



**Greys
Education
Centre**
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Article 19: *You have the right to be protected from being hurt and mistreated, in body or mind.*

Positive Handling / Physical Intervention

Policy Status: Statutory

Review Cycle: 2 yearly

Owner: Designated Safeguarding Leads **Date:** January 2026

Approved by: SLT **Date:** January 2026

Review Date: January 2028

Rationale & Purpose

Children and young people need to be safe and aware of how they should behave. Some (generally only a few and very occasionally) lose control and need someone else to supply it. They need to know we are able to control them safely and confidently. Our pupils nearly always respond well to the school rules and conventions. Situations in which positive handling (physical intervention) may be needed are therefore likely to be relatively few.

We always try to avoid using physical interventions and regard them as a last resort for a minority of situations. We provide a properly planned and differentiated curriculum that provides appropriate levels of challenge to all pupils and maintain an effective school behaviour policy that is known and understood by all staff and pupils.

This is written in line with the 'Education and Inspections Act 2006' that introduced a statutory right for school staff to use such force as is reasonable. The power applies where the student is on school premises or any other place where s/he is in the lawful control or charge of the school staff member. This means that the power extends to school trips and visits.

Positive handling/physical intervention is then our method of last resort, after all other approaches have been tried or in situations of clear danger or extreme urgency. We utilise only the minimum force required to resolve the situation safely.

Any physical intervention will be reasonable, proportionate and necessary to prevent a student from:

1. Self-harming.
2. Causing injury to other children, service-users, staff or teachers.
3. Causing damage to property.
4. Committing a criminal offence; and
5. behaving in a way that is prejudicial to the maintenance of good order and discipline within the school or among any of its students.

Where there is a foreseeable risk that a pupil could behave in such a way as to require restrictive positive handling/physical intervention we undertake a risk assessment in order to balance the risks to the pupil and to others of intervening or not. Planning is also undertaken to see if trigger situations can be avoided and other positive strategies employed to lessen the likelihood of such incidents occurring.

Acceptable Positive Handling/ Physical Interventions

Reasonable force is not defined legally in isolation. It must be justified as appropriate by the circumstances. We use only the minimum force that is needed to restore safety or appropriate behaviour; and we take account of the age, understanding, gender, medical or Special needs of the pupil.

Acceptable forms of intervention in this school include:

- leading or guiding a pupil by the hand or arm or shepherding them with a hand in the centre of the back.
- holding a pupil who has lost control until they are calm and safe.
- physically moving between and separating two pupils.
- blocking a pupil's path; [when it is deemed unsafe to let them go]
- use of reasonable force to remove a weapon or dangerous object from a pupil's grasp.
- where there is immediate risk of injury, any necessary action that is consistent with the concept of 'reasonable force' – for example to prevent a pupil running into a busy road or hitting or hurting someone.

- using more restrictive holds in extreme circumstances.
- It is also acceptable for doors to have double or high locks to ensure pupil

Using Positive Handling/ Physical Intervention

Except in cases where there is immediate danger, we would always try other ways of resolving or de-escalating a situation. These could include:

- calmly re-stating the rules and expectations for the situation.
- removing other pupils from the situation and thus from danger of from being an audience.
- use of physical proximity, but not in a threatening way.
- encouraging the pupil to withdraw to a safer and calmer situation.
- calling another adult for support or to take over.

If more than minor physical intervention is judged to be necessary, the teacher or adult in charge should;

- send for the assistance of another adult (for support or to take over, and as a witness).
- remove other pupils from the scene if possible.
- continue to talk calmly to the pupil explaining what will happen, and under what circumstances the physical intervention will cease (but not in a threatening way).
- use the minimum force necessary and cease the intervention as soon as it is judged safe.
- not act punitively in any way verbally or physically.

Staff are given Team Teach Training before they can use positive handling to manage challenging behaviour.

Following an incident that requires positive handling/physical intervention signed and dated witness statements should be completed at the earliest opportunity but no later than 24 hours after the event and given to the Head Teacher stating:

- the pupil's name.
 - the date and time the intervention occurred.
 - where the incident occurred.
 - why the physical intervention was necessary?
 - how the intervention was carried out.
 - who used the intervention on the pupil?
 - how long the intervention lasted.
 - who was present during the intervention?
 - any marks or injuries noted on the pupil or the member of staff as a result of the incident, and how they occurred.
 - action taken such as medical treatment.
 - the pupil's response to the outcome of the incident.
 - details of any damage to property and how it occurred.
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- The Head Teacher and/or Deputy Head **must** be informed **immediately** of any incident requiring physical intervention.
 - Where injury has occurred because of violence or aggression, or where physical intervention has been used, this should be reported in accordance with the Accident and Incident Reporting Procedure
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- Following an incident involving positive handling/physical intervention, appropriate medical attention should be given to all involved parties.
 - A debriefing with the staff involved will be carried out by a senior manager which should include emotional support beyond the immediacy of the incident.

- A senior member of staff should 'work through' the incident with the pupil concerned at an appropriate time. This should be done in a constructive/non-punitive manner with a view to helping them understand the causes and consequences of their actions and to discuss ways of avoiding similar situations. This meeting must be recorded.

Planning for Positive Handling/ Physical Intervention

Where we think a pupil might require physical restraint we plan in advance and know who will do what. This planning includes helping pupils to avoid provoking situations, helping them find success and minimise frustration, and develops our own skills. It also helps us see better where we can head off difficulties when we spot them early enough. The plan will include:

- involving the parents and the pupil to gain their views and to ensure that they are clear about what specific action the school might need to take.
- a risk assessment that considers carefully the likely outcomes to the pupil and others of undertaking intervention or not.
- managing the pupil (e.g. Reactive strategies to help pupils regain control at what stage and what type of intervention to be used):
- identifying key staff who should know exactly what action they should be taking. Any member of staff who may have to use a physical intervention should always be fully briefed about the child in question, and it is best if they have a positive relationship with the child.
- ensuring that additional support can be summoned if appropriate.
- identifying training needs and updates required.