



Positive Handling and Physical Intervention Policy

Compliance statement

Every policy is reviewed at regular intervals and where applicable, as stipulated by law. Each policy is also available in additional formats including Braille and in additional languages upon request, within reasonable timescales as stipulated by the school.

Last reviewed and adopted on:	May 2025
Next review due:	May 2026

At St Joseph's Federation, positive handling is used as a last resort in a situation when the behaviour of the child is deemed to be a danger to him/herself, to other children or adults or where serious damage to property is likely to ensue. A calm and measured approach to a situation is needed and staff should never give the impression that they have lost their temper or are acting out of anger or frustration when handling a problem.

POSITIVE BEHAVIOURAL SUPPORT, POSITIVE HANDLING AND PHYSICAL INTERVENTION

Objectives

At St. Joseph's RC Federation, we are committed to maintaining the safety and wellbeing of pupils and staff. This policy has close links with the Behaviour Policy. It is written to explain our procedures in line with:

- Section 93 of the Education and Inspection Act 2006
- British Institute of Learning Disabilities (BILD) Code of Practice
- DfCS Guidance "Use of Force to Control or Restrain Pupils" November 2007
- Joint DfES/DH guidance issued July 2002, "The use of restrictive physical interventions for staff working with children and adults who display extreme behaviour in association with learning disability and/or autistic spectrum disorder"
- Local authority policies
- LA behaviour support plan (for individual pupils)
- Behaviour Policy and Practice.

School Expectations

In our school we create a calm environment to minimise incidents that may require any physical intervention. We de-escalate incidents when they do arise. We only use physical interventions when the risks involved of doing so are outweighed by the risks of not doing so.

Positive Behaviour Management

All staff and volunteers adopt a nurturing, positive approach to improving behaviour in order to reward effort and application, and to build self-esteem, and promote a safe environment for pupils and staff. All staff work in partnership with those who know the child to help those concerned:

- Find out why this child is unregulated and behaving as he or she does
- Understand the factors that are influencing the child's behaviour
- Identify early warning signs that indicate foreseeable behaviours are developing

This approach helps to ensure that early and preventative intervention is the norm. It reduces the incidence of extreme behaviours and makes sure that the use of physical intervention is rare.

What is physical intervention ('reasonable force')?

The use of force could be considered illegal if the physical circumstances do not warrant it. The force used should always be the minimum needed to regain and ensure safety and control for everyone involved or present. The Positive Handling and Physical Intervention Policy should therefore be read in conjunction with our Behaviour and Child protection/Safeguarding Policy.

Restrictive physical interventions may include:

- Bodily contact - where the physical presence of one or more people is used to control a pupil, e.g. physically interposing between pupils; blocking a pupil's path; holding or 'shepherding' a pupil; using agreed, approved restricted holds
- Environmental – where a change is applied within the environment for example shutting a door

or the use of locks or key pads to prevent access to a particular area.

It is always unlawful to use physical force as a punishment

In what circumstances can physical intervention be used?

- To prevent a pupil causing, or being at risk of causing, injury or damage to themselves or others, whether by accident, rough behaviour or by misuse of materials or objects
- To prevent a pupil committing a criminal offence
- To prevent a pupil committing deliberate serious damage or vandalism
- To prevent a pupil from attacking a member of staff or another pupil
- To prevent behaviour which is prejudicial to the maintenance of good order and discipline

The decision to use physical intervention will be taken in the context of the level of risk presented by the behaviour, the seriousness of the incident and the relative risks of the use of physical intervention compared with any available alternative. The use of physical intervention will take into account the characteristics of the pupil, including their age, gender, SEN, physical needs or disability, developmental level or cultural issues.

The Last Resort Principle

At St. Joseph's we pro-actively foster positive relationships and only use reasonable force when there is no realistic alternative. This means that we expect staff to conduct a dynamic risk assessment and choose the safest alternative. We expect staff to think creatively about any alternatives to physical intervention which may be effective.

There might be some situations in which the need for positive handling is immediate and where there are no equal effective alternatives (a child is about to run in the road). However, in many circumstances there are alternatives such as the use of assertiveness skills:

- Use a distracter such as a whistle or loud bell to interrupt the behaviour long enough for other methods of verbal control
- Withdrawal of attention (audience) e.g. if an action such as damage to property is threatened
- Other techniques designed to defuse a situation, such as the avoidance of confrontation, or use of humour, in which case the incident could be dealt with later when emotions are running less high
- The employment of other sanctions consistent with in alignment with the behaviour policy

Where physical interventions are needed to prevent injury to the pupil, other pupils or staff, or to prevent serious damage, these should be for the minimum length of time possible and using the least possible force. All staff must consider whether they are using reasonable force.

In all circumstances other methods should be used if appropriate and effective positive handling should be a last resort. When positive handling becomes necessary:

DO

- Tell the pupil what you are doing and why
- Use the minimum force necessary
- Involve another member of staff if possible
- Tell the pupil what s/he must do for you to remove the restraint (this may need frequent repetition)
- Use simple and clear language

- Hold limbs above a major joint if possible e.g. above the elbow · Relax your restraint in response to the pupil's compliance

DON'T

- Act in temper (involve another staff member if you fear loss of control)
- Involve yourself in a prolonged verbal exchange with the pupil
- Attempt to reason with the pupil
- Involve other pupils in the restraint
- Touch or hold the pupil in sexual areas
- Twist or force limbs back against a joint
- Bend fingers or pull hair
- Hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck, lying face down or pulling arms across the child's chest (Appendix – B)
- Slap, punch, kick or trip up the pupil

For further information, follow the link in Appendix – B

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 (see appendix C). 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. Positive Handling Plans should be considered alongside any other planning documents which relate to the pupil. They should take account of age, gender, level of physical, emotional and intellectual development, special need and social context. Positive Handling Plans should result from multi-professional collaboration and be included in a Pastoral Support Plan or SEND support form.

Staff Training

It is the policy of this school that all staff working closely with pupils are trained in the pro-active and responsive positive handling strategies and, to complement the behaviour management approaches and strategies reflected in the School Behaviour Policy and Practice.

In cases where a Positive Handling Plan is in operation, selected staff will be trained in any physical interventions to be used. These staff will be trained by the accredited provider and will be the only staff authorised to use the intervention. All non-teaching staff have been MAPA (Managing of Actual or Potential Aggression) trained using from a behaviour specialist who promotes de-escalation techniques and strategies are used when managing difficult or challenging behaviours.

General Advice for Staff

- Be sure that you are aware of and complying with the school policy for behaviour and discipline and positive handling procedures.
- It is better to defuse situations wherever possible, as this prevents them from escalating to a level where force is necessary
- Send for the assistance of another member of staff as soon as possible, using the agreed call-out protocol (Red cards)
- All those involved should be de-briefed after incidents to explore more positive/effective responses to future difficult situations

Responding to Unforeseen Emergencies

Even the best planning systems cannot cover every eventuality and the Federation recognises that there are unforeseen or emergency situations in which staff have to think on their feet. 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 and proportionate
- Intended to reduce risk
- The least intrusive and restrictive of those options available which are likely to be effective.

Whenever a physical intervention has to be made there should be a verbal warning. 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.

Recording

Whenever overpowering force is used the incident **must** be recorded using the approved forms. The Incident book is kept in the Inclusion Manager's Room. All staff involved in an incident should contribute to the record which should be completed within 24 hours. The details recorded on the forms are kept confidentially. Parents/carers must also be notified and this is to be recorded on the form (Appendix - A).

Staff should:

- Inform a member of SLT as soon as possible
- Complete the school recording form carefully
- Take time to think about what actually happened and try to explain it clearly
- Complete all names in full
- Sign and date all forms

Post-Incident Support

Incidents that require use of restrictive physical interventions can be upsetting to all concerned and could result in injuries to the child or staff. After incidents have subsided, it is important to ensure that staff and children are given emotional support and basic first aid treatment for any injuries. Immediate action should, of course, be taken to ensure that medical help is accessed for any injuries that require other than basic first aid. All injuries should be reported and recorded in accordance with school procedures.

The school should take action to report any serious injuries to staff or pupils in accordance with LA guidelines (see First Aid and Medicines Policy and Practice).

We need to consider:

- thoughts, feeling, emotions,
- emotional 'first aid'

Stage 1 – Immediate 'Are you ok' This should occur before people leave to go home.

Stage 2 – De-briefing checking people have adjusted to an emotionally difficult event. This should occur within 48 hours.

Stage 3 – Wellbeing Check Ins/

Counselling: formal support. Support is available when requested by a member of staff, however it is not imposed.

Post Incident Review

Focus on actions and behaviours:

- Who did what, when, why, how?
- What was the outcome?
- What does it tell us about what we already know about the young person?
- What have we learnt and what or how does this inform our practice?

Monitoring use of Restrictive Physical Interventions

Use of physical intervention in school is monitored in order to help staff learn from experience, promote the well being of children in their care, and provide a basis for appropriate support. Monitoring can help the school to determine what specialist help is needed for children and to assess the appropriateness of the child's placement at the school. The use of physical intervention is monitored and evaluated regularly at Leadership Group meetings. Individual student risk assessments are reviewed annually.

Responding to Complaints

The use of restrictive physical intervention can lead to allegations of inappropriate or excessive use. In the event of a complaint being received by a school in relation to use of force by staff, the matter should be dealt with in accordance with LA guidelines and agreed procedures for handling allegations against members of staff (see Dealing with Allegations of Abuse Against Teachers and Other Staff).

Policy Review and Evaluation

This policy has been developed in liaison with school staff and governors. It will be reviewed annually, or when relevant national or local guidance indicates additional need.

Other Relevant Policies

This policy should be read in conjunction with:

- Behaviour Policy and Practice
- Health & Safety Policy
- Child Protection and Safeguarding Policy
- Anti-Bullying Policy and Practice
- Dealing with Allegations of Abuse Against Teachers and Other Staff · Staff Induction
- Volunteer Policy

Appendix – A



RESTRICTIVE PHYSICAL INTERVENTION – INCIDENT REPORT FORM

Pupil (s): _____

Class:

Date of incident:

Time of incident:

Location of Incident:

Describe incident in detail:

Restraint described:

Why was restraint needed?

What did you do to try to defuse the situation before using restraint?

Was anyone injured? Yes/ No

If yes, was this recorded in the accident book? Yes/ No

Was the student checked for injuries by a member of staff who was not involved in the incident? Yes/ No.

Member(s) of staff involved:

Adult witnesses to restraint:

Pupil witnesses to restraint:

This incident form was completed by _____

Designation of person completing report _____

Parent/carers were informed by telephone / letter (with pupil), letter (by post), personally (Please circle as relevant)

When were they informed?

Time: Date:

Brief description of any subsequent inquiry/complaint or action:

Copy this form to the pupil file.
Original form to Inclusion Leader.

Appendix – B

YES



NO



For more detailed information please visit YouTube and follow the following links for more information.

[Fight club](#) - Breaking up fights

[A walk in the park](#) - Removing people from classrooms or up and down stairs

[Weights and measures](#) - Comparing teamteach and other providers' techniques under pressure

[That's not a knife?](#) - Searching pupil

[No pain no gain](#) - The dangers of banning the use of pain in children's homes and schools

[The really wild show](#) - Dealing with biting, spitting and headbutting

[Accident prone](#) - Why floor restraints can often be avoided

[The bigger they are](#) - Using force with smaller or larger people

[Mr Grey will see you now](#) - What is reasonable force

[Have I got Human Rights for you](#) - Absolute and qualified human rights (taken from our [live DVD filmed at Cheshire Police HQ](#))

Appendix C – Positive Handling Plan

Name:		D.O.B.		Date:	
Triggers /Behaviours / Situations likely to result in Physical Intervention: <i>What is the behaviour like? When does it occur? Where does it occur?</i>					
Strategies to be used (where possible before physical intervention)					
Chill out time		Distraction		State alternatives /consequences choices/limits	Praise partial compliance
Give space		Reassure/success reminder		Other staff intervene	Repeat request
Talk calmly		Give a count		Planned ignoring	Remove stimulus
Verbal advice support		Negotiation		Contingent touch	Humour
Other strategies					
Preferred Handling Strategies to be used:					
Friendly Hold (arm around shoulder)			Shield		
Walking			Wrap		
Single Elbow			Double Elbow		
Standing			Ground		
Figure of Four			Chairs		
Other			'Get outs' that can be used when holding		
De-briefing process following incident: What care is to be provided. space, talk through etc					
Signatures Child (Where appropriate) Parent/Guardian Headteacher Date					
Review date					