



Positive Handling Policy and Procedures

Our Shared Vision

Striving for excellence in everything we do

High Quality
Education for
ALL

Effective
home/school
and community
partnerships

Equality Mission Statement

We are committed to ensuring equality of educational opportunity and support for all pupils, parents, carers, staff and visitors irrespective of age, sex, race, disability, religion or belief, sexual orientation, pregnancy, gender reassignment, and socio-economic background. We aim to provide a fully inclusive school in which every person feels proud of their identity and is able to participate fully within the school community. We believe that a diverse school community is a strength which should be respected and celebrated by all those who learn, teach and visit here.

Approved by: FGB	Date: 11.12.25
Signature (Chair of Committee): Signed copy held on file in school	Signature (Headteacher): Signed copy held on file in school

Last reviewed on: November 2025	Next review date: November 2026
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This policy covers many of the articles from the UN Convention on the Rights of the Child. Some key ones are listed below.

Article 3

All organisations concerned with children should work towards what is best for each child.

Article 12

Children have the right to say what they think should happen when adults are making decisions that affect them and to have their opinions considered.

This policy outlines how staff at Becontree Primary School create and maintain good order and relationships through positive approaches and should be read in conjunction with the school's Inclusion Policy, Health and Safety Policy, Whole School Behaviour and Attitudes Strategy, Emotional Well-Being and Mental Health Policy, the Use of Reasonable Force DfE Guidance (draft 2025) and the school's Safeguarding Policy.

Entitlement

Becontree Primary School recognises that children, staff, parents/carers, local authority and the community all have rights and responsibilities that should be reflected in its policy and practice for managing and supporting children's behaviour.

Child's Entitlement

All children are entitled to:

- be listened to
- opportunities to develop self-worth through gaining success and accepting responsibility
- opportunities to develop self-discipline and emotional intelligence
- an orderly, caring and supportive regime which allows children to grow
- consistency of treatment from all members of the school community
- know the rules, routines and expectations of the school
- praise and reward for positive achievements and endeavour
- positive role models to emulate
- be treated as an individual
- expect their potential to be explored in a range of activities and situations
- have any issues dealt with effectively and quickly

Staff Entitlement

All staff are entitled to:

- mutual respect
- an orderly and supportive environment in which effective teaching, can occur

- active participation in the development and review of the policy and practice
- systems which allow staff to be involved in the personal and social growth of the children.
- advice and support from senior colleagues
- regular time allocation for induction, personal and professional development

Parents/Carers Entitlement

Parents/Carers are entitled to:

- be regularly and actively involved in the academic, social and personal education of their children
- involvement in seeking constructive solutions to problems involving their children
- regular agreed contact with staff
- information about policies and practice

Community Entitlement

The local and wider community are entitled to:

- consideration and respect
- neighbourliness
- the co-operation of the school in matters which effect the community

Purpose of this policy

The policy aims to give all members of the school community clear guidance so that any physical intervention that is undertaken is carried out in a way that supports the school ethos. In particular, it aims to describe the circumstances in which physical intervention is an appropriate response and how staff at the school will fulfil their responsibilities in those circumstances.

Physical Touch

We do not believe in a 'no contact' policy, as we believe that physical touch is an essential part of human relationships. There may be circumstances where it is appropriate for staff to have some physical contact:

- to give first aid;
- to guide or escort children e.g., holding hand to go into assembly, back to the classroom, or helping a child to space they have chosen to self-regulate;
- to comfort a distressed child;
- to congratulate or praise a child, e.g., a pat on the back or a handshake;
- to demonstrate how to use a musical instrument, PE technique or sensory exercise.

In assessing if physical contact is appropriate in a given situation, staff should use their judgement, have regard to our Safeguarding and Child Protection Policy,

applicable circumstances (e.g. if other staff are present), the age of the child and other vulnerabilities the child may have.

To use physical support successfully, staff will adhere to the following principles. It must:

- be non-abusive, with no intention to cause pain or injury
- be in the best interests of the child and others
- have a clear educational purpose, e.g., to access the curriculum or to improve social relationships
- take account the welfare of the child and the Equalities Act 2010.

What types of physical interventions can be used?

Reasonable Force: Physical contact by a member of staff on a child to control or restrain their actions/movements. Any use of this is an example of restrictive intervention and may or may not involve the use of restraint.

Definition	Example	
Restrictive intervention	A planned or reactive action which limits a child's movement, or freedom to act independently.	For example: • restrictive hold i.e. single elbow
Non-restrictive physical interventions	Where the child's movement is not restricted.	For example: • escorts and guides
Restraint	A form of restrictive intervention involving direct physical contact or force where the intention is to prevent, restrict or subdue the movement of the body, or part of the body of the child.	For example: • restrictive hold of double elbow and legs.

Physical intervention can be used in an emergency response where a child is placing themselves or other in serious risk or they can be used as part of planned interventions in which staff employ, where necessary, pre-arranged strategies and methods which are based on a risk assessment and recorded in an individual plan for the management of a pupil.

What the law says on when is restrictive physical intervention permissible

Section 93 of the Educations and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following.

- a) Committing any offence (or for a student under the age of criminal responsibility, what would be an offence for an older pupil)
- b) Causing personal injury to, or damage to the property of, any person (including the student; or a member of the school community).
- c) Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during teaching sessions or otherwise.

Staff Training

We have adopted the School Staff Safety Positive Handling Training approach to staff training. There are key members of staff who are trained in across the school. All trained staff are fully accredited and update their skills/re-accredit every two years.

We consider all staff to have a responsibility for pupil behaviour. The training includes de-escalation techniques which introduce the use of positive handling at an appropriate time, based on a range of other options. All techniques have undergone a medical review carried out by three independent medical and legal experts. Staff working closely with pupils with SEN or disabilities will undertake risk assessments to inform decisions regarding levels of staff training required. These staff will also inform the circumstances in which the school will temporarily authorise staff or volunteers to have control of such pupils.

De-escalation

Before using positive handling at our school, it is important that staff have tried to de-escalate the situation.

These measures can include:

- building a positive relationship and trust with children;
- using a range of effective communication strategies such as appropriate tone of voice;
- showing empathy towards the child;
- sharing our Behaviour and Learning expectations and making it clear that they are not making the correct choice and giving solutions to how the behaviour can change;
- giving children time, space and strategies to calm down before the behaviour escalates;
- working closely with parents/carers to support individual children.

The use of positive handling will only be proportionate to the level of risk and will be reduced at the earliest possible time. Staff will only use methods they are trained to use unless there is an extreme emergency and where there is no viable alternative. Staff are advised that, as far as possible, they should not use positive handling unless or until another responsible adult is present to support, observe and call for assistance.

When a positive handling intervention is justified, staff will use 'reasonable force'. This is the degree of force 'warranted by the situation'. It will be 'proportionate to the

circumstances of the incident and the consequences it is intended to prevent'. Any force used will always be the minimum needed to achieve the desired result and for the shortest amount of time.

Staff will not act out in anger or frustration. They will try to adopt a calm, measured approach and maintain communication with the pupil at all times.

Children with SEND

Some children with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves or others. Staff will be observant and look out for triggers for their actions/behaviours so that proactive support can be provided by reducing the triggers.

These measures may include:

- removing stimuli that may be causing distress;
- changing body language, facial expression and/or tone of voice;
- supporting the child to express their emotions, if they are able to do so, before getting overwhelmed;
- engaging the child in an activity which may help them to manage their feelings or anxiety;
- distracting the child in something that interests them;
- introducing a familiar object, adult or activity which will redirect their attention.

Risk Assessment and Staged Approach

The use of positive handling will be the outcome of a professional judgement made by staff based on this school policy. It is avoided whenever possible and will not be used for staff convenience.

Positive handling intervention will **only** be considered if other behaviour management options have proved ineffective or are judged to be inappropriate or in an emergency. 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. Positive handling 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 children and calling for assistance.

Supply staff will not be authorised to use positive handling interventions nor will parents and volunteers in the school. Staff from the local education authority may have their own policies about the care and control of pupils but, whilst on the premises, they will be expected to be aware of, and operate within, the policy of this school.

As a school, we use a staged approach in managing and supporting children's behaviour needs.

Stage 1:

All children who need further support and nurture in managing their behaviour have an Individual Management Plan (Stage 1). All children who attend our Four Seasons ARP have one of these plans as part of our behaviour strategy. The plans are drawn up to ensure and encourage a positive working relationship and understanding between staff and children. They detail any hazards and control measures that are in place to ensure the safety of the child as well as other children in the setting and members of the school community. For incidents that are identified on the child's plan that are low level, staff will use some of the following techniques (this list is not extensive): guiding, prompting, choices, distraction, tactical ignoring, transfer of adult, reassurance, physical diversion (holding a hand, cuddle, arm around the shoulder- if a child indicates they want this.) (Please see template to be used in Appendix C)

Stage 2:

Where there are any on-going concerns regarding a child's behaviour, an Individual Management Plan (Stage 2) may need to be drawn up in partnership with parents to help support that child further. (Please see template to be used in Appendix A)

The place of positive handling intervention within broader behavioural planning

If, through the school's special needs assessment procedures, it is determined that positive handling intervention is likely to be appropriate to help the child make progress, an Individual Management Plan will be drawn up in consultation with parents/carers, following the school's guidelines (See Appendix A for the template to be used).

Before the individual management plan is implemented, any necessary training or guidance will be provided for the staff involved. The strategic leadership team will be responsible for establishing staff needs and for organising necessary training.

What to do after the use of positive handling

After the use of any reasonable force that involves restrictive intervention or restraint the following procedures **must** be followed.

- Inform your line manager about the positive handling and why it was necessary.
- Ensure the child received first aid if a restraint has been implemented
- Details of the incident will be recorded by all adults involved, on the positive handling incident report form found in the Positive Handling policy (Appendix B). These need to be in detail outlining all de-escalation strategies previously tried, as they may be used as evidence to address any complaints that may be received by the school.

- Recording needs to be completed within 12 hours wherever possible. Staff are offered the opportunity to seek advice from a senior colleague when completing their report. (SLT, SENDCo and/or ARP Lead).
- Any injuries suffered by those involved will be recorded following normal school procedures.
- The Headteacher/Deputy Headteacher will check there is no cause for concern regarding the actions of the adults involved. If it is felt that an action has 'caused or put a child at risk of significant harm' the school will follow their child protection procedures and also inform parents/carers.
- Parents/Carers will be informed on the day of the incident and will be offered the opportunity to discuss any concerns they may have regarding the incident. The written record will be provided to the parent within 12 hours of the incident happening.
- Support/debriefing will be available for all adults and children who have been involved in any incident.
- Incident report and any comments made by parent/carer will be uploaded to CPOMS within 24 hours.
- Individual behaviour management plan for the child to be reviewed to see if additional control measures can be put in place to reduce the risk of any further positive handling. This will be completed by either the SENDCo or ARP Lead.

The Strategic Leadership Team will use the records kept to analyse patterns of behaviour and decide whether responses are being effective.

For any non-restrictive physical interventions' schools are not required to record or report these incidents where force was not used. However, it may be discussed with you as part of an Individual Behaviour Management Plan meetings, if these non-restrictive physical interventions are needed consistently.

Post Incident Support

Members of staff who have been assaulted may wish to report the incident to the police and/or seek advice and support from their trade union representative.

If staff or children have been injured, immediate first aid will be provided and medical help accessed, if necessary. Staff and children will also receive emotional support. An Individual Behaviour Plan may be necessary to prevent and deal with any further recurrence of behaviour that could lead to the use of positive handling. If necessary, we may also inform local authority children's services (Educational Psychology Service; Child and Adolescent Mental Health Service; Social, Emotional and Behavioural Support Service). Staff will aim to help the child to develop strategies to avoid repeating the challenging behaviour.

School will provide ongoing support for staff and children as long as necessary in respect of:

- physical consequences
- emotional stress/loss of confidence

- opportunity to analyse, reflect and learn from the incident

Complaints Procedure

Any complaint will first be considered in the light of the school's child protection procedures. If child protection procedures are not appropriate, the school's complaint procedures will be followed.

The complaints procedure can be found on the Becontree Primary School Website at <http://www.becontreeprimaryschool.com/>



APPENDIX A- Individual Management Plan (Stage 2)

(Proforma for assessing and managing foreseeable risks for children who present on-going concerns.)

Name of child	
Class	
Name of teacher	

Identification of Behaviour and/or Risk

What is the foreseeable behaviour/risk?	
Is the behaviour/ risk potential or actual	
Who is affected by the behaviour/risk?	

Assessment of Behaviour and/or Risk

In which situations does the behaviour/risk occur?	
How likely is it that the behaviour/risk will happen?	
If the behaviour/risk happens, who is likely to be injured or hurt?	
What kinds of injuries or harm are likely to occur?	
How serious are the adverse outcomes?	

Assessment completed by:

Date:

Measures	Measures to be employed
Proactive interventions to prevent behaviour/risk	☐ Verbal advice and support ☐ Reassurance ☐ CALM talking/stance ☐ Choices/Limits ☐ Humour ☐ Negotiation ☐ Success reminder ☐ Distraction ☐ Time out ☐ Physical diversion e.g. holding a hand, cuddle etc (requested by child) ☐ Withdrawal (requires staff to observe) ☐ Cool off time (directed by staff) ☐ Calm down time (chosen by pupil) ☐ Consequences reminder ☐ Tactical ignoring ☐ Transfer adult (additional adult to intervene and take over) ☐ Other:
Follow up interventions if behaviour/risk has occurred	☐ Verbal advice and support ☐ Reassurance ☐ CALM talking/stance ☐ Negotiation ☐ Distraction ☐ Time out ☐ Withdrawal (requires staff to observe) ☐ Cool off time (directed by staff) ☐ Calm down time (chosen by pupil) ☐ Consequences reminder ☐ Transfer adult (additional adult to intervene and take over) ☐ Other:
Reactive interventions to respond to outcome	☐ Verbal advice and support ☐ Reassurance ☐ CALM talking/stance ☐ Praise/ positive reinforcement ☐ Cool off time (directed by staff)

	☐ Calm down time (chosen by pupil) ☐ Consequences reminder ☐ Transfer adult (additional adult to intervene and take over) ☐ Other:
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Agreed By:

Relationship to child:

Date:

Communication of School Individual Management Plan

Plans and Strategies Shared With:	Communication Method	Date Actioned

Evaluation of Individual Management Plan

Measures set out	Effectiveness in supporting the pupil	Impact on risk
Proactive interventions to prevent behaviour/risks		
Follow up interventions if behaviour/risk has occurred		
Reactive interventions to respond to outcome		

Actions for future:

Signed:

Relationship to child:

Date:

To be completed by the adult who facilitated the positive handling.



APPENDIX B- INTERVENTION REPORT

(Proforma for positive handling and intervention report)

Report Number: _____

Child's name:	Class:
Date:	Time:
Reported by:	Time span (mins) in positive handling hold:
Location of intervention:	Activity:
Name of staff involved:	Name of any other people present:

Antecedents (What action or event occurred before intervention was needed?)

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Behaviour (A description of the behaviour itself- What did the child do or say?)

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De-escalation techniques used (please tick)

☐ Verbal advice and support	☐ Reassurance	☐ Persuasion
☐ Distraction	☐ Calm script/talking	☐ Choices given
☐ Time out offered	☐ Physical diversion	☐ Negotiation
☐ Changed staff	☐ Tactical ignoring	☐ Consequences reminder
☐ Humour	☐ Withdrawal offered	☐ Clear directions
☐ Other (please specify)		

Why was the measure necessary? (please highlight)

Immediate danger of personal injury to child	Immediate danger of injury to other child(ren)	Immediate danger to a member of staff
Risk to safe physical environment	Temporary loss of competence/capacity	Risk to safe psychological environment

Severe disruption to other children	Prevent a criminal act	Other:
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Injuries (please tick and give a brief description)

☐ Injury to child	
☐ Injury to staff	
☐ Injury to others	
☐ First aid was offered	☐ First aid was received

Intervention used (please tick)

☐ Single Elbow	☐ Double Elbow	☐ Legs
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Consequence (if necessary for child's understanding)

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Next Steps (please tick)

☐ No further action needed	☐ Review of plan	☐ Notify Head Teacher
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Pupil Views

This report has been read to the pupil and discussed.

Child's view:

This report was unable to be communicated with the child because:

Monitoring

Parents informed by:	Date:	Time:
Parents comments:		

Signatures

Staff member:	Child:
Parent/Carer:	Senior Leader:

APPENDIX C- Individual Management Plan (Stage 1)

Child's Name/Photo:	Date:
Name of Assessor:	Agreed by:

We have a two staged approach for children who need further support in managing their behaviour. An individual Management Plan (Stage One) is drawn up to ensure and encourage a positive working relationship and understanding between staff and children. This will detail hazards and control measures that are in place to ensure the safety of the child as well as other children in the setting and members of the school community. Where there are any on-going concerns regarding a child's behaviour, an Individual Management Plan (Stage Two) may need to be drawn up in partnership with parents to help support that child further. For incidents that are identified on the child's Management Plan Stage One that are low level, staff will use some of the following techniques (this list is not extensive): guiding, prompting, choices, distraction, tactical ignoring, transfer of adult, reassurance, physical diversion (holding hands, cuddle, arm around shoulder- if child indicates they want this).

Activity/ Hazards to Health and Safety	What risk and to whom	Risk Level (H/M/L)	Precautions to reduce risk and to encourage positive outcomes	Behaviour Management Techniques

Shared with parent/carer on:
Any comments made:
Reviewed on:
Additional Comments:

To be read in conjunction with Positive Handling Policy and DFE guidance 'Use of Reasonable Force'.