St Luke's C of E Primary School

Positive Handling Policy

Approved by Governors: November 2026

To be reviewed: November 2029

Introduction

St. Luke's is a caring Church of England Primary School that is committed to supporting our pupils to be happy, successful, generous and fulfilled throughout their lives. We believe that each of us is unique and valued by God—all made in his image. And so, we aspire to provide an outstanding education for all.

Our Behaviour Management Approach

We aim to support children's intrinsic motivation regarding positive behaviours, relationships and learning through the following key values:

- **Helpfulness**
- **Enthusiasm**
- **Aspiration**
- **Resilience**
- **Truth**

We are committed to enabling all children to access learning. We value everyone as an individual, capable of growth, change and development. We aim to provide a positive, friendly and inclusive culture, where all children, staff and visitors feel safe, respected, supported and free from discrimination of any sort. We aim to provide an environment and a platform for the development of social and moral awareness.

There will be incidents in school where children will be emotionally dysregulated. We will always endeavour to de-escalate children showing dysregulated behaviour. We have school wide strategies, such as Zones of Regulation, to support all children in discussing and managing their emotions.

For more information about our approach to behaviour management please see our Behaviour Policy.

What is Positive Handling?

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.

What is 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.

Why use positive handling?

Staff at St Luke's CE 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. This is used 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 positive handling strategy techniques of TEAM TEACH will use physical intervention techniques with children when necessary, and if another staff member is preventing a child from injuring themselves or others then a trained member of staff will take over as soon as possible. Further details of the TEAM TEACH approach can be found on the TEAM TEACH website. The website address is www.team-teach.co.uk.

Steps to be taken before using physical controls

As stated above positive handling is to be used as a **last resort**. Below are some suggestions of what staff could do before hand to de-escalate potentially violent situations.

- If the pupil has a behaviour plan, follow the specific de-escalation strategies.
- Show care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiating and reasoning.
- Give clear directions for the pupil to stop
- Remind the pupil about rules and likely outcomes
- Remove an audience or encourage 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 to escort pupils to somewhere less pressured
- Ensure that colleagues know what is happening and call for help.

The use of positive handling/restraint

At St Luke's CE School, we only use physical restraint when there is no realistic alternative.

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 interest of the child and that it reduces rather than increases risk. Any response to extreme behaviour should be reasonable and proportionate.

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 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. You are safe."*

Positive Handling Plan and One-Page Behaviour Support Plans

Risk assessments are required for pupils who have identified needs that result in needing to be handled more regularly.

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?
- What members of staff can be identified to assist in an emergency?
- What are the parents views?

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 one-page behaviour support plan and/or 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. One-page behaviour support 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 educational needs and social context.

This will be kept, discreetly, in the classroom so adults can follow agreed strategies. **It is the class teacher's responsibility to ensure staff in the team know where the one-page behaviour support plan is located**.

Post-Incident Debrief

Following a serious incident, it is the policy of our school to offer support to all involved.

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, parents 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.

The staff involved must fill in a record of restraint as quickly as possible after the incident. They can be supported to do this by a member of the senior leadership team.

The Record of Restraint must be filled in within 24 hours.

It must be signed by 2 members of staff that were present.

It must be given to the Head Teacher.

Complaints

Any complaints will follow the school's complaints procedures.

Parents

Parents will be collaborators of the one-page behaviour support plan.

Parents will be informed after a serious incident.

Parents will have access to this policy.

Parents may request the record of restraint for their child.

This policy should be read in conjunction with our behaviour policy.

This policy will be reviewed on a yearly basis.

Appendices:

Appendix 1: Trained Staff List

Appendix 2: Record of restraint pro-forma

Appendix 3: One page behaviour support plan example

Appendix 1: Trained staff

Name of staff member	Role	Date of training
Calum Howard	Head Teacher	02/09/26
Jessica Dewan	AHT/SENCO/ DSL	02/09/26
Richard Griffiths	AHT/Year 6 Teacher	02/09/26
Marta Godinho	TA	02/09/26
Rosemarie Watson	TA	02/09/26
Samantha Witter	TA	02/09/26
Lee Norwood	TA	02/09/26
Zinnat Ahmed	TA	02/09/26
Sarah Daley	TA	02/09/26
Colleen Langley	TA	02/09/26
Louise Old	TA	02/09/26

Appendix 2: Record of Restraint proforma

Record of Restraint Date/time of Incident: Pupil Name: Members of staff involved: Adult witnesses: Child witnesses:
Outline the event leading up to the restraint
Outline the incident of restraint including the restraint method used
Outline immediately what happened after the restraint

First aider that looked over pupil and their observations
Parents Date and time the parents were informed: Who informed the parents? Outline of parents response
Signatures of staff completing the report: 1. Name: ..... Role: ..... Signature: ..... 2. Name: ..... Role: ..... Signature: ..... 3. Name: ..... Role: ..... Signature: .....

Appendix 3: One-page behaviour support plan example

Behaviour Support Plan for B

Triggers

- Academic work
- Challenge
- Being directly asked to do work, instead you could use the language of choice or suggest starting some work together.
- Hunger

Prevention / Proactive

- Individualised reward chart
- Built in rewards and breaks throughout the day
- 1:1 support at break time
- SLT support at lunchtime, including transitional support
- Start and end of day with head of school
- Social stories re: behaviour
- Positive praise
- Differentiated work in the classroom
- Directed adult support for learning
- Access to ICT for learning
- Daily literacy interventions
- Kick London mentoring

Behaviour	Reactive strategy
Low-level disruptive behaviour	Move to yellow, remind him that positive behaviours will earn him rewards and he can get back to green. Yellow 2nd warning – use the break box as a distraction to attempt to get B displaying positive behaviours. Remind him again that positive behaviours will earn him rewards and he can get back to green. Red – follow removal strategy
Refusal to follow instructions Defiance Offensive Language	Follow removal strategy Parents informed via communication book
Repeated stage 3 behaviours	Internal exclusion (Harriet/Cristina or an upper KS2 classroom) Parents informed
Stage 4 behaviours (purposefully hurting someone else, damage to school property, bullying, homophobic/racist name calling)	External fixed term exclusion Parents informed

Distraction/Diversion

- Break box
- Working with an adult on something that motivates him
- Reminding him of rewards and positive behaviours

Removal Strategy:

1. Asked by a member of the class team to leave the classroom with them.
2. Restorative conversation to take place.
3. Re-integrated back to class.
4. Incident logged.
5. If he will not comply with removal strategy then call SLT (Harriet/Cristina).

Things to note:

If B is on yellow 2nd warning or red before break time then he will not choose a friend to share his own break time with.