

Lowton West Primary School



Positive Handling Policy

Policy reviewed by N. Gould

Date policy reviewed: April 2026

Ratified by Governing Body:

Dr G Merrett (Chair of Governors)

Lowton West Primary School

Positive Handling Policy

Aiming High Together



School Vision

To inspire, achieve and succeed, we will aim high and build dreams and futures together.

Mission Statement

Providing the highest quality education, care and support for the whole school community.

Our mission statement is based on RESPECT:

R = Recognising the needs of the individual child

E = Ensuring a unique and engaging curriculum

S = Supporting each other to learn and achieve

P = Passionate about providing the highest quality education

E = Encouraging creativity, self – expression and imagination

C = Creating confident, resilient, life – long learners

T = The voice of everybody is heard

All the above statements help us to understand how we can all make a positive contribution to the school and the wider community.

We will do this through our core values:

- Respect
- Resilience
- Kindness
- Confidence

We also, at Lowton West Primary School, strive to develop and uphold British Values. The five British values that the Government has identified for schools to focus on are:

- Democracy
- The Rule of Law
- Individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- Developing personal and social responsibility
- Respect for British Institutions

There are more details on how our school demonstrates and develops these British Values in our British Values Policy and on our website.



Lowton West Primary School

Positive Handling Policy

Introduction

The Lowton West Positive Handling Policy ensures the correct implementation of the most recent DfE guidance titled '**Restrictive interventions, including use of reasonable force, in schools**' which takes effect from **April 2026**. This framework replaces the previous '**Use of Reasonable Force**' (2013) guidance and outlines legal duties, definitions and best practices for safely restraining pupils.

All adults working with children and young people have a duty of care to safeguard and promote their welfare, as outlined in the Children Act 2004 and related guidance. This responsibility applies to paid and unpaid staff, volunteers, and those indirectly involved in children's services. Adults must act professionally, avoid conduct that could be misinterpreted, and work in an open and transparent manner.

In replacing the 2013 guidance, the new guidance introduces clearer definitions of restrictive interventions, reasonable force, restraint and seclusion, alongside updated expectations for safeguarding and welfare. One of the most notable changes is the introduction of legal duties to **record and report the use of force and seclusion**, arising from the *Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025*. From April 2026, any significant incident involving the use of force must be documented, and parents must be informed as soon as practicable—ideally the same day; unless doing so would likely result in serious harm.

While much of the document is non-statutory, the statutory requirements on page 14 of the guidance sets out duties that schools must follow when recording and reporting significant incidents involving the use of force. Records must capture key details such as reasons for the intervention, type and degree of force, duration, injuries and the pupil's SEND status. The guidance also emphasises safeguarding considerations, including avoiding techniques that compromise breathing or circulation and ensuring prompt medical assessment where needed.

The principal legislation to which this policy relates are:

- the Education and Inspections Act 2006, especially sections 93 and 93A
- the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025
- the Health and Safety at Work etc. Act 1974 and associated regulations
- the Human Rights Act 1998
- the Equality Act 2010

The Positive Handling Policy places strong emphasis on prevention, de-escalation and partnership working. A recurring theme throughout the policy is the emphasis on prevention and de-escalation. Schools are encouraged to develop whole school approaches that promote emotional regulation and positive relationships and make sure that the accessible policies are aligned with the Human Rights Act 1998 and Equality Act 2010.

The role of Governors

Governors should ensure that school:

- updates their behaviour, safeguarding and SEND policies;
- strengthens staff training; and
- has robust systems in place for incident recording, data review and parental communication.

Governors should regularly review and interrogate data on restrictive interventions to ensure school leaders monitor and review school policy and practice as outlined below.

The role of Headteacher

The Headteacher will ensure that:

The school behaviour policy, safeguarding procedures, staff training arrangements and incident recording and reporting systems have been reviewed in line with the new guidance.

School will document the procedures in place at Lowton West through the writing and review of the school's Positive Handling Policy.

School leaders will:

- identify and implement improvements to policies and practices, particularly where approaches have been used for some time but have not been effective.
- identify areas of learning and development for school staff, supporting specific teachers and teaching assistants to improve understanding and practice.
- understand pupils' repeat patterns and triggers to interrogate the effectiveness of pupil support measures, share this information with staff who work with those pupils to better support them and, where appropriate, their parents, to establish a behaviour support plan or revise an existing plan.
- identify any disproportionate use of restrictive interventions in relation to pupils who share protected characteristics, have SEN, or other types of vulnerability.

The role of all staff, including volunteers and agency staff working in school

All adults working with children must follow the procedures outlined in the 2026 guidance and school's relationship and behaviour policy and Positive Handling Policy. Adults working with children must follow clear professional standards, maintain safe and transparent behaviour, and adhere to school's safeguarding policies. This policy must be adhered to by all members of staff, to safeguard all pupils and themselves.

Aim

- To reinforce school's approaches to behaviour through prevention and deescalation and the use of restriction interventions only when deemed necessary to do so by the adult supporting the pupil displaying risk or crisis behaviours.
- To identify what forms of physical contact are allowed, to make all staff aware of the circumstances in which physical intervention might be appropriate and to identify factors that staff should bear in mind when deciding whether to use physical force.
- Encourage staff to consider the impact on the pupil's overall welfare, balanced against any actions taken, considering pupils who have experienced an adverse life event, with diagnosed or undiagnosed medical conditions or sensory impairments, past trauma or neglect, communication difficulties, or other needs, who may find the use of restrictive interventions particularly distressing.
- Encourage staff to consider the needs of individual pupils, including pupils with SEND and other pupils who school has identified as vulnerable, to help identify and manage risk such as trigger points when challenging behaviour is more likely to occur and develop proactive strategies to reduce the likelihood of restrictive interventions being used.
- Serve as a mechanism for informing parents of the legal situation surrounding the use of force in school.

Terminology relating to restrictive interventions

The DfE guidance uses the following definitions:

Restrictive intervention: a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This guidance uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

Reasonable force: a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances.

(*1) Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

Significant incident: (*2) any incident where the use of force goes beyond appropriate physical contact between pupils and staff as described in 'Other physical contact with pupils' within the DfE guidance. This includes when physical force is used to implement a non-physical restrictive intervention.

Seclusion: a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.

Restraint: a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint.

(*1) Section 93 of the Education and Inspections Act 2006 and section 550ZA(3) of the Education Act 1996

(*2) 'Significant incident' is in reference to section 93A of the Education and Inspections Act 2006 which requires schools to record and report significant incidents of use of force to parents.

Understanding restrictive interventions

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force in certain circumstances. To prevent or stop a pupil from:

1. causing injury to themselves or others
 2. committing a criminal offence
 3. damaging property
 4. causing disorder among pupils at the school, whether during a teaching session or otherwise
- (3*).

Staff who are likely to need to use reasonable force and/or other restrictive interventions have received training in its safe and lawful use and in preventative strategies.

Senior leaders make decisions on training based on our school's individual context and needs of our pupils and seek advice and support through the Wigan TESS SEMH Team. This ensures that training reflects the principles of this guidance.

Employers have a duty to ensure, so far as is reasonably practicable, the health, safety and welfare of their employees. Therefore, school carries out risk assessments to ensure that staff who regularly work alongside pupils where the use of reasonable force and/or other restrictive interventions may be required can do so as safely as possible (4*).

Use of reasonable force to search pupils

Senior Leaders have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item. (5*) A member of staff can use such force as is reasonable to search for legally prohibited items, but not to search for items banned under the school rules only. (6*) Staff should refer to the 'Searching, Screening and Confiscation in Schools' guidance document for detailed advice on searching a pupil.

(3*) Section 93 of the Education and Inspections Act 2006.

(4*) Health and safety: responsibilities and duties for schools

(5*) In this context, "prohibited item" specifically means an item listed in section 550ZA(3) of the Education Act 1996.

(6*) Section 550ZB(5) of the Education Act 1996

Unacceptable uses of force

It is illegal to use force on a pupil for the purpose of punishment. Pupils should not be restrained in a way that affects their airway, breathing or circulation, for example, by covering the mouth and/or nose, or applying pressure to the neck region or abdomen. The use of force can be

dangerous, particularly where it occurs on the ground. If a pupil is unintentionally held on the ground, staff should release their holds or re-position into a safer alternative or standing position as quickly as possible. Where appropriate, the pupil should receive a medical assessment and treatment for any injuries as soon as possible. For any form of restraint, including seated and standing, there is a risk of physical and psychological harm, and it should be avoided where possible.

Other physical contact with pupils

In line with the April 2026 DfE guidance, school does not promote a 'no contact' policy. Nor does school grant any requests by parents or staff members not to use reasonable force and/or other restrictive interventions. As recognised in the DfE guidance, the adoption of a 'no contact' policy at a school would leave staff unable to intervene where reasonable in the circumstances to fully protect pupils.

At Lowton West we adopt sensible policies and practices which allow and support staff to make appropriate physical contact. There are circumstances when it is appropriate for staff to have some physical contact with pupils which does not give rise to any question over the use of reasonable force and other restrictive interventions. This will depend on the circumstance, but examples of occasions when physical contact is generally appropriate include:

- to give first aid
- to comfort a distressed pupil
- to congratulate or praise a pupil, for example a pat on the back or a handshake
- to demonstrate how to use a musical instrument
- to demonstrate exercises or techniques during PE lessons or sports coaching
- to guide or escort pupils, such as holding the hand of a pupil at the front/back of the line when going to assembly, when walking together around the school or on a school trip, or when helping a pupil to a space they have chosen to access to self-regulate.

In assessing whether physical contact is appropriate in a given situation, the member of staff should use their judgement and have regard to:

- the school's child protection (or any other relevant) policy
- the applicable circumstances, such as whether there are other adults present
- the individual pupil's age
- any other material factors, including but not limited to whether:
 - o the pupil has SEND or other vulnerabilities
 - o any alternative strategies that do not include physical contact can be used

All staff should be aware of the possible misinterpretation of actions such as this, so wherever possible any such contact should only be used where another member of staff is present, or the contact made in such a way that it cannot be misinterpreted. Staff should be particularly aware of cultural and gender issues around physical contact.

Use of seclusion

Seclusion - a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving – should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the pupil is not acting with intent. Seclusion should not be implemented by staff through threat of punishment.

The place to which the pupil is confined should be safe and not feel threatening or intimidating to the pupil. The pupil should be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil should be allowed to leave.

An incident involving the use of seclusion will be recorded and reported in accordance with the procedures outlined in the DfE guidance, using school's Restrictive Intervention Log.

Seclusion, as defined in the DfE guidance, is not a disciplinary response to deliberate or wilful misbehaviour. There are disciplinary measures that are similar, such as removal from the classroom. Staff will also follow the school's 'Relationships and Behaviour Policy' when managing higher level behaviour or risk/ crisis behaviour.

Corporal punishment

The school does not authorise, in any way, the use of corporal punishment to discipline children. As section 550A states 'The law forbids a teacher to use any degree of physical contact which is deliberately intended to punish a pupil, or which is primarily intended to cause pain, injury or humiliation.'

De-escalation

Non-verbal strategies

The large part of what we communicate is through body language, much is through the tone of our voice and there are estimates that just 7% is through the words that we use. It is useful for staff to remember this when trying to de-escalate. Staff should ensure they are modelling the behaviour they want the child to emulate. Relaxed and open body language can be helpful.

Non-verbal techniques include the following:

- **Appear calm and self-assured.** Staff should make sure they are not displaying the same signs of agitation that can be seen in the child, unclench your fists, do not hold eye contact for too long and avoid standing square to the child.
- **Maintain a neutral facial expression.** Eyebrows can indicate we are surprised or angry, and similarly our mouths can betray our emotions unwittingly. Staff must maintain a neutral facial expression and control any natural reaction when under stress to smirk or giggle.
- **Allow space.** Entering a person's personal space can be useful to refocus on a task when the situation is calm, but when a child is agitated this can indicate aggression and escalate the situation. Staying some distance away will also help keep adults safe should the child become physically aggressive.
- **Control your breathing.** When we are stressed, angry or tense, our breathing becomes more shallow and rapid. Staff should take deeper, slower breaths. This will not only help keep the adult calm, but the child will begin to match the adults breathing pattern. It can sometimes help to match the child's breathing initially then gradually slow it down.

Verbal strategies

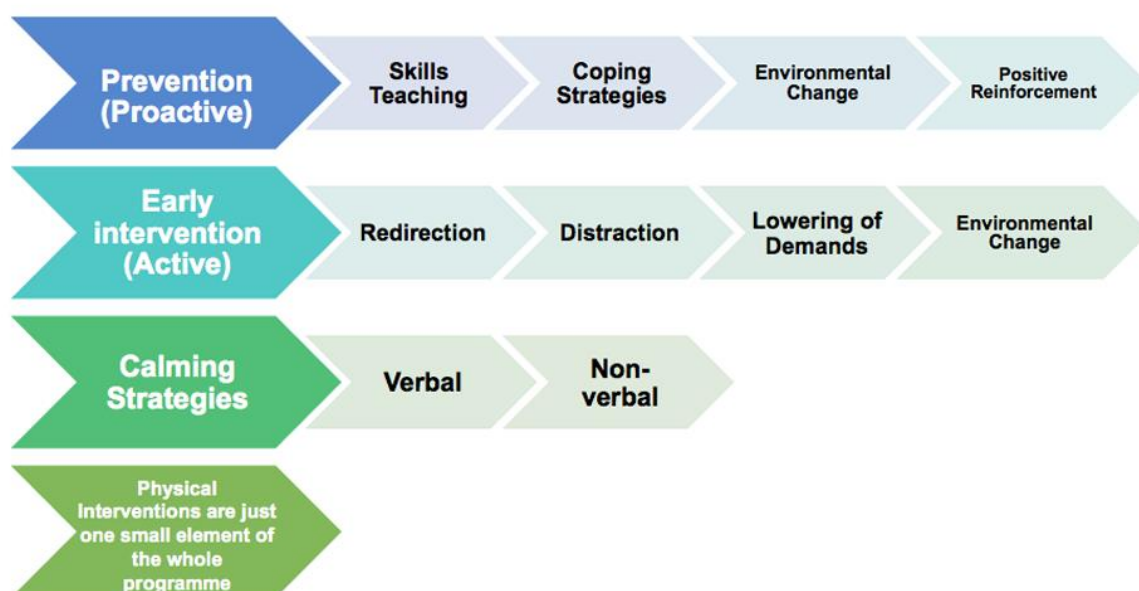
- **The adult should lower their voice and keep their tone even.** It is hard to have an argument with someone who is not responding aggressively back to you.
- **Distraction and diversion are extremely useful.** When a child is aggressive, they are responding with their own fight-or-flight instincts and not thinking about their actions. The adult should distract them and engage their thinking brain, perhaps by changing the subject or commenting on something that is happening outside the window.
- **Give choices**, the adult should repeat these using the broken-record technique if necessary and not get drawn into secondary behaviours such as arguing back, which are designed to distract or upset the adult.
- **Acknowledging the child's feelings** shows that the adult has listened to them, and can be crucial when diffusing a situation; for example, 'It must be really difficult for you ... thank you for letting me know'.
- **Use words and phrases that de-escalate**, such as:
 - I wonder if...
 - Let's try...
 - It seems like...
 - Maybe we can...
- The adult should tell the child what they want them to do rather than what they do not want them to do; for example, 'I want you to sit down' rather than 'stop arguing with me'.

- **Give the child take-up time following any direction** and avoid backing them into a corner, either verbally or physically.

Things to avoid

- **The adult should not make threats or promises** they cannot carry through or comments that will escalate how the child is feeling.
- **Do not be defensive or take it personally.** What is being said may seem insulting and directed at the adult, but this level of aggression is not really about them.
- **Do not use sarcasm or humiliate** the child.

Sometimes, no matter how carefully and skilfully a staff member may try to de-escalate a situation, it may still reach crisis point. Staff should use school systems to summon help and move bystanders to safety. After any outburst or incident, staff should always make time to debrief, repair and rebuild the relationship, without this the relationship is likely to continue to deteriorate. Staff should problem-solve the situation and teach new behaviours where needed. Ensure any sanctions are appropriate to what has happened and recognise the pupil's social and emotional needs.



Authorised use of force

Wherever possible, staff should attempt to use 'verbal' strategies for dealing with difficult situations. There are however certain instances when the use of physical force may be the only option to ensure the safety of both an individual pupil or groups of pupils, or to maintain discipline and behaviour. Section 550A allows teachers and other persons who are authorised by the Headteacher to use such force as is reasonable to prevent a pupil from doing, or continuing to do, any of the following:

- Committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility)
- Injuring themselves or others.
- Causing damage to property - including the pupils' own property
- Engaging in any behaviour prejudicial to maintaining good order and discipline, either on school premises or on an educational visit.

All members of staff are authorised by the Headteacher and Governors to use reasonable force under the above circumstances. This does not include parents and voluntary helpers who may be helping either in school or on educational visits. Physical force is not justified to prevent a trivial misdemeanour, or in a situation that could be resolved without force.

The application of physical and restrictive intervention - when may a restrictive physical intervention be used?

The application of force should always be the minimum needed to achieve the desired result and should also be in relation to the age and physical size of the pupil. This policy emphasises the importance of minimising the need to use restrictive interventions, such as through prevention and de-escalation, however, staff may encounter situation in which the application of restrictive interventions will be required. Examples of higher-level behaviour, also identified as risk or crisis behaviour are referenced on page 16 of the school's 'Relationship and Behaviour Policy'. The list is not an exhaustive list but are the types of contact that are warranted, subject to the principle of reasonable force being used.

- Physically intervening between pupils who may be fighting
- Blocking the path of a pupil who may be about to commit a criminal offence
- Holding a pupil by the arm, using the 'Caring C'* (Team-Teach recommended approach) if they are in physical danger or are causing severe disruption
- Leading a pupil away from a conflict situation by holding the hand or using a 'Friendly Hold'*
- Shepherding a pupil away by placing a hand in the centre of the back.

Under no circumstances should staff act in a way that might deliberately cause injury. Staff must adhere to the guidance in line with Team Teach approaches when guiding children to a safe space.

*Caring C – Adult shaping their hand in a C shape holding the arm without gripping i.e. keeping the fingers straight and walks forward, guiding the pupil.

*Friendly Hold – Link arms with the pupil and both people's elbows should be bent, adult holding the lower arm

*Help Hug – Adult places open hands on pupil's arms, just below their shoulders and walks forward.

Before using physical intervention, staff should take effective action to de-escalate and 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
- Following Risk Assessments and Positive Behaviour Plans.
- Utilising relevant communication tools as listed in a child's Learner Profile and Positive Behaviour Plan.
- Whilst or before intervention, staff should speak calmly as a way of reassurance, e.g. "I am doing this to keep you safe".
- Other staff who may be nearby should ask the adult if they need support/ alert another member of staff to support. They should not attempt to intervene or support without being asked by the staff member who is attempting to de-escalate the behaviour, as this could heighten the situation and cause further distress.

The procedure for restrictive physical intervention set out below must always be followed:

- Give the child clear warning. Offer an escape route from the situation, for example, through calming or following instructions.

- Once the restrictive physical intervention is judged necessary it should happen quickly, smoothly and confidently.
- The extent of force used should be no more than necessary to control the situation.
- Staff should always remain calm and talk in a conciliatory tone. Ignore any abuse and let the high emotional state run its course.
- Provide time and a safe space for the child to regulate. Ensure adequate time is given before any discussion regarding the physical intervention and the reasons for this are approached.
- Focus on providing time to repair, rebuild and restore the relationship with the pupil, allowing a significant amount of time for the child to regulate. It may not be appropriate for this stage to be completed until later in the day or the next day.
- Ensure all who have been involved in the physical intervention receive appropriate support, including first aid.
- Report the incident to a Senior Leader and complete the Restrictive Intervention Log. These are available in the staff room and should be completed the same day and given the Headteacher. The Positive Handling Log should also be completed.
- The senior leader may request additional notes by witnesses or other staff members involved to be provided. Child witnesses may also be asked by a senior leader to provide a verbal account if appropriate to a member of the pastoral team, who will record this in writing.
- Parents will be informed in writing and will be invited into school to discuss the incident.

When physical restraint becomes necessary:

Do

- Tell the pupil what you are doing and why;
- Use the minimum force necessary;
- Involve another member of staff if possible;
- Tell the pupil what s/he must do for you to remove the restraint (this may need frequent repetition);
- Use simple and clear language;
- Hold limbs above a major joint if possible e.g. above the elbow;
- Relax your restraint in response to the pupil's compliance.

Don't

- Act in temper (involve another staff member if you fear loss of control);
- Involve yourself in a prolonged verbal exchange with the pupil;
- Involve other pupils in the restraint;
- Touch or hold the pupil in a way that could be viewed as sexually inappropriate conduct;
- Twist or force limbs back against a joint;
- Hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck;
- Use physical restraint or intervention as a punishment.

Debriefing arrangements

The pupil and the member of staff will be checked for any sign of injury after an incident. First aid will be administered to anyone who requires it, or medical treatment obtained.

The pupil will be given time to become calm while staff continue to supervise him/her. When the child regains complete composure, a senior member of staff (or his/her nominee) will discuss the incident with the child and try to ascertain the reason for its occurrence. The child will be given the opportunity to explain things from his/her point of view. All necessary steps will be taken to re-establish the relationship between the child and the member(s) of staff involved in the incident.

In cases where it is not possible to speak to the pupil on the same day as the incident occurred, the debrief will take place as soon as possible after the child returns to school. All members of staff involved should be allowed a period of debrief and recovery from the incident. A senior member of staff (or a nominated staff member) will provide support to member(s) of staff involved.

The Head teacher will be informed at the earliest possible opportunity of any incidents where positive handling was used. The head teacher (or a nominated staff member) will initiate the recording process if not already under way and review each incident to ensure that any necessary lessons are learned.

All parents/carers will be informed immediately after an incident where positive handling is used with a child. Parents/carers will need to be notified sensitively and to be made aware of the full circumstances.

Training

All staff receive training regarding de-escalation. This is delivered annually by Senior Leaders and school's Safeguarding and Pastoral lead or through the TESS Team. De-escalation training improves staff awareness of different stages of behaviour, how they can be recognised and what toolkits staff can develop to support, dysregulated children and young people.

Currently, we have members of staff who are trained in the Team-Teach techniques. Team-Teach develops positive handling skills in behaviour management including verbal and non-verbal communication, diversion and de-escalation and safe, effective, physical interventions. Staff who have been trained to an appropriate level, may be called upon to use restrictive physical interventions to support a pupil presenting with risk or crisis behaviours. Only techniques and strategies which have been previously discussed and safely demonstrated in training will be used. However, in an emergency, restrictive physical intervention may become necessary by other adults and can be justified if it is the only way to prevent a child injuring themselves or others or prevent an offence, for example damaging property, being committed (Section 550A, DFES Circular 10/98). The use of physical intervention should always be reasonable and proportionate.

Risk Assessments

The use of a restrictive physical intervention will be the outcome of a professional judgement made by staff, on the basis of this school policy. It is avoided whenever possible and will not be used for staff convenience. Staff in an emergency situation will therefore effectively carry out a dynamic risk assessment.

Restrictive physical intervention will only be considered if other behaviour management options have proved ineffective or are judged to be inappropriate (or in an emergency situation). Before deciding to intervene in this way, staff will weigh up whether the risk of not intervening is greater than the risk of intervening. Any actions will be carried out with the child's best interests at heart. Physical intervention will never be used to punish a pupil or cause pain, injury or humiliation. Staff are not expected to intervene physically against their better judgement, nor are they expected to place themselves at unreasonable risk. In such circumstances, they must take steps to minimise risks. For example, by removing other pupils, furniture and equipment and calling for assistance.

However, any physical intervention involves a degree of risk; the assessment of the level of risk to the child or young person, themselves, others, and the circumstances of the situation must be considered before deciding to intervene. Staff should think clearly and carefully before acting.

Physical intervention of a child or young person should calm the situation and not lead to greater injury or an escalation of violence. There are many things to consider, and the following are examples of factors which could be taken into account when evaluating the risks involved and in determining the techniques to be employed in any particular situation:

- The location of the incident and the potential for the physical intervention to be carried out safely.
- The age, relative physiques, and known medical conditions of both the adult and the child
 - The opportunity to secure the presence of a second, or other adults
- The presence of a second adult, or other adults, available to assist
- The restrainer's capacity to act calmly and systematically
- Spectacles, hearing aids, jewellery and clothing worn by the child or young person

- The genders of staff and child

Individualised risk assessments and Positive Handling Plans

Risk assessments are required for pupils who exhibit challenging behaviour that may require the use of reasonable force. Staff should think ahead to anticipate what might go wrong and plan how to respond if the situation arises. Staff will involve parents wherever possible in the writing of the Risk Assessment or Positive Handling Plan, known in school as a Positive Behaviour Plan.

When considering a pupil's behaviour, staff and parents will think about the following:

- Strategies to be used prior to intervention;
- Ways of avoiding 'triggers' if these are known;
- Involvement of parents/carers to ensure that they are clear about the specific action the school might need to take;
- Briefing of staff to ensure they know exactly what action they should be taking;
- Identification of additional support that can be summoned if appropriate.
- Can we anticipate a Health and Safety risk related to this pupil's behaviour?

Staff may also need to make an individual risk assessment where it is known that force is more likely to be necessary to restrain a particular pupil, such as a pupil who is considered to be at greatest risk of needing positive handling interventions due to their special educational need (SEN) or disability. Plans should be compatible with a pupil's EHCP and properly documented in the school records. They will take account of the age, sex, level of physical, emotional and intellectual development, special needs and social context, including Adverse Childhood Experiences.

An individual risk assessment is essential for pupils whose SEND are associated with:

- Communication impairments that make them less responsive to verbal communication
- Physical disabilities and/or sensory impairments
- Conditions that make them fragile, such as hemophilia, brittle bone syndrome or epilepsy
- Dependence on equipment such as wheelchairs, breathing or feeding tubes.

A Positive Behaviour Plan details strategies which have been effective for that individual, along with any responses which are to be avoided. Any particular physical techniques which have been found to be effective should be named, along with any alerts to any which have proved to be ineffective, or which have caused problems in the past.

Recording incidents

Once the pupil is safe and regulated, it is important that staff immediately report any incident of restrictive intervention that takes place between themselves and a pupil to a member of the Senior Leadership Team or school's Pastoral and Safeguarding Manager. This should be followed by completing a full log of the incident, using the Restrictive Intervention Log, the same day. Parents will also be informed of any incident involving their child in writing and will be given an opportunity to discuss the incident at the earliest possible convenience.

A report of the incident made to parents will include the following details as a minimum:

- time, date, location and approximate duration of the intervention
- brief account of why the intervention was assessed as necessary in that instance
- brief account of what type of force was applied, and the degree of force
- details of any physical injuries sustained, if applicable

The requirement to report applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan.

The follow up discussion with parents may involve a discussion about:

- any behavioural triggers or warning signs of an impending incident
- whether any agreed behaviour support plans were followed

- what de-escalation strategies were used and how effective they were
- what might be done differently in the future

The school may use this information to amend any existing behaviour support plans, as needed.

Following a physical intervention, there may be the need to introduce an individual Positive Behaviour plan. This will be decided by the Senior Leader or Pastoral and Safeguarding Manager and set up in conjunction with the class teacher. If the pupil already has a Positive Behaviour Plan, then the plan will be reviewed.

Post Incident Management

Incidents that require the use of physical intervention can be upsetting to all concerned. After the incident has subsided the staff and pupil involved will be given emotional support. It is important that there is the opportunity for repair and restore relationships between the child and adults involved as soon as possible.

Complaints

Any complaints regarding the use of restrictive interventions will be dealt with in accordance with the school's normal complaints procedure. If an allegation regarding inappropriate use of force and/or other restrictive interventions is made against a member of staff, the procedures in Keeping Children Safe in Education will be followed. This includes the provisions regarding suspension of staff.