

# Positive Handling Policy

## Introduction

Staff at Hallaton Primary School are trained to look after pupils in their care. Staff have a duty to intervene in order to prevent pupils from hurting themselves or others. They will always strive to find the least intrusive intervention as a last resort. If a member of staff ever needs to intervene physically they will follow the school's Positive Handling Policy.

Only staff trained in the pre-emptive and responsive positive handling strategy techniques of TEAM TEACH will use physical intervention techniques with children when necessary. Further details of the TEAM TEACH approach can be found on the TEAM TEACH website. The website address is [www.team-teach.co.uk](http://www.team-teach.co.uk)

The term positive handling includes a wide range of supportive strategies for managing challenging behaviour. The term 'physical restraint' is used when force is used to overcome active resistance. 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.

The school takes seriously its duty of care to pupils, employees and visitors to the school.

- The first and paramount consideration is the welfare of the children in our care.
- The second is the welfare and protection of the adults who look after them.

Section 93 of the Education and Inspections Act 2006 enables a school's staff to use such force as is reasonable. There is no legal definition of when it is reasonable to use force.

## Team Teach

The TEAM TEACH system is recognised by the Local Authority and accredited through BILD – British Institute of Learning Disabilities. Staff undergo a one or two day course (depending upon the severity of behaviour of the children they are working with) led by qualified trainers with a single day refresher course undertaken every three years.

***Although any member of staff may be required to physically intervene with a pupil who is endangering themselves or others, we would expect accredited staff to take over as soon as possible.***



### Steps to be taken before using physical controls (Interventions)

- Show care and concern by acknowledging unacceptable behaviour and using de-escalation strategies confidently to reduce risk always acting in the best interests of the pupil
- alternatives using negotiating and reasoning.
- Give clear directions for the pupil to stop – Give pupils the opportunity to regain control before intervening physically, using caring & calming scripts
- Remind the pupil about rules and likely outcomes (only when the pupil has self regulated themselves)
- Remove an audience or take the vulnerable pupil to a safe place
- Make the environment safer by moving furniture and removing objects which could be used as weapons
- Use positive guidance/holds/caring Cs to escort pupils to somewhere less pressured
- Ensure that colleagues know what is happening and call for help.

### Restraint

At Hallaton school we only use physical restraint when there is no realistic alternative – as a very last resort. We expect staff to risk assess and choose the safest alternative. This also means that we expect staff to experiment and think creatively about alternatives to physical intervention which may be effective. The paramount consideration is that the action is taken in the best interest of the child and that it **reduces rather than increases** risk. Any response to extreme behaviour should be reasonable and proportionate & necessary. Physical restraint must only be in accordance with the following:

- The child should be in immediate danger of harming him/herself or another person or in danger of seriously damaging property.
- The member of staff should have good grounds for believing this.
- Only the minimum force necessary to prevent injury or damage should be applied.
- Every effort should be made to secure the presence of other staff before applying restraint.
- These staff can act as assistants or witnesses.
- Once safe, restraint should (maintain dignity & aim to prevent pain, injury & distress) be relaxed to allow the child to regain self-control.
- Restraint should be an act of care and control, not punishment.
- Physical restraint should never be used to force compliance with staff instructions when there is no immediate danger present to people and property.
- The restraint should be discussed with the child, if appropriate, and the parents at the earliest opportunity.

In addition, whilst or before intervention, staff should speak calmly as a way of reassurance e.g. 'I am doing this to keep you safe'.

### **Responding to unforeseen emergencies**

Even the best planning system cannot cover every eventuality and the school recognises that there are unforeseen or emergency situations in which staff have to think on their feet. An unforeseen event may require an emergency response. After that event, staff have a duty to plan ahead and prepare a new risk assessment.

### **Risk Assessment**

Risk assessments are required for pupils who exhibit **extreme** behaviour. Responsible staff should think ahead to anticipate what might go wrong.

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

- Can we anticipate a Health and Safety risk related to this pupil's behaviour?
- Have we got all the information we need to conduct a risk assessment?
- Have we provided a written plan as a result?
- What further steps can we take to prevent dangerous behaviour from developing?
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### **Positive Handling Plans**

Risk management is regarded as an integral part of behaviour management planning. All pupils who have been identified as presenting a risk should have a Positive Handling Plan. The plan details any strategies which have been found to be effective for that individual, along with any particular responses which are not recommended. Any particular physical techniques which have been found to be effective should be named, along with any alerts to any which have proved to be ineffective or which caused problems in the past. Positive Handling Plans should be considered along with the child's Educational Health care Plan (EHCP) and any other planning document relevant to the pupil. They should take account of age, sex, level of physical, emotional and intellectual development, special needs and social context.

### **Post Incident Debrief**

Following a serious incident, it is the policy of our school to offer support to all involved (Restorative Practice). This is an opportunity for learning and time needs to be given for following up incidents so that pupils have an opportunity to express their feelings, suggest alternative courses of action for the future and appreciate other peoples' perspective.

It is difficult to devise a framework of support that meets the need of all staff. As individuals we all vary in how much support we need after an unpleasant incident. Generally a member of senior staff would expect to talk to staff and children involved (if appropriate) in any incidents involving

violence. If members of staff need time to rest or compose themselves, then the Headteacher will make arrangements for the class group to be supported.

### **Recording**

- All serious incidents or incidents involving restraint will be recorded in the Bound and Numbered Book which is kept in the Head teacher's office and also logged on CPOMS.

Within these recording strategies, all details must be recorded by witnesses within twenty-four hours and signed by at least two members of staff. The Head teacher needs to be informed.

### **Monitoring and Evaluation**

The Head Teacher will ensure that each incident is reviewed and instigate further action as required.

### **Parents**

When there is concern about a child, parents will be invited to contribute to a risk assessment and Positive Handling Plan. Written parental agreement will form part of this. Parents will be informed of the school's policies. Parents will be informed following serious incidents.

### **Complaints and Allegations**

Any complaints will follow the school's complaints procedure.

**Appendix 1** List of those qualified to use TEAM TEACH techniques.

**Appendix 2** Blank positive handling plan including RA

The school's behaviour, safeguarding, and anti-bullying policies will all be incorporated into the care package which is used to address each child's needs.

This policy was adopted on 3<sup>rd</sup> March 2025

By: Headteacher - Mrs Claire Stevens  
Chair of Governors – Mrs A Rutherford

To be reviewed: March 2027

## **APPENDIX 1**

Staff trained in the TEAM TEACH positive handling intervention techniques as at September 2025 are:

**Claire Stevens**

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

**George Matthews – Founder**

- Staff training and supervision of practice should support dynamic risk assessment.
- When considering whether to use a restraint with a child or young person, staff should ask themselves:  
‘What would I want somebody to do in similar circumstances if this was my child?’

**APPENDIX 2  
POSITIVE HANDLING PLAN**

**Positive Behaviour Plan**

Name of Pupil:

Class:

Diagnosis:

Date of Plan:                      review date:

<p><u>Stage 1 – Anxiety</u> Blue Zone, Yellow Zone</p>	<p><u>Staff Response</u></p>	<p><u>Stage 2 – Defensive</u> Yellow Zone</p>	<p><u>Staff Response</u></p>
<p>▪</p>	<p>▪</p>	<p>▪</p>	<p>▪</p>
<p><u>Stage 3 – Crisis</u> Red Zone</p>	<p><u>Staff Response</u></p>	<p><u>Stage 4 – Recovery</u></p>	<p><u>Staff Response</u></p>
<p>▪</p>	<p>▪</p>	<p>▪</p>	<p>▪</p>
<p><u>Stage 5 – Depression</u></p>	<p><u>Staff Response</u></p>	<p><u>Stage 6 – Debrief / Reflection</u></p>	<p><u>Staff Response</u></p>
<p>▪</p>	<p>▪</p>	<p>▪</p>	<p>▪</p>
<p><b>Common triggers / Dislikes</b></p>		<p><b>Praise Points / Motivators</b></p>	
<p> </p>		<p>▪</p>	

**Key or Additional Information relevant to this plan**

<b>Generic de-escalation Techniques (95%)</b>	<b>Try</b>	<b>Avoid</b>	<b>Notes</b>
Verbal Advice and Support			
Giving Space			
Reassurance			
Help Scripts			
Clear Choices			
Humour			
Planned Ignoring			
Time Out			
Success Reminded			
Remove Audience			
Giving clear guidance and expectation			
Reduced verbal communication, supported with Visual information from adult			
Then and When cards with no verbal communication from Adult			
Reward			
Remind consequences (natural) – Expected behaviour			
<b>Diversions and Distractions</b>			
▪			

<b>Medical Considerations for use of RI (5%)</b>
▪

<b>Method of RI (5%)</b>	<b>Do</b>	<b>Avoid</b>	<b>Notes</b>
Caring C's / Guide			
Friendly Hold / Guide			
Single Elbow			
Figure of 4			
Double Elbow			
Single Elbow Seated			
Single Elbow Kneeling			
Single-Person Double Elbow			
Half-Shield			Due to height, not an appropriate hold to use

Environmental Restriction			
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<b>H</b> ear <b>E</b> xplain <b>L</b> ink <b>P</b> lan	<b>Reflection – Consider environment, use of strategies, Communication Aids and Social Stories or scripts</b>
	Example text: Discussion with ___ following an incident can be difficult as he may struggle to acknowledge his role in an issue. Staff should link behaviour to what they observed and how this influenced their response. Allow ___ an opportunity to express himself and reassure him of his safety and that decisions made were in his best interest, even if he cannot see this at the time. Further debrief may be needed with a <i>safe</i> member of staff at a later time to reinforce and check ____ processing of the initial debrief.

**Communication of Positive Behaviour Plan & School Risk Management Strategy.**

Plans and Strategies shared.	Communication method	Signature & date
Parents	Sent Home	
Class Teacher / Support Staff	Email/secure server	
Head Teacher	Email/secure server	
SENDCO	Email	

Staff team signatures to show they have read and understood PHP