Evaluation**

9.1 The Headteacher or senior leader will ensure that each incident is reviewed and instigate further actions as required.

## **10. Complaints and Allegations**

10.1 Any complaints will follow the school's Complaint Procedure.

## **11. Other physical contact with pupils (DfE Use of reasonable force 2013)**

11.1 It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

11.2 Examples of where touching a pupil might be proper and necessary. This list is not exhaustive, but provides some examples of situations where physical contact is proper and necessary :

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school
- When comforting a distressed pupil
- When a pupil is being congratulated or praised
- To demonstrate how to use a musical instrument
- To demonstrate exercises or techniques during PE lessons or sports coaching
- To give first aid

## Positive Handling Plan – Chadsmead Primary Academy

*This will be completed alongside parent/carer and other relevant professionals.*

*Please see guidelines to support writing.*

<b>Name of the individual:</b>	<b>Date of birth:</b>	<b>Date completed:</b>
<b>Name of the person(s) completing this plan:</b>	<b>Signature(s):</b>	<b>Date of planned review:</b>

**Accurate baseline description** – *it's important to know how an individual is at baseline so that we can measure if specific approaches and responses are effective.*

<b>Baseline description:</b>	<b>Positive behaviour support/strategies that work:</b>
------------------------------	---

**Reasonable adjustments** *are changes that are made for individuals to fully access and participate in the service provided.*

<b>Reasonable adjustments:</b>
--------------------------------

What does behaviour look like?		
Stage 1 – Anxiety Behaviours	Stage 2 – Defensive Behaviours	Stage 3 – Crisis Behaviours

What are the common triggers?

De-escalation skills			
	Try	Avoid	Notes
Verbal advice and support			
Giving space			
Reassurance			
Help scripts			
Negotiation			
Choices			
Humour			
Consequences			
Planned ignoring			
Take up time			
Transfer adult			
Success reminded			
Simple listening			
Acknowledgement			
Apologising			
Agreeing			
Removing audience			
Others			

**Diversions and Distractions/Praise Points:****Any medical conditions to be considered before using physical interventions?****Preferred method of physical intervention** (e.g. arm disengagements, body holds, clothing & hair, neck disengagement, prompts, guides and separations, single person holds, small child techniques)**Try:****Avoid:****Are there any factors to consider when debriefing?** E.g. communication aids, staff, time away etc**Who should we inform?**

	Print Name	Signature
Parent/carer:		
Staff:		
Other services:		



# **RISK ASSESSMENT AND SIGNIFICANT INCIDENT/RESTRAINT/RESTRICTION RECORD**

For Additional Details Refer To CPOMS Incident

Name of the child or young person concerned: \_\_\_\_\_ Age: \_\_\_\_\_

Name of the person using the measure: \_\_\_\_\_

Names of any other people present: \_\_\_\_\_

Name of person completing this record: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Location: \_\_\_\_\_

Details of the behaviour leading to the use of the measure (what the child or young person was doing or saying):

---

---

---

---

Details of any methods used to avoid the need to use that measure (what you did – what you said – what you tried):

☐ Humour ☐ Verbal advice and support ☐ Firm clear directions ☐ Negotiation ☐ Limited Choices ☐ Distraction ☐ Diversion  
☐ Reassurance ☐ Planned ignoring ☐ Contingent Touch ☐ Calm talking ☐ Calm Stance ☐ Patience ☐ Withdrawal Offered  
 Withdrawal  
☐ Directed ☐ Swap Adult ☐ Reminders about Consequences ☐ Success Reminders ☐

---

---

---

---

Why Was The Measure Necessary? – (describe your dynamic risk assessment and why you honestly believed that the measure you chose was in the best interests of the child or young person)

☐ Risk to Self ☐ Risk to Others ☐ Risk to Safe Physical Environment ☐ Risk to Safe Psychological Environment ☐ Prevention of Psychological Distress ☐ Prevention of Physical Harm ☐ Prevention of Criminal Offence ☐ Temporary Loss of Competence or Capacity

---

---

A description of the measure used (what you did and what you said): \_\_\_\_\_

---

---

---

---

---

---

---

The effectiveness of the measure: \_\_\_\_\_

---

Duration of any measure of physical restraint or restriction in minutes and any time intervals between provision of active support:

---

Any consequences of the use of the measure: \_\_\_\_\_

