

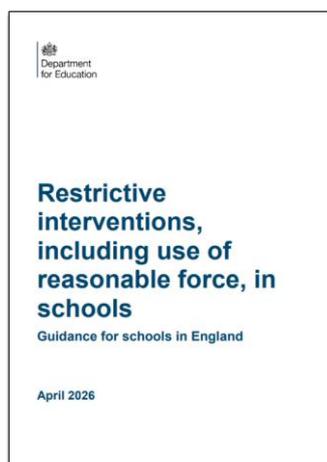
# Banks Road Primary School



## Positive Handling Policy

Provenance/ Author	Person (s) Responsible	Version	Reviewers	Effective Date	Recommended Review Date	Distribution
James Savage	Jamie Wilson Headteacher	V8	Governors	September 2025	September 2026	All Staff
James Savage	Jamie Wilson Headteacher	V9	Governors	April 2026	April 2027	All Staff
James Savage	Jamie Wilson Headteacher	V10	Governors	April 2026	April 2027	All Staff

This policy works in partnership with the Behaviour Policy. This policy works in partnership and aligns with the following DfE guidance:



The responsible person for the implementation of the policy is the Headteacher. The policy will be reviewed at least bi-annually by the Headteacher and the Governing Board.

## 1. Our principles and values.

This policy has been developed in line with the Department for Education guidance *Restrictive interventions, including use of reasonable force, in schools* (April 2026), and statutory duties under Section 93 and Section 93A of the Education and Inspections Act 2006, and the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025. It also reflects obligations under the Human Rights Act 1998, Equality Act 2010, and Health and Safety at Work etc. Act 1974. Previous guidance, including 'Use of Reasonable Force' (2013), is now superseded. Additionally, the policy follows the policies and guidance of Liverpool Local Authority Children's Services in relation to Safeguarding.

This policy has been reviewed and updated in line with the DfE guidance *Restrictive interventions, including use of reasonable force, in schools* (April 2026), which includes new statutory requirements for recording and reporting significant incidents and seclusion. It also takes due account of the 'Review of the Recording and Reporting of the Use of Force in Schools' (2011).

This policy should be read in conjunction with other school policies relating to interaction between adults and children. E.g. Child Protection, Health and Safety, Special Educational Needs and Disability, Behaviour.

This policy has been prepared for the support of all teaching and support staff who come into contact with children and for volunteers working within the school to explain the school's arrangements for care and control. Policy contents are available to parents and carers. A statement about the school's Behaviour Policy is made to parents/carers in the parents/carer's booklet.

By signing Home School Agreements parents are acknowledging the school's power to use reasonable force in the circumstances described in this policy. Parental consent is not required in order for reasonable force to be used when necessary.

### 1a. Roles and responsibilities

#### Governing Board

The Governing Board is responsible for:

- Reviewing and approving this policy.
- Monitoring data on the use of restrictive interventions, including trends, patterns and any disproportionate impact on groups of pupils.
- Ensuring procedures for recording and reporting incidents are effective and compliant with statutory requirements.

#### Headteacher

The Headteacher is responsible for:

- Implementing this policy and ensuring staff understand their responsibilities.
- Authorising specific staff to use reasonable force where appropriate.
- Ensuring staff receive appropriate training, including Team Teach.
- Reviewing incidents and ensuring appropriate follow-up, including support for pupils and staff.

#### Designated Safeguarding Lead (DSL)

The DSL is responsible for:

- Reviewing all incident records.
- Notifying parents/carers of incidents unless doing so would place a pupil at risk of harm.
- Ensuring records are stored securely in line with safeguarding and data protection requirements.
- Liaising with external agencies when required.

#### All Staff

All staff are responsible for:

- Following this policy and using de-escalation strategies wherever possible.
- Using reasonable force only when absolutely necessary and proportionate.
- Recording all significant incidents on the same day using the school's documentation.
- Informing the DSL or a senior leader immediately after an incident.

### **SENDCo**

The SENDCo is responsible for:

- Supporting staff to identify triggers and plan reasonable adjustments.
- Co-producing Positive Handling Plans and risk assessments for pupils with additional needs.
- Reviewing plans following any incident.

## **2. Purpose and implications of the policy.**

Good personal and professional relationships between staff and children are vital to ensure good order at Banks Road. It is recognised that the majority of children at Banks Road respond positively to the discipline and control practiced by staff. This ensures the well-being and safety of all children 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. Banks Road Primary School acknowledges that physical techniques are only part of a whole setting approach to behaviour management. Every effort will be made to ensure that all staff in the school clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where reasonable force is necessary and are provided with appropriate training to deal with these difficult situations.

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

- i. committing any offence (or, for a child under the age of criminal responsibility what would be an offence for an older child);
- ii. causing personal injury to, or damage to the property of, any person (including the child himself);
- iii. prejudicing the maintenance of good order and discipline at the school or among any children receiving education at the school, whether during a teaching session or otherwise.

Note: Section 93 of the Education and Inspections Act (2006) makes it clear that force may be used to prevent behaviour that prejudices the maintenance of school discipline regardless of whether that behaviour would also constitute a criminal offence.

The staff to which this power applies are defined in Section 95 of the Act. They are:

- i. any teacher who works at the school;
- ii. any other person whom the Headteacher has authorised to have control or charge of children, including:
  - a. support staff such as teaching assistants;
  - b. people to whom the Headteacher has given temporary authorisation to have control or charge of children (e.g. catering, admin or premises staff), and unpaid volunteers (e.g. parents accompanying children on school-organised visits).

Individual members of staff cannot be required or directed to use physical restraint. However, as teaching and non-teaching staff work in 'loco parentis' and should always operate with an appropriate 'Duty of Care', should the school's policy not be adhered to by individuals, it is not unforeseeable that claims of care could be levied against them.

The application of any form of physical control places staff in a vulnerable situation. It can only be justified according to the circumstances described in this policy. Staff, therefore, have a responsibility to follow this policy and to seek alternative strategies wherever possible in order to prevent the need for physical intervention.

Reasonable force will only be used as a last resort when all other behaviour management strategies have failed or when children, staff or property are at risk.

#### Definitions of Positive Handling:

No legal definition of reasonable force within a school's context exists, however, for the purpose of this policy and the implementation of it in Banks Road Primary School:

- 'Reasonable Force uses the minimum degree of force necessary for the shortest period of time to prevent a child harming himself, herself, others or property'.
- The scale and nature of any physical intervention at Banks Road Primary School 'must be proportionate to both the behaviour of the individual to be controlled and the nature of the harm they might cause'. (DfES/DOH Guidance for Restrictive Physical Interventions, 2002).

This policy does more than simply outline the use of physical intervention at Banks Road Primary School. This policy aims to provide a transparent overview of how we as a staff team use physical contact to both care for and, where appropriate control children within the school. Working within the philosophy of 'Every Child Matters' with a particular focus in relation to the strands of 'staying safe' and 'enjoying and achieving', our policy describes the acceptable physical interaction between staff and children on a daily basis. Based on the principles of moving from least intrusive to more restrictive holding, our policy has divided interaction into three definable areas.

#### i. Physical Contact:

Situations in which physical interaction occurs between staff and children to either care for children who may be distressed or have severe and profound learning disabilities, or in subject areas such as physical education in order to promote inclusive learning opportunities and deliver Early Years Foundation Stage/National Curriculum. In addition, staff will also use positive touch to comfort children and as part of the Personal, Social and Emotional Development (PSED) curriculum in order to teach them more appropriate ways of seeking attention. Where possible staff will always endeavour to use 'safe hugs,' the 'friendly hold' and helpful hugs. Banks Road does not operate a 'no contact' policy. Appropriate physical contact includes guiding pupils, comforting distress, giving first aid, and demonstrating PE techniques, in line with safeguarding principles.

#### ii. Physical Intervention:

This may be used to divert a child from a destructive or disruptive action, for example guiding or leading a child by the arm or shoulder with little or no force. The techniques implemented here will include 'turn, gather, guide' and the 'friendly or small child hold'. The important factor within these situations is the compliance of the child.

#### iii. Physical Control and Restraint/Restrictive Physical Intervention:

This will involve the use of reasonable force when there is an immediate risk to children, staff or property. It is important to note that the use of 'reasonable force' should be seen as a last resort (emphasis TINA – There Is No Alternative). Force must never be used as punishment. Holds that restrict breathing or circulation, or apply pressure to the neck, chest, or abdomen, are prohibited. All such incidents are to be recorded and given to the leadership team for storage within a child's file.

A Positive Handling bound book is used to formulate a risk assessment for those children whose behaviour requires restrictive interventions. In such cases, individual Positive Handling Plans will be developed and the strategies shared. Such plans are regularly reviewed and trends in behaviour monitored. Such plans are produced in accordance with the Team Teach approach and in line with the BILD Code of Practice (2014: Fourth Edition).

The following techniques are accredited by Team Teach and authorised for staff to use by the Headteacher. Whenever possible the following techniques will be used:

- Positive Handling
- CALM (Communicate, Awareness and Assessment, Listen and Look) Body Language
- Be Aware of 6 Signs of Crisis
- De-escalation Skills

- Help Scripts
- As a last resort TINA – There Is No Alternative.
- “T” Wrap: standing and kneeling with support for legs.
- Small Child Hold.

As indicated the level of compliance from the child determines whether or not the interaction is an intervention or a control/restraint (staff need to be clear of the difference). If staff are in doubt then the incident should be recorded on the school use of reasonable force form. The Leadership Team will follow the recording of the incident up with individual members of staff where necessary.

## 2a. Using reasonable force to search pupils

In line with DfE guidance *Searching, Screening and Confiscation*, staff at Banks Road Primary School may use **reasonable force** when conducting a search **only where the item being searched for is a prohibited item in law** (e.g. weapons, stolen items, illegal drugs, or items listed as prohibited within statutory guidance). Reasonable force **must not** be used to search for items that are banned solely under school rules (e.g. mobile phones, toys, or other non-prohibited items).

Only the Headteacher, or staff specifically authorised by the Headteacher, may carry out a search using reasonable force. Any search must follow these principles:

- Reasonable force can be used **only** to seize **prohibited items** that pose a risk to safety.
- Staff must use the **least intrusive** force for the **shortest necessary time**.
- A second adult should be present wherever possible.
- Any search involving the use of reasonable force must be **recorded on CPOMS** and parents/carers informed the same day, in line with Section 7 of this policy.

## 3. Underpinning values.

This section should be read alongside national definitions in Section 1a and recording requirements in Section 7 to ensure consistent understanding across the school.

Everyone attending or working at Banks Road Primary School has a right to:

- recognition of their unique identity;
- be treated with respect and dignity;
- learn and work in a safe environment;
- be protected from harm, violence, assault and acts of verbal abuse.

Children attending Banks Road Primary School and their parents/carers have a right to:

- individual consideration of child needs by the staff who have responsibility for their care and protection;
- expect staff to undertake their duties and responsibilities in accordance with the school's policies;
- be informed about school procedures, relevant policies and the expected code of conduct of all children and staff working in Banks Road Primary School;
- be informed about the school's complaints procedure.

Banks Road Primary School will ensure that parents/carers and children understand the need for and respond to clearly defined limits, which govern behaviour in the school. Parents/carers will be made aware through 'Home/School Visits' about how to promote the good behaviour of their child and that efforts have been made by them to ensure that he/she understands and follows the school's Behaviour Policy.

At Banks Road we share a common belief about behaviour which is that all behaviour is communication about how an experience is making a child feel. We understand that the environment we provide can and does add to positive or negative feeling. Banks Road Primary School will proactively identify triggers for pupils with SEND and co-produce behaviour support plans with parents and professionals. Plans will include reasonable adjustments under the Equality Act 2010, strategies to reduce distress, and clear parameters for physical contact where necessary. Plans will be reviewed regularly and after any significant incident.

#### **4. Authorised staff.**

At Banks Road Primary School all staff are authorised to use reasonable force within the context of DfE guidance **Restrictive interventions, including use of reasonable force, in schools** (April 2026) and the legal powers set out in Section 93 of the Education and Inspections Act 2006. Only non-teaching staff specifically authorised by the Headteacher to have control or charge of children may use reasonable force to manage or control children.

The school provides training for all staff and the Headteacher retains a list of all those staff trained authorised. The list is reviewed on an annual basis (or more frequently if the context requires it).

Authorisation is not given to volunteers or parents/carers.

Supply staff will not appear on the 'authorised persons list' unless they can offer valid certification in the 'Team Teach' approach and are familiar with the school's policy.

The Headteacher is responsible for making clear to whom such authorisation has been given, in what circumstances and settings they may use force and for what duration of time this authorisation will last. The Headteacher will ensure that those authorised are aware of, and understand, what the authorisation entails.

Those whom the Headteacher has not authorised will be told what steps to take in the case of an incident where control or restraint is needed.

Support Services will have their own policies for positive handling of children. When working within the school it is the Headteacher's responsibility to ensure that colleagues from Support Services are aware of school policy and practice. The Headteacher in the school will be accountable for their actions while in the school.

#### **5. Training.**

Training for all staff will be made available and is the responsibility of the Headteacher. Prior to any practical training theoretical aspects of effective behaviour management will have been delivered and arrangements will be made clear as part of the induction of staff and training will be provided as part of on-going continued professional development for staff. The absence of accredited training does not preclude a member of staff from using reasonable force when appropriate.

#### **6. Procedures.**

As an accredited provider with the British Institute of Learning Disabilities (BILD), Banks Road Primary School is committed to implementing the Team Teach approach, 'working together to safeguard people and services'. Further information in relation to Team Teach can be found at [www.team-teach.co.uk](http://www.team-teach.co.uk).

Physical techniques are not used in isolation and Banks Road Primary School is committed to ensuring that as a result of incidents learning opportunities are created for children that allow them to 'own' and take responsibility for their behaviour.

The school continues to embed opportunities for 'Reflect, Repair, Rebuild' between adult and child. Procedures will be put in place to ensure that appropriate support is provided for staff and that following an incident children/staff relationships are rebuilt and repaired to ensure that a positive learning environment is maintained.

All the techniques used take account of a young person's;

- age,
- gender,
- level of physical, emotional and intellectual development

- special needs
- social context

They should also provide a gradual, graded system of response. Where appropriate Positive Handling Plans are written for individual children and where possible, these will be designed through multi agency collaboration e.g. when devising Pastoral Support Plans.

Risk assessments must also consider staff safety and comply with duties under the Health and Safety at Work etc. Act 1974. They should identify risks, mitigation strategies, and training needs for staff likely to use restrictive interventions.

Strategies for dealing with challenging behaviour:

As endorsed in the school's Behaviour Policy, staff utilise consistent positive strategies to encourage acceptable behaviour and good order. Some examples of such strategies include:

- 'Describe reality'/state the obvious
- Use positive, reassuring language
- Utilising the 'Help Script' and the 'Help Protocol'
- Reflect, Repair, Rebuild
- Adult modelling
- Use of choice drivers: 'when and then' and/or 'either and or'

Every effort will be made to resolve conflicts positively and without harm to children or staff, property, buildings or the environment. Where unacceptable behaviour threatens good order and discipline and provokes intervention, some or all of the following approaches should be taken according to the circumstances of the incident.

- Verbal acknowledgement of unacceptable behaviour with request for the child to refrain; (this includes negotiation, care and concern)
- Further verbal reprimand stating:
  - that this is a repeated request for compliance;
  - an explanation of why observed behaviour is unacceptable;
  - an explanation of what will happen if the unacceptable behaviour continues.
- A statement of intent that physical intervention may well be used alongside a reminder that holding will cease when the child shows compliance. If possible, summon assistance from other colleagues.
- Physical intervention. Reasonable force being used to prevent a child harming him or herself, others or property.

Training in physical intervention given to staff will include sections on the current legal framework, background, theory and rationale behind the Team Teach approach as well as an understanding of personal space, body language and a personal safety curriculum before any physical techniques are taught.

Team Teach techniques seek to avoid injury to children, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as failure of professional technique, but as a regrettable and infrequent side effect of ensuring that the child remains safe.

Types of Incident:

Examples of situations that may call for judgements of this kind include:

- a child attacks a member of staff, or another child;
- children are fighting;
- a child is engaged in, or is on the verge of committing, deliberate damage or vandalism to property;
- a child is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects;
- a child is running in a corridor or on a stairway in a way which he or she might have or cause an accident likely to injure him or herself or others;
- a child absconds from a room or tries to leave the school (note: this will only apply if a child could be at risk if not kept in the room or in the school).

- a child persistently refuses to follow an instruction to leave a situation of danger.
- a child is behaving in a way that is seriously disrupting an activity.

It is important to note that the use of reasonable force will only be applied at this school as a last resort, when all other alternatives have been exhausted and that any force used will be reasonable, proportionate and absolutely necessary.

Acceptable measures of physical intervention:

- Strategies for 'de-escalation' or 'diffusion' which can avert the need for a physical intervention – i.e. Calming Script, Help Script, Help Protocol.
- Guide child away by elbow using 'caring C'.
- Turn, Gather, Guide.
- Refer to Behaviour Policy.
- Calm Stance.
- Help Protocol for children as below in this section of this policy.

The distinction between:

- 'Time out which involves restricting the child's access to all positive reinforcements as part of the behavioural programme in a room or area.
- 'Withdrawal' which involves removing the child from a situation which causes anxiety or distress to a location where they can be continuously observed and supported until they are ready to resume their usual activities
- (Section 3.13 DfES/DOH, July 2002)
- Banks Road Primary School does not use seclusion as a disciplinary measure. If seclusion is ever required as a safety measure to prevent harm, it must comply with DfE guidance (April 2026):
  - Used only as a last resort for safety, never as punishment
  - Pupil must be supervised at all times
  - Environment must be safe and non-threatening
  - Incident must be recorded and reported under statutory duties
- First aid procedures to be employed and those responsible for implementation in the event of an injury or physical distress arising as a result of a physical intervention.

Wherever possible assistance will be sought from another member of staff.

Positive Handling at Banks Road Primary School is seen as a proactive response to meet individual child needs and any such measures will be most effective in the context of the overall ethos of the school, the way that staff exercise their responsibilities and the behaviour management strategies used.

A specific script used by staff at Banks Road Primary School in order to support each other is the 'Help Protocol'. The following provides an aide memoir of this script: -

#### Help Protocol

- "Hello (name of staff)", where appropriate the child should also be engaged by the use of their name. "Would you like some help?"
- The response from the member of staff should always be "Yes please".
- "How can I help?" is the question that should then be posed allowing the member of staff originally involved in the incident to retain control of the situation.
- "You can help by..." enables effective support to be provided for all concerned.
- If a situation arises where it is evident that support is required but is refused the incoming member of staff will use the phrase "I am available for more help".
- The response should then be, "What do you suggest?"
- The member of staff then replies, "I would like you to ... and I'll catch up with you later". The final statement should always be followed up so as to ensure the professional relationship between colleagues remains untarnished.

## **7. Recording.**

### Definitions used in this recording section

For clarity and alignment with national guidance, Banks Road Primary School uses the following categories for recording incidents:

- **Significant incident involving force:**

Any situation where force goes beyond appropriate everyday physical contact and is used to prevent harm or maintain safety.

- **Restraint incident:**

Any restrictive physical intervention that prevents a child from moving freely.

- **Seclusion incident:**

Any incident where a child is prevented from leaving a space for safety reasons. Seclusion is **never used as a disciplinary response** and must always meet the criteria set out in Section 3 of this policy.

These definitions reflect the terminology used in statutory guidance and ensure consistent recording and reporting.

In line with statutory duties under Section 93A of the Education and Inspections Act 2006 and the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025, every significant incident involving the use of force, seclusion, or restraint must be recorded in writing as soon as practicable and no later than the same day. Records must include:

- Names of pupil and staff involved
- SEN/disability status
- Time, date, location, and duration
- Triggers, de-escalation strategies used
- Type and degree of force applied
- Any injuries and post-incident support Parents must be informed in writing (e.g., email or secure messaging) as soon as practicable and ideally the same day, even if agreed in a behaviour plan. Best practice includes offering a follow-up discussion to review triggers and prevention strategies.

Note: In this case, 'parent' has the meaning given by section 576 of the Education Act 1996 and so will include people having day-to-day care of the child and the Local Authority where the child is the subject of a care order.

Section 576 also deems the Local Authority as a parent in the case of children who are looked after under Section 20 of the Children Act 1989. If it is likely that reporting an incident to a parent will result in significant harm to the child in question, then the incident should be reported to the Local Authority.

After the review of the incident, a copy of the details will be placed on the child's file.

A Health and Safety Accident/Incident Form (AC11) will be completed and returned to the Local Authority in situations where injury has occurred to either members of staff or children. Where staff have been involved in an incident involving reasonable force, they should have access to on-site counselling and support.

Action after an incident:

The Headteacher will ensure that each incident is reviewed and investigated further as required. If further action is required in relation to a member of staff or a child, this will be pursued through the appropriate procedure:

- Review of Behaviour Programme PPP / PSP / Positive Handling Plan.
- Child Protection/Safeguarding Procedure (this may involve investigations by Police and/or Children's Services).
- Staff or Child Disciplinary Procedure
- School Behaviour Policy
- Exclusions Procedure in the case of violence or assault against a member of staff or other children.
- The member of staff will be kept informed of any action taken.
- In the case of any action concerning a member of staff, she/he will be advised to seek advice from his/her professional association/union.

Post-incident support must include:

- Medical assessment for any injuries
- Structured debrief facilitated by someone not involved in the incident
- Monitoring of pupil and staff wellbeing, with access to counselling if needed
- Review of behaviour support plans and triggers

## **8. Complaints.**

The availability of a clear policy about reasonable force and early involvement of parents/carers should reduce the likelihood of complaints but may not eliminate them.

Any complaints about staff will be investigated through the school's Complaints Policy. If necessary, the complaint will be dealt with by the Staff Disciplinary Procedures and/or Child Protection/Safeguarding Procedures.

## **9. Monitoring incidents.**

Whenever a member of staff has occasion to use reasonable force, this will always be recorded and documented following agreed procedures. Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert the Headteacher to the needs of any child(ren) whose behaviour may require the use of reasonable force.

Monitoring of incidents will take place on a regular basis and the results used to inform planning to meet individual children and school needs.

To support the Headteacher and school and to ensure objectivity, the Excellence and Improvement Partner (EIP) to the school will be involved with the monitoring process. In addition, at Banks Road Primary School, the Chair of the Governing Board is the named representative who supports this process by undertaking audits of incidents and feeding back findings to the Headteacher where necessary. Governors will review data on restrictive interventions termly to identify patterns, disproportionate use, and inform staff training and policy improvements.

## **Appendix 1**

Positive Handling – Do's and Don'ts

1. Use Safe Hug (side on approach) for children in Early Years Foundation Stage upwards.
2. Use Helpful Hug and procedure (re help script) for children in Early Years Foundation Stage upwards.
3. 'T' Wrap (Last Resort) to be used only as part of Personal Provision Plan (PPP). Only used when written down and shared with parents/carers.
4. Children to be encouraged to sit on the floor or chairs rather than staff knees in the 3-5's wing. Ok for 2-3's wing children to sit on staff knees due to the needs of 2-3's children.
5. All staff to guide/cup elbows (small child hold) to support children rather than pull children's arms/wrists.
6. Staff to consider how to support children during outdoor play. Staff are requested not to pull children's hoods/jackets if behaviour incidents occur.
7. Staff are to encourage children to sit to the side of them when seated on the floor rather than putting children between their legs.
8. Staff are to use a wrist hold for 3–5-year-olds if a child is about to hit a member of staff.
9. Staff to move back when a child is kicking them. Staff to move other children from the area (circles of danger) near the kicking.
10. Staff to approach children side on (safe stance) when care and control support is needed.
11. Staff to record all above strategies on an incident sheet if used. Leadership Team to complete the Positive Handling Bound Book (p69 of the Team Teach Manual 2006).

## **Appendix 2**

Course Name:	Positive Behaviour Management Level One 6 hours	Organisation Name:	Team Teach Ltd
Training Completed With The Following Staff (Friday 2 <sup>nd</sup> September 2022):	<ol style="list-style-type: none"> <li><del>1. Lucy Dabner</del></li> <li>2. Andrea Cavanagh</li> <li>3. Rebecca Davies</li> <li><del>4. Ciarraí Guinan</del></li> <li>5. Faye Randles (now Faye Shore)</li> <li>6. James Morrissey</li> <li>7. Laura Anyiam-Jones</li> <li>8. Claire Gainey</li> <li>9. Rebecca Corkill</li> <li>10. Joanne Wakefield</li> <li><del>11. Diane Jones</del></li> <li>12. Lynne Brand</li> <li>13. Sian Kinsey</li> <li>14. Nicola Roche</li> <li>15. Courtney Cooke</li> <li>16. Sarah Summers</li> <li>17. Ellie Glover</li> <li>18. Olivia Farrington</li> <li><del>19. Stephanie Barr</del></li> <li><del>20. Kathryn Dornan</del></li> <li><del>21. Helen Sewell</del></li> <li>22. Patrick Reilly</li> <li><del>23. Rachael Davis</del></li> <li>24. Alison Seaton</li> </ol>		

Course Name:	Positive Behaviour Management Level One 6 hours	Organisation Name:	Team Teach Ltd
Training Completed With The Following Staff (Tuesday 27 <sup>th</sup> June and Wednesday 28 <sup>th</sup> June 2023):	<ol style="list-style-type: none"> <li>1. Ewa Adamczewska</li> <li><del>2. Sian Wakefield</del></li> <li>3. Selma Kesedzic</li> </ol>		

Course Name:	Positive Behaviour Management Level One 6 hours	Organisation Name:	Team Teach Ltd
Training Completed With The Following Staff (Monday 2 <sup>nd</sup> June 2025):	<ol style="list-style-type: none"> <li>1. Selma Kesedzic</li> <li>2. Faye Shore</li> <li>3. Joanne Wakefield</li> <li><del>4. Courtney Cooke</del></li> <li>5. Sarah Summers</li> <li>6. Becky Corkill</li> <li>7. Ellie Glover</li> <li>8. Alison Seaton</li> <li><del>9. Sian Wakefield</del></li> <li>10. Olivia Farrington</li> <li>11. Paddy Reilly</li> <li>12. Sian Kinsey</li> <li>13. Laura Anyiam</li> <li>14. Milly McGee</li> <li>15. Lynne Brand</li> <li>16. James Morrissey</li> </ol>		

	17. Bailey Wright 18. Becky Davies 19. Kerry Connor 20. Karen Barnes 21. Andrea Cavanagh 22. James Savage 23. Jamie Wilson 24. Nicola Roche
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Course Name:	Positive Behaviour Management Level One 6 hours	Organisation Name:	Team Teach Ltd
Training Completed With The Following Staff (Wednesday 20 <sup>th</sup> January 2026):	1. Evie Scott 2. Ben Cryer 3. Cath Perry 4. May Mallon 5. Rachel McDonald		

Policy Agreed: April 2026  
 Policy to be reviewed: April 2027

Signed: .....

Chair of Governors: .....