



Positive Handling Policy

Policy Review

This policy will be reviewed in full by the Governing Body on an annual basis.

The policy was reviewed and agreed by the Governing Body in July 2026

It is due for review in *July 2027* (up to 12 months from the below date).

Head Teacher		July 2026
Chair of Governors		July 2026

Contents

Introduction	2
Team Teach	2
1. Aims and scope	2
2. Legislation and guidance	3
3. Definitions	3
'seriously disrupting good order'	4
4. School Expectations	5
4.1 Appropriate physical contact with pupils	5
Acceptable uses of force	5
Unacceptable uses of force	6
Using reasonable force to search pupils	6
4.2 Seclusion	7
4.3 De-escalation Techniques	7
4.4 Modifications to Environment	8
4.5 Walkie-talkies (Communication for support)	8
4.6 Help Protocols	8
4.7 Well-Chosen Words	8
4.8 The Last Resort Principle	8
5. Deciding when the use of restrictive interventions is appropriate	9
5.1 Necessity and proportionality	9
5.2 Pupil and staff welfare	9
Pupil welfare	9
Support following an incident	10
6. Considerations for pupils with SEND	10
7. Health and Safety	11
7.1 Risk Assessment	11
Responding to Unforeseen Emergencies	13
8. Recording	13
9. Reporting	14
Complaints	14
Monitoring and Evaluation	15
10. Roles and responsibilities	15
The governing board	15
The headteacher	15
All staff	16
Designated safeguarding lead (DSL)	16
Special educational needs co-ordinator (SENCO)	16

Introduction

At Leamore Primary School, we have adopted a **Team Teach** approach to behaviour which centres around **de-escalation for the vast majority of** situations. Though, the strategy recognises that, in a small number of cases, physical intervention may be needed.

At Leamore Primary School, staff are trained to look after the pupils in their care in line with 'loco parentis'.

Regardless of whether Team Teach training has been undertaken, **every member of staff has a duty to intervene where it is necessary, reasonable and proportionate to do so to prevent injury to the individual, to other people or if an individual is causing criminal damage to property.** (Use of Reasonable Force, DfE, 2013).

If a member of staff ever needs to intervene physically they will follow the school's 'Positive Handling' Policy.

Team Teach

Working with children brings with it a responsibility to protect them. It is the policy of Leamore Primary School that key staff are trained in the pre-emptive and responsive positive handling strategies and techniques of Team Teach, to complement the behaviour management approaches and strategies reflected in the School Behaviour Policy. There is also an expectation that staff will attend refresher training in Team Teach every two years.

Further details of the Team Teach approach on the Team Teach website (www.team-teach.co.uk).

1. Aims and scope

At Leamore Primary School, we strive to create a safe, secure and supportive environment for all our pupils and staff.

There are times when the use of restrictive interventions, including reasonable force and seclusion, is lawful and necessary to keep people safe. However, we understand that the use of restrictive interventions can have a significant impact on pupils, staff and parents/carers. In our school, they are only ever considered as a last resort, once all other prevention and de-escalation strategies have been exhausted.

This policy aims to:

- Minimise the need to use restrictive interventions, through early support, prevention and de-escalation strategies
- Help school staff feel confident in knowing how to use restrictive interventions safely, appropriately and lawfully, when they are necessary
- Clearly set out the steps for recording and reporting incidents of reasonable force, seclusion and restraint
- Protect the safety, wellbeing and dignity of all pupils and staff, and help create a positive and safe place for everyone at school

A clear and consistent positive handling policy supports pupils who have social, emotional and behavioural difficulties within an ethos of **mutual respect, care and safety.**

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

2. Legislation and guidance

This policy is based on the Department for Education (DfE) [guidance on restrictive interventions, including the use of reasonable force, in schools](#). It also meets the requirements of:

- [Section 93 of the Education and Inspections Act 2006](#)
- Section 93A of the Education and Inspections Act 2006, inserted by the [Apprenticeships, Skills, Children and Learning Act 2009](#)
- [Section 550ZA](#) and [section 550ZB](#) of the Education Act 1996
- [Equality Act 2010](#)
- [Health and Safety at Work etc. Act 1974](#) and associated regulations
- [Human Rights Act 1998](#)
- [Keeping Children Safe in Education](#)
- [The Schools \(Recording and Reporting of Seclusion and Restraint\) \(No. 2\) \(England\) Regulations 2025](#)
- Department for Education guidance on [searching, screening and confiscation](#)

3. Definitions

The terms we use in this policy are defined as follows. These definitions are based on the Department for Education's guidance on restrictive interventions (linked to in section 2 of this policy).

- **Restrictive interventions** - are used to prevent, restrict or subdue movement of the body or part of the body. This policy uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

Examples of restrictive interventions could include: a 'caring c' guiding manoeuvre or more physically restrictive interventions such as a hold.

- **Supervised seclusion** - of a pupil in an area away from others, where the pupil is prevented from leaving for their own safety and/or the safety of others
- **Passive physical contact**, such as a staff member blocking a pupil's path if they're running towards danger (like a busy road), or staff standing between pupils to prevent a fight
- **Reasonable force** refers to the broad range of actions used by staff that involve a degree of physical contact to restrain children, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.

Examples of the use of reasonable force could for example be:

- pushing a child away from an approaching danger in order to avoid serious injury
- a staff member guiding a pupil to safety by the arm
- Staff breaking up a fight between pupils
- A staff member restraining a pupil to prevent injury to the pupil, or others

Restraint is a form of non-disciplinary intervention which immobilises a pupil or limits their

movement. This may or may not include direct physical contact.

Examples could include:

- A staff member holding a pupil's arms to their sides when the pupil is attempting to harm themselves or others
- Removing a pupil's crutches if they pose a risk to the owner or others

Seclusion is a non-disciplinary intervention that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others. This could be through physical obstruction or by making the pupil believe that they will be punished if they leave. For example, moving a pupil into a 'holding' room until they calm down is a form of seclusion.

See section 4.2 of this policy for more information on seclusion.

A **significant incident** is any incident where the use of force goes beyond appropriate physical contact between a member of staff and a pupil. This includes when physical force is used to implement a non-physical restrictive intervention.

See section 4.1 of this policy for more information on appropriate physical contact.

'seriously disrupting good order'

For the purposes of this policy, **'seriously disrupting good order'** from the perspective of a pupil is defined as:

- Repeatedly refusing to follow an instruction where the learning of others is seriously disrupted or causes significant interruption to the flow of a lesson;
- Disrupting a school event or a school trip or visit where a pupil's behaviour is becoming a significant hazard to their own safety or that of others;
- Leaving the classroom without permission which could lead to a risk of harm due to the child being unsupervised;
- Assaulting another pupil or member of staff or any act of aggression or violence;
- Fighting;
- Harming themselves in any way;
- Putting themselves at significant risk of harm; and
- Damaging, or attempting to damage, property.

4. School Expectations

Leamore Primary School takes seriously its duty of care towards pupils, employees and visitors to the school. Our considerations are:

1. The welfare of the children in our care.
2. The welfare and protection of the adults who look after them.
3. The welfare of the wider community.
4. Positive Behaviour Management

All physical interventions at this school are conducted within a framework of positive behaviour management. The school behaviour policy is intended to reward effort and application, and encourage pupils to take responsibility for improving their own behaviour. Part of our preventative approach to risk reduction involves looking for early warning signs, learning and communicating any factors which may influence negative behaviour and taking steps to divert behaviours leading towards foreseeable risk. Pupils are encouraged to participate in the development of their own Individual Behaviour Trigger Plans by focusing on positive alternatives and choices. Parents are also encouraged to contribute. However, if problems arise, staff have an additional responsibility to support all pupils when they are under pressure and safely manage crises if, and when, they occur.

4.1 Appropriate physical contact with pupils

Our school does not have a 'no contact' policy. We do not grant any requests by parents/carers or staff members not to use reasonable force and/or other restrictive interventions.

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 or other restrictive interventions.

- Examples include:
 - Providing first aid to a pupil
 - Guiding or escorting a pupil through the school building or on a school trip by holding their hand
 - Comforting a pupil who is upset
 - Offering congratulations or praise, such as with a pat on the back or handshake
 - To demonstrate how to use a musical instrument
 - When demonstrating exercises or techniques during PE lessons or sports coaching

In assessing whether physical contact is appropriate in any given situation, staff should use their professional judgement, and have regard to:

- Our school's child protection and safeguarding policy
- The specific circumstances, such as whether there are other adults present
- Factors including, but not limited to:
 - The pupil's age
 - Any known vulnerabilities, including whether the pupil has special educational needs and/or disabilities (SEND)
 - Whether any alternative strategies that don't involve physical contact can be used

Acceptable uses of force

All our school staff have a legal power to use reasonable force in certain situations.

Staff can use reasonable force to prevent or stop a pupil from:

- Hurting themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils, in or out of lessons

While all staff have this power, some staff, especially those who work closely with pupils who might show challenging behaviour, are more likely to need to use it than others.

We will ensure staff are adequately trained and that risk assessments are carried out where necessary. See section 11 of this policy for information on training and risk assessments.

Any significant incident involving the use of force will be recorded and reported in accordance with the procedures set out in section 12 of this policy.

Unacceptable uses of force

It is illegal to use force on a pupil for the purpose of punishment. We never use force as a sanction, threat or deterrent.

Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

The following uses of force are never acceptable:

- Staff using force for the purpose of punishment
- Staff restraining a pupil in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
- Staff using force on the ground. If a pupil is unintentionally held on the ground, staff should release their hold or move into a safer position as quickly as possible

As documented in 'Use of Reasonable Force' (DfE, 2013), certain restraint techniques present an unacceptable risk to children and young people and **cannot be used**. These include:

- The 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward while a third monitors breathing;
- The 'double basket hold' which involves holding a person's arms across their chest;
- The 'nose distraction technique' which involves a sharp, upward jab under the nose.

Section 5 of this policy provides guidance for staff on what to consider before using it.

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Using reasonable force to search pupils

The headteacher and any member of staff authorised by the headteacher have a statutory power to search a pupil or their belongings if they have reasonable grounds to suspect that the pupil may have a prohibited item (as listed in the DfE's searching, screening and confiscation guidance) or an item banned under our school rules.

They can use reasonable force to search for prohibited items (as listed in the DfE's searching, screening and confiscation guidance), such as knives, weapons, stolen items or illegal drugs.

They cannot use reasonable force to search for items that are banned under our school rules only, such as mobile phones.

The decision to use reasonable force to carry out a search should be made carefully, on a case-by-case basis and taking into consideration the level of risk to pupils and staff.

4.2 Seclusion

As defined above, seclusion is a non-disciplinary intervention that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others. This could be through physical obstruction or by making the pupil believe that they will be punished if they leave. For example, putting a pupil into a 'holding' room until they calm down is a form of seclusion.

We only use seclusion as a safety measure when a pupil is experiencing high levels of emotional or behavioural dysregulation. Seclusion is not used as a threat or punishment.

Seclusion is not a disciplinary response to deliberate or wilful misbehaviour. Please see our behaviour policy for information on our response to misbehaviour.

During seclusion:

- The pupil will be secluded in a safe place that does not feel threatening or intimidating to them eg the Mentoring room.
- The pupil will be supervised at all times, by at least 1 member of staff
- As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave.
- Any incident involving the use of seclusion will be recorded and reported in accordance with the procedures set out in section 12 of this policy.

4.3 De-escalation Techniques

The Team Teach approach is ninety five percent de-escalation and only five percent positive handling techniques. All steps must be taken to de-escalate any incident using words and calm body language in order to reduce the need to use positive handling.

Prior to physical interventions, staff will have tried different strategies to actively reduce risk. These may include, but are not limited to:

- Show care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiation and reason.
- Give clear directions for pupil(s) to stop.
- Remind them about rules and likely outcomes.
- Remove an audience or take vulnerable pupils to a safer place.
- Make the environment safer by moving furniture and removing objects which could be used as weapons, e.g. scissors.
- Use positive touch (Caring 'Cs') to guide or escort pupils to somewhere less pressured.
- Ensure that colleagues know what is happening and get help.
- Distract a pupil onto another activity.
- Give them the opportunity to move away from the situation to give them time to calm e.g.

sending a child to take a message.

- Use of appropriate humour for some children.

4.4 Modifications to Environment

Ideally, staff will not be waiting until a crisis is underway before conducting a dynamic risk assessment, (this does not always need to be written down) of the environment. We know that some pupils at this school may exhibit extreme and possibly dangerous behaviour. In general, it is a good rule to keep the environment clutter free and consideration should be given to safe storage of pointed objects such as scissors and awareness of objects that could be used as projectiles. Teachers should ensure that there is a comfortable place to sit with an agitated pupil.

4.5 Walkie-talkies (Communication for support)

The safety of staff and children is a key priority at Leamore Primary School. In line with this, walkie-talkies are issued to members of staff who are lone-working or have children in their classrooms who have been known to exhibit dangerous behaviour. Walkie-talkies have also been issued to senior members of staff who are not classroom-based and are able to respond to any emergencies.

4.6 Help Protocols

The expectation at Leamore Primary School is that all staff should support one another. This means that staff always offer help and accept help where it is required. Help does not always mean taking over. A change of face can be an effective tool to help de-escalate the situation for the child or staff member. It may mean just staying around in case you are needed, acting as a witness, getting help from someone else or looking after somebody else's group whilst they are dealing with the situation. By stating 'help is available' to the staff involved in a restraint, allows the staff to know that a changeover can occur or support is at hand if needed. Supporting a colleague does not only mean agreeing with their suggestions and offering sympathy when things go wrong. Real support sometimes means acting as a critical friend to help colleagues become aware of possible alternative strategies. Good communication is necessary so that colleagues avoid confusion when help is offered and accepted. The Team Teach approach gives an agreed script for colleagues to use to offer and insist on providing help where necessary.

4.7 Well-Chosen Words

A well-chosen word can sometimes avert an escalating crisis. When pupils are becoming angry there is no benefit to getting into an argument. Telling people to calm down can actually escalate a situation rather than de-escalate it. Pointing out what they have done wrong can also make things worse. The only purpose in communicating with an angry person is to prevent further escalation. Sometimes, it is better to say nothing and take time to choose your words carefully than to say the wrong thing and provoke a further escalation. This point is not the time for addressing the reasons behind the incident as this may worsen the situation.

4.8 The Last Resort Principle

At this school, we only use physical restraint when there is no realistic alternative. This does not mean that we always expect people to methodically work their way through a series of failing strategies before attempting an intervention in which they have some confidence. Nor does it mean always waiting until the danger is imminent, by which time the prospect of safely

managing it may be significantly reduced. 'Use of Reasonable Force' (DfE, 2013) is clear that all members of the school staff have a legal power to use reasonable force if it is necessary, reasonable and proportionate to do so.

5. Deciding when the use of restrictive interventions is appropriate

5.1 Necessity and proportionality

The decision on whether to use restrictive interventions is down to the professional judgment of the staff member and will always depend on the individual circumstances of each situation.

Staff should always consider whether there are other ways to manage the situation, such as the de-escalation techniques outlined in section 8.1 of this policy and/or seeking assistance from a colleague. However, there may be times when staff have no other choice but to use restrictive interventions, to reduce the risk of harm to the pupil and/or others.

When assessing whether a restrictive intervention is required, staff should always consider:

- Is it necessary?
 - Are there other more effective, less restrictive ways to manage the situation?
 - Is a restrictive intervention likely to successfully reduce the risks, or could its use escalate the situation further or cause more harm than the behaviour itself?
- Is it proportionate?
- Staff should use the least amount of force or the least restrictive intervention for the least amount of time required to reduce the risks
- If the intervention itself is escalating the situation, staff should reconsider their approach and attempt an alternative strategy
- Staff should consider the individual circumstances of the pupil, such as their age, size and any medical conditions, SEND or other vulnerabilities

Any response to extreme behaviour should be **reasonable and proportionate**. People should not react in anger. If they feel they are becoming angry they should consider withdrawing to allow someone else to deal with the situation, but this should not be used as an excuse for not dealing with a situation effectively. Withdrawing should not be considered a weakness but an act to help de-escalate the situation. Where staff act in good faith, and their actions are **reasonable and proportionate**, they will be supported.

5.2 Pupil and staff welfare

Pupil welfare

The most important consideration when using a restrictive intervention is the safety and wellbeing of the pupil involved, as well as the safety of other pupils and staff. Staff should always consider the potential impact on the pupil's welfare balanced against any actions taken. For example, staff should bear in mind that pupils who have experienced adverse life events, trauma or neglect, or who have diagnosed or undiagnosed medical conditions or sensory impairments, communication difficulties or other needs, may find the use of restrictive interventions particularly distressing.

If a restrictive intervention is needed, staff should always aim to maintain respect for a pupil's dignity. This includes consideration of the location and environment where any intervention is used, such as in front of their peers.

Staff should, wherever possible, clearly and calmly communicate to the pupil what is happening, why, and what the pupil needs to do, including using verbal and non-verbal strategies where needed, and giving time for the pupil to process information and respond where appropriate. Staff should seek to understand how the pupil is feeling and use this information to determine whether the restrictive intervention should be, or continue to be, applied, reduced or stopped.

Support following an incident

If appropriate, the pupil(s) and staff member(s) should be medically assessed and any injuries treated. Record the injury according to your school's procedures.

You must also record and report the intervention (see the sections below on our recording and reporting requirements).

A follow-up conversation with the staff member(s) and pupil(s) involved should happen, so you can understand what happened during the incident and why, repair and rebuild relationships, and foster a culture of continuous improvement. It's best for this to be facilitated by a staff member who wasn't involved in the incident.

Using this information, the event should be evaluated as soon as possible after the event to understand why the restrictive intervention was used, the impact on pupils and staff, any patterns or trends, and how you could avoid using restrictive interventions in future – for example, by amending or introducing a behaviour support plan for the pupil.

The wellbeing of the pupil(s) and staff member(s) should continue to be monitored and additional support provided where needed. Pupils who witnessed the incident may also need support.

6. Considerations for pupils with SEND

We understand that pupils with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Pupils who have difficulty communicating verbally might show their needs and discomfort through their actions. Our school is committed to understanding what might trigger challenging behaviour in pupils with SEND, and to providing the right support and an inclusive environment.

We will carry out risk assessments for pupils with SEND, where we identify that there is an increased likelihood of needing to use reasonable force and/or other restrictive interventions. Our school is aware of its duty under the Equality Act 2010 to make reasonable adjustments for pupils with disabilities to avoid disadvantage and ensure they can take part in school life as fully as possible.

We will utilise staff who know individual pupils well 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. We will also work with the pupil, their parents/carers and other professionals to develop prevention and de-escalation strategies.

These strategies might include:

- Removing stimuli that may be causing distress to the pupil

- Staff members changing how they communicate with the pupil, such as being more mindful of body language, facial expressions and/or tone of voice
- Helping the pupil express their emotions before getting overwhelmed
- Engaging the pupil in activities to help them regulate their emotions
- Distracting the pupil with familiar objects or activities to redirect their attention

Where appropriate, we will create individual behaviour support plans for pupils with SEND. The plan will be reviewed regularly, and following any significant incident, with the pupil and parents/carers to make sure it's still working well. The plan will:

- Outline any adjustments, such as to address aspects of the school environment which the pupil finds challenging
- Explain the best ways to communicate with the pupil
- In some cases, specify when increased physical contact with staff might be appropriate. These situations will be discussed with everyone involved and clearly written down in the plan

7. Health and Safety

If dangerous behaviour presents a significant risk of injury to people, there is a legal Health and Safety issue to be addressed. Dangerous behaviour should be regarded just as seriously as dangerous equipment. Dangerous occurrences should be reported to the person responsible for Health and Safety in the school. We all have shared responsibility to identify risk, communicate potential risks and take active steps to reduce risk wherever possible. We recognise that it is not possible to entirely remove risk. Sometimes things go wrong even when we make our best efforts to do the right thing. Sometimes we are faced with unpalatable choices. In these circumstances we have to try and think through the outcomes of the options available, balance the risks and choose whatever course of action seems to involve the least risk.

As a minimum requirement, in order to comply with health and safety legislation, each employee has a responsibility to ensure that they are conversant with school policy and guidance, and to cooperate to make the school safer. It is also a requirement that they participate in training if they are directed to do so. This does not necessarily mean that all staff can be involved in all the physical activities. The non-physical aspects of positive handling training are crucially important too.

7.1 Risk Assessment

Risk management is regarded as an integral part of behaviour management planning.

Informal (and dynamic) risk assessments should be a routine part of life for staff working with pupils who may exhibit extreme behaviour. Responsible staff should think ahead to anticipate what might go wrong. If a proposed activity or course of action involves unacceptable risk the correct decision is to do something else. Factors which might influence a more immediate risk assessment, and therefore a decision about how to intervene, might include the state of health and fitness of the staff member, their physical stature, competence, confidence and relationships with the pupils concerned.

Some children have existing risk assessments. If a child with an existing risk assessment presents an escalating risk, their risk assessment will be updated. If a dangerous occurrence takes place involving a different child, consideration will be given to conducting a risk assessment.

Each child who has been known to exhibit difficult behaviour will have an **Individual Behaviour**

Trigger Plan put in place. The plan details any strategies which have been found to be effective for that individual, along with any particular responses which are not recommended. If particular physical techniques have been found to be effective they should be named, along with alerts to any which have proved ineffective or which caused problems in the past. Individual Behaviour Trigger Plans should be considered alongside any other planning documents which relate to the pupil. They should take account of age, sex, level of physical, emotional and intellectual development, special needs and social context.

Responding to Unforeseen Emergencies

Even the best planning systems cannot cover every eventuality and the school recognises that there are unforeseen or emergency situations in which staff have to think quickly. It is not enough to thoughtlessly apply rules without thinking through the likely consequences. The key principles are that any physical intervention should be:

- In the best interest of the child;
- Reasonable, proportionate and necessary;
- Intended to reduce risk;
- The least intrusive and restrictive of those options available which are likely to be effective.
- Implemented for the least, safe possible duration

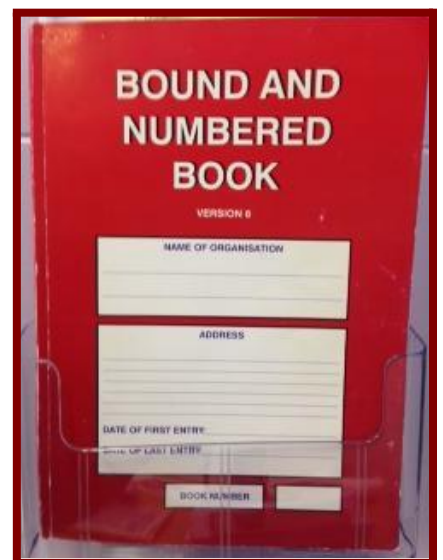
Where possible, staff should always attempt to use diversion or diffusion in preference to physical interventions. They should only use the techniques and methods approved for use in this school. In general, if staff act in good faith and their actions are reasonable and proportionate, they will be supported.

8. Recording

Whenever a physical intervention is used the incident must be recorded on CPOMS under the category 'physical Intervention' **and** in the school's numbered and bound 'Incident Book of Safer Handling Incidents', which is kept locked away in the Head's Office. All staff involved in an incident should contribute to the record including who has informed the child's parent or carer of the incident. The record should be completed and submitted before the end of the school day.

All Physical Intervention records on CPOMS should be shared with Lisa Francis, and will be kept securely on the child's electronic file so that their behaviour and the techniques being used can be monitored.

These records will be retained and cannot be altered. They will be kept for many years and could form part of an investigation at some time in the future.



From 1 April 2026, our school has a legal duty to record and report all significant incidents (see 'Definitions' section, above) in which a member of staff uses force on a pupil or incidents where a member of staff uses seclusion or restraint on a pupil.

You should record the incident as soon as possible after the event. Ideally, this should be on the same day.

As a minimum, members of staff should record the following details:

- The names of the pupil(s) and staff involved
- Any relevant needs or circumstances of the pupil, including if the pupil has SEND and their SEN code
- The time, date, location and approximate duration of the intervention
- Details of any physical injuries

- Any support provided after the incident, including any medical treatment for injuries

If the staff member(s) didn't use reasonable force, include:

- A brief account of why the staff member(s) assessed that it was necessary to use the intervention

If they did use reasonable force, include:

- A brief account of the incident, including what led up to it, any known triggers that were or may have been involved, and any preventative or de-escalation strategies used
- The type of reasonable force and the degree of force that was used
- A brief account of why the staff member(s) assessed that it was necessary to use force
- If reasonable force is used in an incident, you don't need to record it separately under reports for reasonable force and for restrictive interventions. You should cover everything in the same report.

9. Reporting

You **must** give a report of the incident to **each** of the pupil's parents/carers as soon as possible, even if the use of force or restrictive intervention has been agreed as part of a pupil's behaviour support plan.

You don't have to report an incident to the parents/carers if:

- A pupil is 20 years old or older
- Telling the parents/carers would likely cause significant harm to the pupil (including any form of abuse or neglect). In these cases, you **must** report it instead to the local authority (LA) where the pupil lives

The report should be in writing, and given to the parents/carers on the same day. You should include at least:

- Time, date location and approximate duration of the intervention
- A brief account of why the intervention was assessed as necessary
- A brief account of what type of force was applied, and the degree of force
- Details of any physical injuries and any post-incident support

Do **not** include identifying details of any other pupil, as this is likely to be a breach of data protection law.

Following an incident, it's best practice to meet with the parents/carers to discuss it. This could include a discussion about any behavioural triggers for the pupil, what de-escalation techniques were used, and what could be done differently in the future.

Complaints

It is not uncommon for pupils to make allegations of inappropriate or excessive use of force following an incident. The school has a formal Complaints Procedure, found on our school website. Pupils and parents should be reminded of the procedure and encouraged to use the appropriate channels. The complaints policy applies equally to staff. We are an open school and promote transparent policy and practice in order to protect the interests of staff and pupils alike.

We take any allegation of inappropriate use of force and/or other restrictive interventions made against a member of staff very seriously. We will deal with allegations in line with the statutory safeguarding guidance Keeping Children Safe in Education.

Any staff concerns regarding the welfare of children should be taken to the Designated Person for Child Protection (Lisa Francis – Headteacher).

Any concerns about a member of staff should be raised with the Head Teacher or, in their absence, the Deputy Head Teacher or Phase Leader for the respective member of staff.

Any concerns about the Head Teacher should be referred to the Chair of Governors, Cath Thompson. Any safety concerns should be reported to the designated person for Health and Safety (Sarah Peach, Business Manager).

Monitoring and Evaluation

The Senior Leadership Team will ensure that each incident is reviewed and instigate further action as required. Any further action in relation to a member of staff, or an individual pupil, will follow the appropriate procedures. (See Staff Code of Conduct and School Behaviour policy). The 'Incident Book of Safer Handling Incidents' is open to external monitoring and evaluation. Each term, the Senior Leadership Team will have a meeting focused on behaviour and safer handling incidents in order to analyse interventions that have taken place so that we can share good practice widely with school staff, address areas which are a cause for concern and fully appreciate the pupils' experiences during interventions.

10. Roles and responsibilities

The governing board

The governing board is responsible for:

- Reviewing and approving this policy
- Ensuring that a procedure is in place for recording and reporting each:
 - Significant incident involving force
 - Seclusion incident
 - Restraint incident
 - Taking all reasonable steps to ensure that the procedures for recording and reporting the use of force, seclusion and restraint are followed
- Regularly reviewing and interrogating data on the use of restrictive interventions in our school
- Supporting and challenging school leaders to identify where changes may be needed to practice. For example:
 - If approaches have been used for some time but haven't been effective
 - If there is any disproportionate use of restrictive interventions, including in relation to pupils who share protected characteristics or have SEND or other types of vulnerabilities

The headteacher

The headteacher is responsible for:

- Overall implementation and oversight of this policy
- Making sure that appropriate and high-quality training on preventative strategies and the safe and lawful use of restrictive interventions is provided for staff who need it, based on our school's individual context and needs
- Ensuring adequate staffing levels to support positive behaviour management

- Monitoring incidents involving restrictive interventions, including regular review of incidents to refine and improve processes
- Ensuring compliance with recording and reporting requirements
- Authorising staff to search a pupil or their belongings if they have good reason to think the pupil has a prohibited or banned item
- Following the procedures set out in our complaints policy to deal with any complaint about the use of restrictive interventions
- Following the statutory safeguarding guidance [Keeping Children Safe in Education](#) if an allegation regarding inappropriate use of force and/or other restrictive intervention is made against a member of staff

All staff

All members of staff are responsible for:

- Making sure they have read and understood the principles of this policy and any other linked policies
- Using de-escalation techniques and positive behaviour management strategies to try to minimise and prevent the need for restrictive interventions
- Accurately recording every seclusion incident, restraint incident and significant incident involving force that they are involved in
- Reporting these incidents to the designated safeguarding lead (DSL)
- Recording any injuries that occur as part of an incident involving restrictive intervention, and following our health and safety policy to ensure these are reported to the Health and Safety Executive where necessary
- Taking part in training on preventative strategies and the safe and lawful use of restrictive interventions, if relevant to their role (this may include additional training appropriate to their responsibilities)
- Engaging in follow-up conversation(s) to debrief and reflect on incidents involving restrictive intervention that they were involved in, to help us understand what happened and why

Designated safeguarding lead (DSL)

The DSL is responsible for:

- Reporting every seclusion incident, restraint incident and significant incident involving force to each parent/carer of the pupil involved
- Making sure records are kept securely and in accordance with safeguarding and data protection procedures
- Contacting the local authority in cases where informing a pupil's parent/carer of the use of reasonable force, seclusion or restraint on their child would put that child at risk of significant harm (see sections 12.2 and 12.3 of this policy)

Special educational needs co-ordinator (SENCO)

The SENCO is responsible for:

- Working with pupils, parents/carers and relevant school staff to develop and review behaviour support plans and risk assessments for any pupils with SEND where it's been identified that there is an increased likelihood of the need to use restrictive interventions
- Ensuring staff are aware of individual pupil needs and associated behaviour support strategies
- Working with staff who know pupils well, to identify and manage risk (such as trigger points when challenging behaviour is more likely to occur)
- Working with pupils, parents/carers, staff and other relevant professionals to develop prevention and de-escalation strategies

- Advising on reasonable adjustments for any pupils with disabilities when considering prevention and de-escalation strategies
- Participating in the review of restrictive intervention incidents involving any pupil with SEND
- Providing advice and support on the application of this policy for pupils with SEND
- Contributing to staff training on SEND and behaviour management, including the use of restrictive interventions