



Date of Review	September 2025
Next Review Due	September 2026
Staff Responsibility	Executive Headteacher
Governor responsibility Signed by Chair of Governors	FGB

Positive Handling Policy

What is Positive Handling?

Positive Handling can be known as physical intervention and is the positive application of force for the purpose of overcoming a child's resistance. In school, we use positive handling and risk reduction training. Wherever there is a potential for challenging behaviour, we seek to reduce the risk and promote positive and safer outcomes.

When is Positive Handling used?

Positive Handling will only be used under the following circumstances:

- **When preventing physical harm or threatened harm to self and others**
- **Preventing a child from running away or escaping**
- **Preventing damage to property**
- **Removing a child from the classroom if causing disruption and distress to the other children**

Positive Handling is used as a last resort after all other steps have been exhausted, using strategies laid out in the school's behaviour policy.

Types of Positive Handling used

There are two types of Positive Handling:

Non-Restrictive Handling

Non-restrictive handling is assisting a child to walk away from a situation with the use of guiding.



Restrictive Handling

Restrictive handling is the use of physical contact to remove or control a child's behaviour if there is a real risk of harm to themselves, peers, adults or property.

Recording

- All incidents of positive handling are recording on a Positive Handling recording sheet (please see Appendix A).
- The form is to be completed fully, detailing what was happening prior to the incident and what risk reduction techniques were used prior to any form of incident handling, be it restrictive or non-restrictive being used.
- The family of the child are to be called after the use of Positive Handling.
- A restorative interview is to be conducted with the child and the adult involved, ensuring any injuries are noted.
- All completed forms are to be given to the Head Teacher for signing.
- A central log will be maintained to monitor the number of incidents in school.

Reasonable Force

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Executive Head Teacher has temporarily put in charge of children such as unpaid volunteers or parents accompanying children on a school organised visit.

When can reasonable force be used?

Reasonable force can be used to prevent children from hurting themselves or others, from damaging property, or from causing disorder.

In a school, force is used for two main purposes – to control children or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so and are putting themselves and others at risk.



- Prevent a child behaving in a way that disrupts a school event or a school trip or visit.
- Prevent a child leaving the classroom where allowing the child to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a child from showing physical aggression towards a member of staff or another child, or to stop a fight in the playground.
- Restrain a child at risk of harming themselves through physical outbursts.

In our school, **all** members of staff when confronted with a situation, are advised to approach it as they would with their own child. However, any use of reasonable force or positive handling must be recorded and the same procedures followed.

Please see our Behaviour Policy for further information.



Appendix A

This form should be used to record any incidents involving Positive Handling (PH).

Pupil's name and class:	Date of incident:
Place of incident:	Time of incident:
Adult/s who carried out PH:	Witnesses:
What happened prior to the incident:	
Which de-escalation techniques did you use prior to Positive Handling? Please highlight/circle • Verbal support/advice • Calm talking • Empathy/Reassurance • Humour/Distracton • Negotiation/Options offered • Using strategies which the child will usually respond to • Change of Environment • Non-threatening body language (open palms) • Warning/Reminder of Consequences • Stepping away/Giving space • Non-contact guiding/redirection • Other (please specify)	
Describe the behaviour that was displayed:	



Which technique/s were used? E.g. Open palms, support to floor.

Why were the techniques used? Please highlight/circle

- A. To prevent child from committing a violent or aggressive act?
- B. To prevent child from causing injury to themselves?
- C. To prevent child from causing injury to peers?
- D. To prevent children from causing injury to adults?
- E. To prevent child from causing damage to property?
- F. To prevent child from causing serious disruption?
- G. To prevent child from running away?
- H. Other? (please specify)

Were there any injuries to the child or adult? Was medical treatment required?

Please comment:

Restorative 5 questions with child:

1. What happened?
2. What were you thinking?
3. How were you feeling?
4. Who was affected?
5. What would you do differently next time?



Date:	Time:
Adult signature:	
Restorative interview with adult including welfare check (compulsory)	
Date:	Time:
Signature interviewee:	
Signature interviewer:	
Date recorded on My Concern:	

Parents/Guardians informed:	Date:	Time:
	How?	By whom?
	Parents views:	



Staff completing form:	Name:	Date:
	Signature:	
Senior Leadership:	Name:	Date:
	Signature:	