



Ruardean C of E Primary School

Positive Handling Policy

Love of Learning - Love of Life - Love of One Another

Matthew ch22 v33-40

Policy Reviewed:	Annually
By:	Performance Standards & Community Committee
Agreed:	25/09/2025
Next Review:	September 2026
Policy Owner:	SENDCo

Related Policies

- Behaviour Policy
- Staff Disciplinary Policy
- Health & Safety Policy
- Safeguarding Child Protection Policy and Offer of Early Help

Rationale

This policy has a clear focus:

- The welfare and protection of the children in our care.
- The welfare and protection of the adults who look after them.

Policy Statement

All staff at Ruardean C of E Primary are trained to look after the pupils in their care. They have a duty to intervene in order to prevent pupils from:

- hurting themselves or others
- seriously disrupting good order in the school
- causing damage to property

At Ruardean C of E Primary we only use physical intervention when there is no realistic alternative. 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. The term 'physical restraint' is used when force is used to overcome active resistance. These are referred to as 'Restrictive Physical Interventions' in national Guidance (DfE/DoH 2002).

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. Pupils with severe behavioural difficulties sometimes present a risk to themselves and others. Section 550A of the Education Act 1996 describes the circumstances in which teachers and others authorised

by the Headteacher may use reasonable force to control or restrain pupils.

Examples of when such action may be reasonable are to prevent injury to people, damage to property or the breakdown of discipline.

This policy details how we implement the guidance in this school. It is designed to help staff to ensure that any actions they take are reasonable, proportionate and absolutely necessary.

Positive Behaviour Management

All physical interventions at Ruardean C of E Primary 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 through restorative practice.

Part of our preventative approach to risk reduction involves looking for early warning signs, learning and communicating any factors which may influence challenging behaviour and taking steps to divert behaviours leading towards foreseeable risk.

At Ruardean C of E, we use strategies and techniques that foster and reward positive behaviour. This underpins our three-tier behaviour system. Most children will only need Tier 1 (universal) support which will enable them to demonstrate good behaviour. Some pupils will need Tier 2 (targeted) support if they either repeatedly demonstrate low-level behaviour concerns or show more extreme behaviours that have not been successfully addressed in 'universal'. Fewer still pupils will require Tier 3 (specialist) support if they are demonstrating more extreme or unchanging behaviours. Whenever possible, pupils are encouraged to participate in the development of their own individual behaviour targets and reward systems by focusing on positive alternatives and choices. These plans are shared with parents.

Alternatives to Physical Controls

Before physical intervention becomes necessary staff will take effective action to reduce risk.

They can:

- Show care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiation, reason and distraction.
- Have a calm and non-confrontational approach.
- Give clear directions for pupils to stop.
- Remind them about rules and likely outcomes.
- Well-chosen language is used to de-escalate situations.
- 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.
- If staff feel their presence is counterproductive, they should withdraw to allow someone else to deal with the situation.

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 behaviour plan or risk assessment. 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. 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 withdraw to allow someone else to deal with the situation. Where staff act in line with school policy they will be supported.

Team Teach

It is the policy at Ruardean C of E Primary staff are trained in the pre-emptive and responsive positive handling strategies and techniques of Team Teach, to complement the behaviour management approaches and strategies reflected in the School Behaviour Policy. Only members of staff in receipt of this training are permitted to use physical restraint.

Risk Assessments

Risk management is regarded as an integral part of behaviour management planning. All pupils who have been identified as presenting a high risk will have a risk assessment. The plan details any strategies which have been found to be effective for that individual, along with any particular responses which are not recommended. The school recognises that there are unforeseen or emergency situations in which staff will have to think on their feet, therefore undertaking what is known as a 'dynamic risk assessment'

The Post Incident Support Structure for Pupils and Staff

Following a serious incident, it is the school's policy to offer time and support for all involved.

Recording and Review

. My Concern should be used to record any physical intervention (such as techniques suggested by the Team Teach training).

These records will be retained and cannot be altered. They will be kept for 3 years unless the incident is serious, resulting in an injury, in which case they will need to stay on file for date of birth + 25 years (ie to defend potential civil personal injury claims, which normally have to be brought within 3 years of the incident but a child can bring a claim within 3 years of attaining 18yrs).

The Headteacher will ensure that each incident is reviewed and instigate further action as required. The school incident log is open to external monitoring and evaluation. It may be necessary to amend risk assessments following a review of the incident.

This policy will be reviewed in line with the Behaviour Policy.