

**Broad Oak
Primary
School**



POSITIVE HANDLING POLICY
May 2026

Attitude

Behaviour

Courage

Determination

Enthusiasm

Friendship

Resilience

Broad Oak Primary School

Positive Handling and Restrictive Interventions Policy

Approved by Governors: May 2026

Review Date: May 2027

Policy Owner: Headteacher / Behaviour Lead

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1. Purpose and Scope

This policy sets out Broad Oak Primary School's approach to the use of positive handling, reasonable force and restrictive interventions. It reflects the Department for Education guidance:

- *Restrictive interventions, including the use of reasonable force, in schools: Guidance for schools in England* (effective from 1 April 2026)
- Education and Inspections Act 2006
- Children Act 1989 and 2004
- Equality Act 2010
- Keeping Children Safe in Education
- SEND Code of Practice
- Working Together to Safeguard Children

This policy should be read alongside the:

- Behaviour Policy
- Safeguarding and Child Protection Policy
- SEND Policy

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- Health and Safety Policy
- Anti-Bullying Policy
- Staff Code of Conduct
- Intimate Care Policy

This policy applies to all staff, including teachers, teaching assistants, support staff, lunchtime organisers, volunteers, agency staff and anyone authorised by the Headteacher to supervise pupils.

2. Principles

At Broad Oak Primary School we are committed to:

- creating a safe, respectful and inclusive environment;
- promoting positive relationships and emotional regulation;
- reducing the need for restrictive interventions through prevention, early support and de-escalation;
- safeguarding the dignity, wellbeing and human rights of pupils and staff;
- ensuring that any restrictive intervention is lawful, proportionate, reasonable, necessary and for the shortest possible time;
- recognising the additional vulnerabilities of pupils with SEND, communication needs, trauma experiences or mental health needs;
- working in partnership with parents and carers.

The school recognises that restrictive interventions can be distressing for children and adults. The use of force or restriction is always a last resort.

3. Definitions

Positive Handling

Positive handling describes a graduated response to behaviour that includes prevention, de-escalation, emotional support, guidance and, where absolutely necessary, restrictive interventions.

Restrictive Intervention

A restrictive intervention is any action that restricts a pupil's movement, liberty or freedom to act independently.

Restrictive interventions may include:

- physical intervention;
- reasonable force;
- escorting or guiding;
- blocking a pupil's path;
- withdrawal from a situation;
- environmental restrictions used to maintain safety.

Reasonable Force

Reasonable force covers a broad range of actions involving physical contact with pupils. The force used must always be:



- reasonable in the circumstances;
- proportionate to the risk presented;
- necessary to prevent harm;
- used for the minimum time necessary.

Seclusion

Seclusion is the intentional isolation of a pupil in a space which they are prevented from leaving.

Broad Oak Primary School does not use seclusion as a planned behaviour management strategy.

If an emergency situation results in a pupil being prevented from leaving an area in order to prevent immediate serious harm, this will:

- only occur where absolutely necessary;
- be continuously supervised;
- end as soon as it is safe to do so;
- be recorded and reported in line with statutory guidance.

4. Legal Framework

Under Section 93 of the Education and Inspections Act 2006, school staff may use reasonable force to prevent a pupil from:

- causing injury to themselves or others;
- committing a criminal offence;
- damaging property;
- seriously disrupting the good order of the school.

Examples may include:

- preventing a pupil from running into a road;
- separating pupils involved in a fight;
- preventing serious damage to property;
- preventing a pupil from hurting themselves;
- preventing behaviour that places others at immediate risk.

The school acknowledges that restrictive interventions must never be used:

- as a punishment;
- to enforce compliance where there is no immediate risk;
- because of insufficient staffing;
- in a way that is intended to humiliate, intimidate or cause pain.

5. Prevention and De-escalation

The school's primary approach is prevention.

Staff will:



- build positive relationships with pupils;
- use predictable routines and clear expectations;
- identify triggers and early warning signs;
- use trauma-informed and relational approaches;
- make reasonable adjustments for pupils with SEND or disabilities;
- support emotional regulation;
- provide sensory or movement breaks where appropriate;
- use calm verbal and non-verbal de-escalation strategies;
- seek support early.

Staff should avoid escalating situations through confrontation, raised voices, crowding, or unnecessary physical contact.

6. Risk Assessment and Individual Planning

Where a pupil is known to present behaviours that may place themselves or others at risk, the school will develop:

- an individual risk assessment; and
- a Positive Handling Plan.

Plans will:

- identify known triggers;
- describe preventative strategies;
- detail effective de-escalation approaches;
- identify any agreed restrictive interventions;
- include medical considerations;
- identify preferred recovery and repair approaches;
- be shared with relevant staff and parents/carers;
- be reviewed regularly and after significant incidents.

Pupil voice will be considered wherever appropriate.

7. Authorised Staff and Training

All staff have a duty of care and may use reasonable force in an emergency where necessary and proportionate.

The school prioritises the use of trained staff wherever possible.

Broad Oak Primary School uses Team Teach approaches and techniques. Staff identified through risk assessment and operational need will receive accredited training and refresher training.

Training includes:

- prevention and de-escalation;
- understanding behaviour as communication;
- safeguarding responsibilities;
- dynamic risk assessment;

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- safe restrictive intervention techniques;
- recording and reporting requirements;
- post-incident support.

A current list of trained staff is maintained by the school.

8. Types of Restrictive Intervention

Staff may use proportionate and reasonable responses including:

- standing between pupils;
- guiding or escorting a pupil;
- leading a pupil by the hand or arm where appropriate;
- blocking a pupil's path to prevent immediate harm;
- moving objects or bystanders from danger;
- disengagement techniques;
- approved Team Teach restrictive interventions.

The school will avoid:

- techniques that restrict breathing;
- holding a child face down unless there is an exceptional emergency and no safer option;
- the use of pain-inducing techniques;
- excessive force;
- restricting access to food, drink, medication or toileting.

Staff must continually monitor a pupil's physical and emotional wellbeing during any intervention.

The intervention must stop immediately if:

- the pupil experiences breathing difficulties;
- the pupil becomes unresponsive;
- there are signs of medical distress;
- the risk has reduced sufficiently.

Where possible, another member of staff should witness the intervention or be called to support.

9. Safeguarding and Equality Considerations

Restrictive interventions must always be implemented with regard to:

- safeguarding duties;
- the Equality Act 2010;
- pupils' SEND needs;
- communication needs;
- medical conditions;
- trauma and adverse childhood experiences;
- cultural and religious considerations.

Staff must recognise that some pupils may experience physical intervention as particularly distressing.

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Reasonable adjustments must be made for disabled pupils.

10. Recording and Reporting Incidents

In line with statutory guidance effective from April 2026, all significant incidents involving restrictive intervention, reasonable force or seclusion must be recorded and reported.

The member of staff involved must complete an incident record as soon as possible and ideally on the same day.

Records will include:

- the names of pupils and staff involved;
- date, time and location;
- antecedents and triggers;
- de-escalation strategies attempted;
- the reason intervention was necessary;
- the type of intervention used;
- duration of the intervention;
- the pupil's response;
- any injuries or damage;
- witness accounts where relevant;
- follow-up actions;
- communication with parents/carers.

At Broad Oak Primary School incidents are recorded on IRIS and referenced on CPOMS.

The school will analyse incident data regularly to:

- identify patterns or trends;
- evaluate effectiveness of support plans;
- reduce repeated use of restrictive interventions;
- support staff training and wellbeing;
- inform safeguarding and behaviour planning.

11. Informing Parents and Carers

Parents/carers will be informed following any significant restrictive intervention incident as soon as reasonably practicable on the day of the incident.

Communication will:

- be factual and supportive;
- explain why the intervention was necessary;
- include details of any injuries;
- explain next steps and support offered.

Parents/carers will be given opportunities to discuss incidents with the school.

12. Post-Incident Support and Debrief

Following any restrictive intervention:

- the pupil will be given time and support to recover emotionally;
- staff involved will have access to support and debrief;
- a restorative conversation will take place when appropriate;
- any required medical attention will be sought;
- risk assessments and plans will be reviewed if necessary.

The school recognises that restrictive interventions may affect the wellbeing of pupils and staff.

13. Complaints and Allegations

Any complaint relating to restrictive intervention will be taken seriously and investigated in line with:

- the school Complaints Policy;
- safeguarding procedures;
- staff disciplinary procedures where appropriate.

The school will cooperate fully with any external investigation.

Accurate and timely recording is essential to protect both pupils and staff.

14. Monitoring, Governance and Review

The Headteacher and Governing Body will monitor:

- the frequency and nature of restrictive interventions;
- patterns relating to protected characteristics or SEND;
- staff training compliance;
- effectiveness of preventative strategies;
- safeguarding concerns arising from incidents.

This policy will be reviewed annually or sooner if guidance or legislation changes.

Appendix 1 – Team Teach Trained Staff

A current list of Team Teach trained staff is maintained by the school and reviewed regularly. Training records are held centrally.

Broad Oak members of staff who completed Team Teach training on the ?? October 2025

| Assistant Headteacher | Class teachers | Teaching Assistants |
|-----------------------|--------------------------------|---|
| Cathy Child | Sean Kelly Gemma De Sanctis | Shanaz Ikram Paul Vost Nyle Maddocks – Hubbard Joanne McMahon Mirko Pisani Massamormile Anne Frost James Crabbe |

Training Provider: Mike Glazebrook

Updated training required no later than October 2027



Appendix 2 – Key Expectations for Staff

Staff must:

- prioritise prevention and de-escalation;
- use the least restrictive option available;
- act proportionately and reasonably;
- preserve the dignity and safety of pupils;
- record and report significant incidents;
- seek support following incidents.

Staff must not:



- use restrictive interventions as punishment;
- use pain compliance techniques;
- deliberately inflict pain or humiliation;
- use interventions that restrict breathing;
- continue intervention once risk has reduced.

Appendix 3 – Linked Documentation

- Behaviour Policy
- Safeguarding and Child Protection Policy
- SEND Policy
- Health and Safety Policy
- Complaints Policy
- Staff Code of Conduct
- Intimate Care Policy
- Risk Assessments and Positive Handling Plans

This policy reflects Department for Education guidance effective from April 2026 regarding restrictive interventions and the use of reasonable force in schools in England. ([gov.uk](https://www.gov.uk))