



Positive Handling Policy

Policy LAB Approval: July 2025

Date of last review: September 2024

Date of next review: Summer Term 2026

Policy Owner: Headteacher- Emma Rose

Our Vision

At Pinvin we are a caring inclusive school, where everyone is welcome as Jesus welcomed all. We work closely with all stakeholders to support our children in achieving their God given potential.

At Pinvin C of E Academy, we believe that every child is a unique creation of God, with a bright future as promised in **Jeremiah 29:11: "For I know the plans I have for you," declares the Lord, "plans to prosper you and not to harm you, plans to give you hope and a future."**

We strive to create a nurturing and inspiring environment where every child can achieve their full potential. Our vision is to ensure that all our pupils can **'Be happy, grow and flourish.'** in a safe and supportive community. Through innovative teaching and a commitment to Christian values, we prepare our pupils to become confident, compassionate, and resilient individuals, ready to thrive in a changing world.

Equality and Diversity Statement

At Pinvin C of E Academy we promote equality of opportunity. We promote positive attitudes and encourage active participation of all stakeholders regardless of race, gender, disability, age, religion, belief and sexuality. In so doing we strive to eliminate any unlawful discrimination or harassment of any group and where any such harassment is found appropriate action will be taken immediately.

This policy has been reviewed; to the best of our knowledge, we do not feel it impacts negatively on any specific group or individual within our school community.

Contents

Policy Statement	3
Introduction.....	3
Reasonable force	4
School Expectations	4
Positive Behaviour Management	4
Alternatives to Physical Controls	5
Modifications to Environment	6
Help Protocols.....	6
Proactive Physical Interventions	6
Reasonable and Proportionate	7
Procedures that staff follow when physically restraining.....	7
Team Teach	7
Health and Safety	7
Risk Assessment.....	8
Positive Handling Plans	8
Responding to Unforeseen Emergencies	9
Complaints.....	9
Appendix 1 – Example Positive Handling Plan	10

Policy Statement

Staff at Pinvin C of E Academy are trained to look after all of the pupils in their care. Staff have a duty to intervene in order to prevent pupils from hurting themselves or others. There may also be situations in which a child seriously disrupts good order in the school or causes damage to property. If a member of staff ever needs to intervene physically they will follow the school's Positive Handling Policy. Any parents wishing to view this policy may do so on request.

Introduction

The term 'Positive Handling' includes a wide range of supportive strategies for managing challenging behaviour. Included in this framework are a small number of responses which may involve the use of force to control or restrain a pupil. A clear and consistent positive handling policy supports pupils who have social, emotional and behavioural difficulties within an ethos of mutual respect, care and safety.

This policy details how we implement the guidance in this school. It should be considered alongside the most recent local and national guidance. It is designed to help staff to ensure that any actions they take are reasonable, proportionate and absolutely necessary.

This has been developed in response to DfE non-statutory guidance 'The Use of Reasonable Force' July 2013 (following the enactment of Section 93 of the 1996 Education and Inspections Act). It also takes cognisance of DfES, DOH Guidance for Restrictive Physical Interventions, 'Guidance on the use of restrictive physical intervention for children who display extreme behaviour in association with Learning Disability and/or Autistic Spectrum Disorder' (July 2002). Additionally, it follows the policies and guidance of Worcestershire Children's First.

This supports teaching and support staff who come into contact with pupils and for volunteers working within the school to explain the school's arrangements for care and control. Its contents are available to parents and pupils. A statement about the school's Behaviour policy will be made to parents on request. This statement will include information on the use of reasonable force to control or restrain pupils, including the fact that parental consent is not required for the use of physical interventions.

Good personal and professional relationships between staff and pupils are vital to ensure good order in our school. It is recognised that the majority of pupils in our school respond positively to the discipline and control practised by staff. This ensures the well-being and safety of all pupils and staff in the school. It is also acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of reasonable force may be required. The school acknowledges that physical techniques are only part of a whole setting approach to behaviour management. The safety of staff and students is the prime, underpinning aim of the use of positive handling. Reducing the need for positive handling is in line with training in behaviour management and prevention strategies employed at our school.

‘Reasonable Force’ will only be used as a last resort when all other behaviour management and positive handling strategies have been unsuccessful or when pupils, staff or property are at risk.

When positive handling is necessary, it must be used in ways that maintain the safety and dignity of all concerned. **Reasonable and proportionate** force must be used to ensure safety of pupils.

Reasonable force

The "use of reasonable force to control and restrain pupils' enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do any of the following: Section 93 of the Education and Inspections Act (2006) enables staff to use such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do any of the following:

- Placing themselves at risk
- Placing other pupils or staff at risk
- Behaviour leading to serious damage to property or committing a criminal offence.

Engaging in behaviour that is prejudicial to maintaining the good order and discipline at Pinvin C of E Academy or among any of its pupils, whether the behaviour occurs in the classroom, during a teaching session or elsewhere within school (including authorised Out of School activities.)

School 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 management. This policy has a clear focus.

- 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.

Positive Behaviour Management

All physical interventions at this school are conducted within a framework of positive behaviour management. The school behaviour policy is intended to reward effort and application, and encourage pupils to take responsibility for improving their own behaviour. However, some children present with Social, Emotional and Mental Health (SEMH) difficulties which fall outside of the remit of the behaviour policy. Therefore, we have some children whose needs and histories can reasonably be predicted to present with ‘behaviours that challenge’.

For these individuals a range of positive behavioural support strategies are used. These include:

- De-escalation techniques
- Use of behaviour support plans
- Using person-centred, values-based approaches
- Positive handling

Positive handling should only be used when all other de-escalation strategies have been tried unsuccessfully or in an emergency situation.

Positive handling 'Restrictive interventions' are defined in the guidance as 'deliberate acts on the part of other person(s) that restrict an individual's movement, liberty and/or freedom to act independently in order to:

- Take immediate control of a dangerous situation where there is a real possibility of harm to the person or others if no action is undertaken; and
- End or reduce significantly the danger to the person or others; (or seriously damaging property)
- Contain or limit the person's freedom for no longer than is necessary.'

Should these exceptional circumstances arise, staff at Pinvin C of E Academy are **Team Teach** trained and are authorised to use restrictive interventions (Positive Handling).

Alternatives to Physical Controls

A member of staff who chooses not to make a physical intervention can still take effective action to reduce risk. They can:

- Show care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiation and reason.
- Give clear directions for pupils to stop.
- Remind them about rules and likely outcomes.
- Remove an audience or take vulnerable pupils to a safer place.
- Make the environment safer by moving furniture and removing objects which could be used as weapons.
- Use positive touch to guide or escort pupils to somewhere less pressured.
- Ensure that colleagues know what is happening and get help.

Modifications to Environment

Ideally, staff will not be waiting until a crisis is underway before conducting a risk assessment of the environment. We know that some pupils at this school may exhibit extreme and possibly dangerous behaviour. In general, it is a good rule to keep the environment clutter free. This may mean giving consideration to secure storage for a range of everyday objects when they are not being used.

For example:

- How is the availability of pointed implements controlled?
- What small items are available to an angry pupil who may be tempted to use them as missiles?
- What objects are available to be used as blunt instruments?
- Are there sharp edges or corners which present a risk?
- Is the design arrangements or furniture safe and appropriate for pupils who exhibit extreme behaviour?
- Is there a comfortable place to sit with an agitated pupil?
- Are protocols in place to encourage angry pupils to take themselves to a safer place?

Help Protocols

The expectation at this school is that all staff should support one another. This means that staff always offer help. 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. Supporting a colleague does not only 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. They need to agree scripts so that all parties understand what to say.

Proactive Physical Interventions

It is sometimes reasonable to use physical controls to prevent extreme behaviour from becoming dangerous provided that it is an agreed part of the Positive Handling Plan. Examples of this are where a pupil has shown ritual patterns of behaviour, which in the past have led to the child becoming more distressed and violent. In such circumstances it may be reasonable to withdraw the child to a safer place when the pattern of behaviour begins, rather than wait until the child is distressed and out of control. The paramount consideration is that the action is taken in the interest of the child and that it reduces, rather than increases, risk.

Reasonable and Proportionate

Any response to extreme behaviour should be reasonable and proportionate. People should not react in anger. If they feel they are becoming angry they should consider withdrawing to 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.

Procedures that staff follow when physically restraining

- It is important to talk through actions in a calm way
- If necessary ask other children to move away and other staff to make the area safe e.g. removing potential hazards
- Release the child when they are calm
- Remove to a quiet area if possible to discuss/diffuse/resolve incident
- Allow time to calm down and assess the incident (other staff to step in if needed)
- Incidents resulting in injury – however minor- will be logged as soon as possible in the First Aid/H and S Log
- Incidents will be logged using CPOMS and recorded in the Incident Record Book
- Parents of the child physically restrained to be informed

Team Teach

Most staff at Pinvin C of E Academy working closely with pupils are trained in the pre-emptive and responsive positive handling strategies and techniques of Team Teach. This complements the behaviour management approaches and strategies reflected in the school Behaviour Policy. Further details of the Team Teach approach can be found on the Team Teach website (www.team-teach.co.uk).

The level of training for Team Teach required is kept under review and may change in response to the needs of our pupils and staff renew Team Teach certificates on a regular basis.

Health and Safety

If dangerous behaviour presents a significant risk of injury to people, there is a legal Health and Safety issue to be addressed. Dangerous behaviour should be regarded just as seriously as dangerous equipment. Dangerous occurrences should be reported to the Headteacher. All staff at Pinvin C of E Academy have a shared responsibility to identify risk, communicate potential risks and take active steps to reduce risk wherever possible. As a minimum requirement, in order to comply with health and safety legislation, each employee has a responsibility to ensure that they are conversant with school and policy and guidance, and to

cooperate to make the school safer. It is also a requirement that they participate in training if they are directed to do so. This does not necessarily mean that all staff can be involved in all the physical activities. The non- physical aspects of positive handling training are crucially important to.

When considering a pupil's behaviour staff should think about the following questions:

- Can we anticipate a Health and Safety risk related to this pupil's behaviour?
- Have we got all the information we need to conduct a risk assessment?
- Have we provided a written plan as a result?
- What further steps can we take to prevent dangerous behaviour from developing?

Risk Assessment

Pupil risk assessments and staff risk assessing in the moment are a routine part of life for staff working with pupils who may exhibit extreme behaviour. 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.

Positive Handling Plans

Risk management is regarded as an integral part of behaviour management planning. All pupils who have been identified as presenting a risk should have a Positive Handling Plan. See example Positive Handling Plan in Appendix 1. The plan details any strategies which have been found to be effective for that individual, along with any particular responses which are not recommended. If particular physical techniques have been found to be effective they should be named, along with alerts to any which have proved ineffective or which caused problems in the past.

Positive Handling Plans should be considered alongside pupil risk assessments and any other planning documents which relate to the pupil such as an EHCP or IPM. They should take account of age, sex, level of physical, emotional and intellectual development, special need and social context.

Positive Handling Plans should result from multi-professional collaboration and be included as part of any Pastoral Support Plan.

Responding to Unforeseen Emergencies

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. The key principals are that any physical intervention should be:

- in the best interest of the child;
- reasonable and proportionate;
- intended to reduce risk;
- the least intrusive and restrictive of those options available which are likely to be effective;
- the restraint should be removed as soon as possible

Whenever a physical intervention has to be made there should be a verbal warning. Where possible, staff should always attempt to use diversion or diffusion in preference to physical interventions. They should only use the techniques and methods approved for use in this school.

In general, if staff act in good faith and their actions are reasonable and proportionate, they will be supported.

Complaints

The school has a formal Complaints Procedure, which applies to all staff, and pupils. We are an open and inclusive school, and promote transparent policy and practice in order to protect the interests of staff and pupils alike. Any staff concerns regarding the welfare of children should be taken to the designated person for child protection. Any safety concerns should be reported to the designated person for Health and Safety.

This policy should be considered alongside:

Safeguarding Policy

Behaviour Policy

SEND Policy

Touch Policy

Appendix 1 – Example Positive Handling Plan

NAME OF STUDENT:	
CLASS/YEAR:	
D.O.B.:	

Triggers: Describe situations that have led to Positive Handling being used:		
Behaviour signals: Describe the early warning signs / changes in body language / signs of distress that occur:		
Preferred de-escalation strategies:		
Verbal advice <input type="checkbox"/>	Planned ignoring <input type="checkbox"/>	Success reminder <input type="checkbox"/>
Reassurance <input type="checkbox"/>	Humour <input type="checkbox"/>	
Distraction <input type="checkbox"/>	Time out <input type="checkbox"/>	
Choice <input type="checkbox"/>	Change of adult <input type="checkbox"/>	
Advising of consequences <input type="checkbox"/>	Observed withdrawal <input type="checkbox"/>	
Positive areas to focus on: (strengths, interests etc)		
Medical conditions to be aware of:		
Handling strategies to be used (as last resort & in best interest of student):		
Debriefing process to occur after an incident:		
Staff to be informed of this plan:		

AGREED BY:

PARENT/CARER:	
STUDENT:	
MEMBER OF STAFF:	