



# All Saints' C. of E. Primary School

Policy Subject: Positive Handling

Date : November 2025

## ***Vision:***

*Rooted in faith.  
Growing through learning.  
Enabling all to flourish.*



***Philippians 4:13 - 'I can face all things through Christ who strengthens me'.***

**The Designated Safeguarding Lead (DSL)**

**Joanne Ghosh – Head Teacher**

**The Deputy Designated Safeguarding Leads (D-DSLs)**

**Gemma Osafo – Deputy Head Teacher (maternity leave)**

**Louisa Ball – Inclusion Manager**

**Janet Sharp – KS2 Phase Leader**

**Online Safety Lead (OSL)**

**Janet Sharp – KS2 Phase Leader**

**Designated Member of Staff for Looked After Children**

**Louisa Ball – Inclusion Manager**

**Governors with Responsibility for Safeguarding**

**James Burn & Alex Millbrook**

## Policy aims and objectives:

The 1996 Education Act (section 550A), together with the most recent DfE non-statutory guidance entitled *Use of Reasonable Force in Schools* (July 2013) permits the use of reasonable force to restrain a pupil in the event of extreme behaviour, which may result in harm to themselves or others, damage to property or the creation of disorder.

This policy sets out the powers of teachers and other staff to use reasonable force if required. At All Saints', we recognise that the use of reasonable force is only one of the last in a range of strategies available to secure pupil safety and well-being and to maintain good order and discipline. It is therefore set within the framework of our Behaviour, Health and Safety and Safeguarding policies.

This does not prohibit force to be used as a first resort where it is **necessary** and **proportionate** to the circumstances to prevent a greater harm or greater perceived harm from occurring.

The policy applies to the whole school, including the Early Years and to all occasions when members of staff are in charge of children both on and off school premises.

- to protect every person in the school community from harm
- to protect all pupils against any form of physical intervention which is unnecessary, inappropriate, excessive or harmful
- to provide adequate information and training for staff so that they are clear as to what constitutes appropriate behaviour and to deal effectively with violent or potentially violent situations

## Why Use Positive Handling?

Positive handling should avert danger by preventing or deflecting a child's action or by removing a physical object and/or property, which could be used to harm themselves or others and/or property. It is only likely to be needed if a child appears to be unable to exercise self-control of their emotions and behaviour.

It is not possible to define every circumstance in which positive handling would be necessary or appropriate and staff will have to exercise their own judgement in situations which arise within the above categories. Staff should always act within the school's Behaviour Policy, particularly in dealing with disruptive behaviour. Staff should be aware that when they are in charge of children during the school day, or during other supervised activities, they are acting in loco parentis and should, therefore, take reasonable action to ensure pupils' safety and well-being.

Failure to positively handle a pupil who is subsequently injured or injures another, could, in certain circumstances, lead to an accusation of negligence. At the same time staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

## Preventative Strategies

There are some situations in which the need for positive handling is immediate and where there are no equally effective alternatives, e.g. if a pupil is about to run across a road, a serious fight, damaging school property

However, wherever possible the use of alternative behaviour management/ de-escalation strategies will be employed. These techniques are known and understood by all staff.

These are examples of such measures:

- developing positive and supportive relationships between adults and children
- teaching children how to recognise and regulate their emotions
- recognising 'trigger' behaviours where possible
- encouraging consistent support from parents/carers
- use of a distracter, , to interrupt the behaviour (such as a fight) long enough for other methods of verbal control to be effective
- withdrawal of attention (audience), e.g. if an action such as damage to property is threatened
- other techniques designed to defuse the situation, such as the avoidance of confrontation, or use of humour (in these cases the incident can be dealt with later when emotions are no longer running high)
- the employment of other sanctions consistent with the Behaviour Policy

### **Use of Positive Handling**

Positive and protective handling refers to the application of reasonable force with the intention of protecting a child from harming him/herself and/or others or seriously damaging property. Positive and protective handling techniques should be used rarely and exceptionally, as a last resort when other courses of action have failed, or in extreme emergency circumstances when there has been no opportunity to employ agreed strategies. Staff should always use the minimum degree of intrusion or intervention required. Positive Handling, or 'the use of reasonable force' does not authorise the use of corporal punishment. The use of physical interventions must never be used as a punishment and always be a last resort. The use of physical interventions should only be considered within the context of risk, be proportional to that risk and appropriate given the age, understanding, gender and size of the child or young person.

Positive handling should be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control..

Staff members are reminded that this is a "power" and not a duty; staff have a duty of care to themselves and others including the children in their care. Where a staff member feels that by exercising their power to intervene physically, they may put themselves or the child in physical danger or, they feel intervening may cause a greater harm or is likely to fail, then they are advised to seek a safer alternative option. In some circumstances it may be possible to remove the rest of the children from the area and allow the child concerned to calm down safely. Where this presents a lesser risk of injury to all concerned this may be a more favourable option and indeed should be the first course of action. There are some forms of physical intervention, which may involve minimal physical contact, such as blocking a pupil's path or the staff member physically interposing themselves between the pupil and another pupil or object. However, in some circumstances, direct physical contact may be necessary.

Types of physical intervention which may be employed include:

- Passive physical contact, e.g. standing between children to prevent physical interaction between them; blocking a child's path
- Active physical contact, e.g. leading a child by the hand or arm; ushering a pupil away by placing a hand in the centre of the back; holding a child to stop them from running away
- Restrictive holds – training should be given to staff about appropriate techniques to use

The use of restraint requires skill, judgment and knowledge of a range of both non-harmful methods of control and restrictive methods of physical intervention. Staff at All Saints' receive regular training; both teachers and support staff are trained to ensure that incidents can be dealt with effectively, both in the classroom and in the playground. Where it is necessary, the degree of force employed must be in proportion to the perceived outcome of the incident taking into consideration the severity of the behaviour or the consequences it is intended to prevent. Any force should always be the minimum needed to achieve the desired result with the highest degree of certainty (staff must use enough force for their intervention to be successful but not as to be excessive). See Appendix 1: List of Trained staff).

Staff must take into account if the child is on a Behaviour Support Plan or has any specific medical or SEN needs.

In the event of restraint becoming necessary, where appropriate before touching the child, the member of staff should advise the child calmly and repeatedly about what they are going to do and why, and how the child might change their behaviour in order that the restraint would become unnecessary. If appropriate any other children and adults present should also be warned.

This would not take away from a person intervening in an emergency should they deem it to be absolutely necessary to prevent a greater harm occurring which couldn't be safely controlled with a non-physical alternative. A call for support should be made immediately.

While intervening, the member of staff must:

- Minimise the amount of time where the child is restrained
- Avoid prolonged struggling
- Wherever possible keep talking to the child and give choices as to how they could behave in a manner that would end the need for restraint
- Always look to use the least intrusive method of intervention
- Remain calm and manage any verbal abuse professionally

Pupils should not be restrained on the floor, where a pupil drops to the ground they are to be held until it is safe to release and then, where safe to do so, monitored as they get back onto their feet. If it is not necessary to hold them, then staff should not.

If restraint is required for an extended period (for example, more than five minutes), a senior member of staff must monitor the situation closely with a view to safeguarding the child and the staff concerned.

### **Actions after an Incident**

Positive handling often occurs in response to highly charged emotional situations and there is a clear need for debriefing and support after the incident, both for the staff involved and the pupil. The headteacher or member of the Senior Leadership Team (SLT) should be informed of any incident as soon as possible. Once the situation has been stabilised, they will contact parents as soon as possible, normally on the same day, to inform them of the actions that were taken and why, and to provide them with an opportunity to discuss it.

Following an incident where physical restraint is required, a full report must be completed by all concerned (see Appendix 2: Incident Reporting and Recording Form)

The parents/guardians or carers should be informed by headteacher as soon after the incident as possible. If an injury has been incurred to anyone involved, the usual procedures regarding this will be followed.

If the behaviour is part of an ongoing pattern, it may be necessary to address the situation through the development of an Individual Behaviour Support Plan, which may include an anger management programme, or other strategies agreed with the Inclusion Manager and Deputy Head.

In the case of a child with an EHCP (Education and Health Care Plan), there will be opportunities to address issues of challenging behaviour at annual review meetings and an interim review organised in exceptional circumstances. Looked-After Children will have a Personal Education Plan which features planning and strategies to address challenging behaviour, where appropriate.

### **Roles and Responsibilities**

The Headteacher, SLT and Governors need to ensure that all authorised teachers and other authorised staff are appropriately trained and that training is updated regularly and accept the responsibility of their role by being aware of the guidelines in this policy. Records are to be kept of any physical restraint or incident involving physical contact. These are to be clear, comprehensive and prompt. Parents must be informed and consulted each time a form is completed. These records will be part of an ongoing annual review procedure that examines practice and informs future practice.

### **Risk Assessments**

Following an incident where physical restraint was required for the first time with a pupil, or if we become aware that a pupil is likely to behave in a disruptive way that may require the use of reasonable force, we will plan how to respond if the situation arises and produce an Individual Risk Assessment. Such planning will address:

- Management of the pupil (e.g. reactive strategies to de-escalate a conflict, holds to be used if necessary)
- Involvement of parents to ensure that they are clear about the specific action the school might need to take
- Briefing of staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance)
- Identification of additional support that can be summoned if appropriate

### **Complaints**

The Headteacher, SLT and Governors need to ensure that, as far as possible, preparation and planning has taken place to identify areas where physical restraint might be used. However, the school may also have to intervene in circumstances where preparation and planning have not been possible. When physical restraint takes place, the school will always endeavour to protect children and adults from physical harm, however, there may be cases in which some discomfort and/or bruising may occur, to both staff and children, as a result of the restraint taking place.

A clear positive handling policy, adhered to by all staff and shared with parents, should help to avoid complaints from parents. It is unlikely to prevent all complaints, however, and a dispute about the use of force by a member of staff might lead to an investigation, either under disciplinary procedures or by the Police and social services department under child protection procedures.

*This Policy should be read in conjunction with the **Safeguarding and Child Protection Policy**, the **Behaviour Policy** and the **Anti-Bullying Policy**.*

**The Positive Handling Policy was reviewed in: November 2025**

**It was formally adopted and approved by Governors:**

**Signed (Chair of Governors):**

**Date:**

**Date of Next review (Annually): November 2026**



## Appendix 1

## Training for Staff

These staff members have attended the Team Teach, Positive Behaviour Management Theory session (Level 1), on 2<sup>nd</sup> September 2025

- Joanne Ghosh (Headteacher)
- Louisa Ball (SENCO)
- Baraskevou Gashirahamwe (School Business Manager)
- Amelia Le May (Nursery Teacher)
- Rebecca Buchanan (EY/KS1 Phase Leader and Nursery Teacher)
- Rebecca Wisso (Teaching Assistant)
- Milena Grantcharova (Reception Teacher)
- Rachid Ikhlef (Teaching Assistant)
- Bethany Machell (Year 1 Teacher)
- Esther Sharman (Teaching Assistant)
- Rebecca Collins (Year 2 Teacher)
- Rosemary Hayes (Year 3 Teacher)
- Nichola Chubb (Teaching Assistant)
- Heba Malak (Teaching Assistant)
- Suzanne Ritchie (Year 4 Teacher)
- Janet Sharp (Year 5 Teacher)
- Karry Hatley-Smith (HLTA)
- Joshua Dwyer (Teaching Assistant)
- Cameron Lamont (Year 6 Teacher)
- Coleen McGrath (HLTA and Senior Midday Meals Supervisor)
- Dave Harris (Site Manager)

These staff members also attended the Team Teach, Positive Behaviour Management Practical session (Level 1), Level 1 on 17<sup>th</sup> September 2025

- Joanne Ghosh (Headteacher)
- Louisa Ball (SENCO)
- Baraskevou Gashirahamwe (School Business Manager)
- Rebecca Buchanan (EY/KS1 Phase Leader and Nursery Teacher)
- Rebecca Wisso (Teaching Assistant)
- Milena Grantcharova (Reception Teacher)
- Rachid Ikhlef (Teaching Assistant)
- Bethany Machell (Year 1 Teacher)
- Esther Sharman (Teaching Assistant)
- Rebecca Collins (Year 2 Teacher)
- Rosemary Hayes (Year 3 Teacher)
- Nichola Chubb (Teaching Assistant)
- Heba Malak (Teaching Assistant)
- Suzanne Ritchie (Year 4 Teacher)
- Janet Sharp (Year 5 Teacher)
- Cameron Lamont (Year 6 Teacher)
- Coleen McGrath (HLTA and Senior Midday Meals Supervisor)
- Dave Harris (Site Manager)

Appendix 2 Incident Reporting and Recording Form

All Saints' C. of E. Primary School  
*Rooted in Faith, Growing Through Learning*  
Incident Report Form – Physical Restraint



Date of Incident:	
Time of Incident:	
Pupil Name:	
Member(s) of staff involved:	
Other pupils involved:	
Adult witnesses to restraint:	
Pupil witnesses to restraint:	
Date and time parent informed of restraint:	
Member of staff who informed parent:	

<b>Outline of Event Leading to Restraint:</b>
<b>Outline of incident of restraint (including restraint method used):</b>
<b>Outcome of restraint:</b>
<b>Description of any injury sustained and any subsequent treatment:</b>
<b>Outline of Parent/Carer response:</b>
<b>Signatures of Staff completing report:</b>
Name: ..... Signed:.....
Name: ..... Signed:.....
Name: ..... Signed:.....
<b>Brief description of any subsequent inquiry/complaint or action:</b>