



## Positive Handling Policy

**Chair of Governors:** \_\_\_\_\_



**Federation Headteacher: Mr. Dean M. Gordon**

**Date:** 3.4.2025

**Date to be reviewed:** 3.4.2026

## **Our Aims**

At the Phoenix Federation, we strongly believe that all children have the right to learn in a safe, secure and encouraging environment where accelerated learning can take place.

The aim of this policy is:

- To develop, in children, a sense of independent self-regulation and an acceptance of responsibility for their own actions, taking accountability.
- To create a purposeful learning environment that fosters a love for learning and challenge.
- To support children to become responsible, positive independent members of the school and wider community.
- To support all adults in actively building positive relationships with all pupils so that children feel safe and secure in school.

## **Behaviour Ethos**

We recognise that understanding our emotions is a key aspect of understanding and managing behaviour. Through the Zones of Regulation and being attachment aware, we strive to create an environment that is conducive to learning. Key principles from ongoing training means that we understand the following:

- Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity)
- Behaviour is a form of communication of an emotional need (whether conscious or unconscious)
- The importance of taking a non-judgmental, curious and empathic attitude towards behaviour
- Maintaining clear boundaries and expectations around behaviour are key to children feeling secure. Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to feel safe, pupils' educational environment needs to be high in both nurture and structure. Children need predictable routines, rewards and consequences, without the need to enforce 'sanctions' that can shame and ostracise children from their peers, school community and family, leading to potentially more negative behaviour.
- Encouraging parental engagement and involvement is absolutely crucial when addressing and planning support for children's SEMH (Social, Emotional and Mental Health) needs
- The need for adults in school to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Children with behavioural difficulties need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support

The above will be kept in mind when supporting children with their behaviour at each stage.



## Roles and responsibilities

Our Federation values underpin all that we do at Grinling Gibbons, Lucas Vale and Grinling Gardens Schools.

We are:



### Governing Body

The governing body is responsible for:

- reviewing and approving the positive handling policy
- holding the senior leaders to account for its implementation

### Senior Leadership Team

The senior leadership team is responsible for:

- reviewing this policy in conjunction with the governing body.
- ensuring that the behaviour policy is implemented fully in order to encourage positive behaviour and prevent the need for physical intervention
- ensuring that key members of staff are trained in positive handling
- carefully monitoring the use of positive handling
- holding Team Around the Child (TAC) meetings for children who require the use of positive handling, or are at risk of needing this intervention
- speaking with parents after each intervention
- debriefing with staff members after each intervention

## All Staff

We understand that all adults in school are part of the context in which children are behaving and that our own behaviour has an impact on theirs. Staff deal with situations in a positive and calm manner, adopting

an inclusive and proactive approach to unacceptable behaviour. De-escalation strategies must be attempted in the first instance, unless the staff members have good reason to believe that a child is immediately a risk to themselves or others.

### Staff are responsible for:

- acting in the best interest of the child at all times
- only using physical intervention when necessary
- only using physical intervention to restrain if they have received appropriate training.
- following the behaviour policy of the federation
- alerting a member of the senior leadership team immediately if restraint has been used
- alerting a member of the senior leadership team if a member of staff or pupil has been hurt

### Objectives

At the Phoenix Federation, we are committed to maintaining the safety and wellbeing of students and staff. This policy has close links with the Behaviour Policy. It is written to explain our procedures in line with:

- DfE (2013) guidance on the use of reasonable force in schools.
- The behaviour support plan of individual pupils.

### What is Positive Handling?

The Department for Education (2013) defines positive handling as:

The broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

### What training will staff receive?

All members of staff are trained to manage pupils behaviour in line with the behaviour policy of the school. This training happens at whole-federation INSET days, staff meetings and reminders in weekly briefings.

We have key members of staff who are trained in positive handling (Team Teach) and on the rare occasion a child puts themselves or others at risk of harm, then these strategies may be used. This option is always



discussed with the parents after the event and referred to on the IBP and risk assessment as a strategy to be used if a child puts themselves or others at risk frequently.

### **In which circumstances can physical intervention be used?**

- To prevent a pupil causing, or being at risk of causing, injury or damage to themselves or others, whether by accident, rough behaviour or by misuse of materials or objects. For example: throwing furniture or other objects, fighting, antagonising others in a way likely to lead to violence.
- To prevent a pupil committing deliberate serious damage or vandalism. For example: Ripping down displays, kicking doors and walls, trying to destroy classroom resources (computers etc.)
- To prevent a pupil from causing physical harm to another person. In this instance, staff need to react extremely quickly to minimise any injuries.

### **In which circumstances can physical intervention not be used?**

- Physical intervention cannot be used as a punishment – this is against the law.
- Physical intervention should not be used as a behaviour management strategy unless a significant risk is posed.

### **Specific school based examples**

The decision to use physical intervention will be taken in the context of the level of risk presented by the behaviour, the seriousness of the incident and the relative risks of the use of physical intervention compared with any available alternative. The use of physical intervention will take into account the characteristics of the pupil, including their age, gender, SEN, physical needs or disability, developmental level or cultural issues.

The behaviour policy and Appendix A (toolkit of de-escalation strategies) and Appendix B (scenarios) must be referred to at all times.

If a child is disrupting the class, deliberately provoking others and stopping others from learning then the teacher may ask that this person be removed from the class. Normally a child will leave voluntarily. In that case, a gentle guide by holding the hand or the top of the arm is usually enough. If a child becomes aggressive or refuses to move, then a physical intervention can be used. If a child is behaving in any way that endangers themselves or any other pupil then a physical intervention can be used.

If a child is out of class, then they should be in an agreed safe space. This should be the first instruction by an adult. The corridor should not be used when a child is becoming dysregulated. Sometimes a quick chat in the corridor is all that is needed and then a child will return but no hanging around in the corridor is allowed. If a child starts to kick doors, walls or try to get the attention of other pupils then they need to be moved to an agreed safe space straight away. If they choose to sit down, then the adult can monitor from the door or just out of a child's line of sight. If a child refuses to stay in the agreed safe space room and tries to push past an adult, then a physical intervention can be used.

If a child is in the playground whilst dysregulated, then they can be tracked and talked to. A physical intervention may not be necessary. If they are trying to use equipment such as the trampoline, kicking a ball or kicking any doors walls or fences then they will need to be brought inside. This also applies if other

children are using the playground. Most children will come in with a gentle guide or holding of a hand. If they refuse and become aggressive then a physical intervention may be used.

There are further things that can be done to avoid a physical intervention and de-escalate a situation. You might offer a child a walk around the playground. This is fine as long as the above rules are followed. You can ask a child if they would like to go to the office or an agreed safe space for a talk or to complete work. Rewards and opportunities can be offered for “fixing up” and continuing their day in a positive way.

## Emergency Protocols

- Behaviour issues should be dealt with by the class teacher and TA in the first instance.
- The member of SLT onsite should be notified if any pupils are out of class or if extra support is needed. This can be done via call or text.
- If any serious incidences occur the member of SLT onsite should be informed straight away. They will leave any meeting to assess the situation. They can then call for extra support if needed. The safety of the child is the first concern.
- If for any reason there is no SLT onsite or they are unable to support then I message should be sent to all SLT and someone should be able to attend. This should be gone through the Grinling Gardens WhatsApp group.

## Staff Training

It is the policy of this school that all staff working closely with pupils are trained in the pro-active and responsive positive handling strategies and, to complement the behaviour management approaches and strategies reflected in the School Behaviour Policy and Practice. In cases where a Positive Handling Plan is in operation, selected staff will be trained in any physical interventions to be used. These staff will be trained by the accredited provider and will be the only staff authorised to use the intervention. All non-teaching staff have been MAPA (Managing of Actual or Potential Aggression) trained using approaches adopted from Paul Dix, a behaviour specialist who promotes de-escalation techniques and strategies are used when managing difficult or challenging behaviours.

## General Advice for Staff

- Be sure that you are aware of and complying with the school policy for behaviour and discipline and positive handling procedures.
- It is better to defuse situations wherever possible, as this prevents them from escalating to a level where force is necessary
- Send for the assistance of another member of staff as soon as possible, using the agreed call-out protocol (Red cards)

- All those involved should be de-briefed after incidents to explore more positive/effective responses to future difficult situations

### **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. 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 child
- Reasonable and proportionate
- Intended to reduce risk
- The least intrusive and restrictive of those options available which are likely to be effective.

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.

### **Recording**

Whenever a physical intervention is used the incident must be recorded using the approved forms/or logged on CPOMs. The Incident book is kept in the Assistant Headteacher's Office. All staff involved in an incident should contribute to the record which should be completed within 24 hours. The details recorded on the forms are kept confidentially. Parents/carers must also be notified, and this is to be recorded on the form (Appendix - A).

Staff should:

- Inform a member of SLT as soon as possible
- Complete the school recording form carefully
- Take time to think about what actually happened and try to explain it clearly
- Complete all names in full
- Sign and date all forms

### **Post-Incident Support**

Incidents that require use of restrictive physical interventions can be upsetting to all concerned and could result in injuries to the child or staff. After incidents have subsided, it is important to ensure that staff and children are given emotional support and basic first aid treatment for any injuries. Immediate action should, of course, be taken to ensure that medical help is accessed for any injuries that require other than basic first aid. All injuries should be reported and recorded in accordance with school procedures. The school should take action to report any serious injuries to staff or students in accordance with LA guidelines (see First Aid and Medicines Policy and Practice).

We need to consider:

- thoughts, feeling, emotions,
- emotional 'first aid'

Stage 1 – Immediate 'Are you ok' This should occur before people leave to go home.

Stage 2 – De-briefing checking people have adjusted to an emotionally difficult event. This should occur within 48 hours.

Stage 3 – Counselling: formal support. Support is available when requested by a member of staff, however it is not imposed.

### **Post Incident Review**

Focus on actions and behaviours:

- Who did what, when, why, how?
- What was the outcome?
- What does it tell us about what we already know about the young person?
- What have we learnt and what or how does this inform our practice?

### **Monitoring use of Restrictive Physical Interventions**

Use of physical intervention in school is monitored in order to help staff learn from experience, promote the well being of children in their care, and provide a basis for appropriate support. Monitoring can help the school to determine what specialist help is needed for children and to assess the appropriateness of the child's placement at the school. The use of physical intervention is monitored and evaluated regularly at Senior Leadership meetings. Individual student risk assessments are reviewed annually.

### **Responding to Complaints**

The use of positive handling intervention can lead to allegations of inappropriate or excessive use. In the event of a complaint being received by a school in relation to use of force by staff, the matter should be

dealt with in accordance with LA guidelines and agreed procedures for positive handling allegations against members of staff (see Dealing with Allegations of Abuse Against Teachers and Other Staff).

### Policy Review and Evaluation

This policy has been developed in liaison with school staff and governors. It will be reviewed annually, or when relevant national or local guidance indicates additional need.

### Other Relevant Policies

This policy should be read in conjunction with:

- Behaviour Policy and Practice
- Health & Safety Policy
- Child Protection and Safeguarding Policy
- Anti-Bullying Policy and Practice
- Dealing with Allegations of Abuse Against Teachers and Other Staff
- Staff Induction
- Volunteer Policy

The Positive Handling and Physical Intervention Policy was reviewed by:

Name/s and job title of reviewer	Date of review	Date of governor approval	Suggested date for review

**Appendix – A**

**POSITIVE HANDLING INTERVENTION – INCIDENT REPORT FORM**

**Student(s):** \_\_\_\_\_ **Year:** \_\_\_\_\_ **Date of incident:** \_\_\_\_\_

**Time of incident:** \_\_\_\_\_ **Location of Incident:** \_\_\_\_\_

**Describe incident in detail:**

**Restraint described:**

**Why was restraint needed?**

Was anyone injured? Yes/ No

If yes, was this recorded in the accident book? Yes/ No

Was the student checked for injuries by a member of staff who was not involved in the incident? Yes/ No.  
Please complete body map (attached)

**Member(s) of staff involved:**

**Adult witnesses to restraint:**

**Pupil witnesses to restraint:**

This incident form was completed by \_\_\_\_\_

Designation of person completing report \_\_\_\_\_

Parent/carer was informed by telephone / letter (with pupil), letter (by post), personally  
(Please circle as relevant)

When were they informed?

Time:

Date:

Brief description of any subsequent inquiry/complaint or action:

Copy this form to the pupil file.

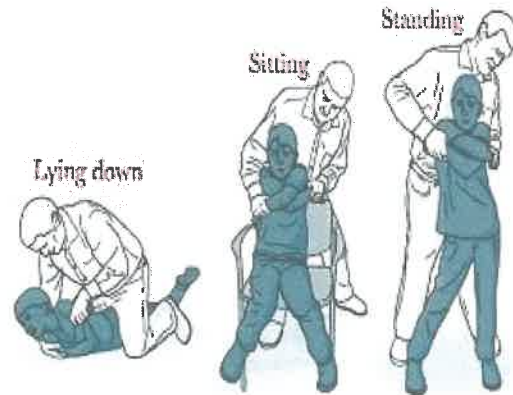


**Appendix – B**

**YES**



**NO**



**For more detailed information please visit YouTube and follow the following links or see the Training Manual. A hard copy of the training manual is available for reference only in the Head teacher's office.**

- [Fight club](#) - Breaking up fights
- [A walk in the park](#) - Removing people from classrooms or up and down stairs
- [Weights and measures](#) - Comparing teamteach and other providers' techniques under pressure
- [That's not a knife?](#) - Searching pupil
- [No pain no gain](#) - The dangers of banning the use of pain in children's homes and schools
- [The really wild show](#) - Dealing with biting, spitting and headbutting
- [Accident prone](#) - Why floor restraints can often be avoided
- [The bigger they are](#) - Using force with smaller or larger people
- [Mr Grey will see you now](#) - What is reasonable force



### Appendix C – Positive Handling Plan

<b>Name:</b>	<b>D.O.B.:</b>	<b>Date:</b>
Triggers / Behaviours / Situations likely to result in Physical Intervention: <i>What is the behaviour like? When does it occur? Where does it occur?</i>		
<b>Strategies to be used (where possible before physical intervention)</b>		
Chill out time	Distraction	State alternatives / consequences choices/limits
Give space	Reassure/success reminder	Other staff intervene
Talk calmly	Give a count	Planned ignoring
Verbal advice support	Negotiation	Contingent touch
Other strategies		
<b>Preferred Handling Strategies to be used:</b>		
Friendly Hold (arm around shoulder)		Shield
Walking		Wrap
Single Elbow		Double Elbow
Standing		Ground
Figure of Four		Chairs
Other		'Get outs' that can be used when holding
De-briefing process following incident: What care is to be provided. space, talk through etc		
Signatures Child (Where appropriate) Parent/Guardian  Headteacher  Date <span style="float: right;">Review date</span>		