

Positive Handling (Care & Control) Policy

Yew Tree Primary School



Date of Policy:	January 2026
Responsibility:	Assistant SENDCO/SLT
Review Date:	January 2029
Consultation:	This policy was developed with staff & governors following best practice advice & training from a certified training company and in compliance with DfE regulations and guidance

ETHOS STATEMENT

It is the aim of the Governing Body of Yew Tree Primary School to develop policies and procedures which support the school's vision of:

“Learning Without Limits”

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Statement of Intent

At Yew Tree Primary School we believe that it is important to establish a safe, secure and stable environment that enables pupils to grow, develop and learn. In order to achieve this, the school recognises that there may be situations which arise where a child seriously disrupts good order in the school or causes damage/has potential to cause damage to property, themselves or others. When this occurs, staff members will be required to use positive handling, which could include restrictive interventions and/or reasonable force, in order to manage situations when other measures have failed to do so.

All members of staff have a legal power to use positive handling in certain circumstances to stop a pupil from:

- Causing injury to themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils at the school, whether during a teaching session of otherwise

Whilst we recognise that, in life, there are occasions where things go wrong staff are expected to demonstrate compliance with the school's Positive Handling Policy and any associated procedures unless there are exceptional reasons which prevent this.

The aim of this policy is to ensure that actions such as positive handling, restrictive interventions and reasonable force are used in a correct and safe manner which is in accordance with the relevant legislation and national guidance.

Positive Engagement

All interventions, physical or otherwise, at Yew Tree Primary School are conducted within a framework of positive relationships and positive behaviour management. We follow a preventative approach to reducing risk and look for early warning signs to challenging or dangerous behaviour, learning about and communicating any factors which may influence behaviour and taking steps to divert behaviours leading to potential risk.

1. Legal framework

1.1. This policy complies with the following legislation, including, but not limited to:

- The Human Rights Act 1998
- The Children Act 1989 & The Education Act 2011
- The Equality Act 2010

1.2. This policy will also have due regard to the following guidance (noting this policy will always be updated immediately in line with any changes outlined in the documents listed):

- DfE 'Restrictive interventions inc. use of reasonable force'
- DfE 'Working together to safeguard children'
- DfE 'Keeping Children Safe in Education'

1.3. The school will implement this policy in conjunction with our Child Protection and Safeguarding Policy, Health and Safety Policy, Appropriate Touch Policy, Behaviour Policy and Equality Policy.

2. **What is positive handling?**

- 2.1. For the purpose of this policy, 'positive handling' is the positive application of force with the intention of protecting pupils and limiting damage to property.
- 2.2. The legal framework and national guidance makes reference to a number of other terms related to the care and control of pupils. For the purpose of this policy, Yew Tree Primary School shall use 'positive handling', whenever possible, as an umbrella term for the interventions described below.
- 2.3. DfE guidance provides the following definitions of different restrictive measures:

Restrictive intervention: a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. 'Restrictive interventions' can describe both physical and non-physical actions aimed to restrain pupils in different ways.

Reasonable force: a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

Significant incident: any incident where the use of force goes beyond appropriate physical contact between pupils and staff. This includes when physical force is used to implement a non-physical intervention.

Seclusion: a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.

Restraint: a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint.

NB: The various restrictive interventions above have been defined for completeness and should not be construed as confirmation that these will absolutely be used at Yew Tree. A fundamental principle of this policy is to use the least restrictive approach possible at all times.

- 2.4. Positive handling will be limited to emergency situations, and in line with DfE guidance (as detailed within the Statement of Intent), and used only as a measure of last resort.

2.5. Where positive handling is required, the school will adhere to the following guidance:

- Initial intervention will always be without force wherever possible, e.g. staff will attempt use of all non-physical interventions in order to deescalate where there is the opportunity to do so.
- Any physical intervention will follow other appropriate actions such as de-escalation in line with our Behaviour policy.
- Staff will take a calm and measured approach in all situations.

2.6. Failure to positively handle a pupil who subsequently gets injured, or injures another pupil, could lead to an accusation of negligence.

2.7. Positive handling will never be invasive, humiliating, flirtatious in nature or take a form which could be seen as punishment.

2.8. Positive handling will 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.

3. **What is 'reasonable' force?**

3.1. At Yew Tree Primary School, the use of positive handling could only be considered reasonable if it is justifiable in line with statutory guidance. The school will do all it can to minimise the need to use positive handling as much as possible. This includes a range of whole school measure and individual tailored approaches including, but not limited to, the following strategies:

- Consideration of how classroom environments are organised to support all pupils
- Sharing of best practice, and providing training for staff, about behaviour management and inclusion
- Nurturing of staff-pupil relationships
- Recording and analysing data related to behaviour and inclusion in order to inform preventative planning
- Working closely and proactively with parents/carers to support pupils

3.2. Whilst a definition of reasonable force has been provided by the DfE (within 2.3), staff should be mindful of the expectation that there must be clear justification of what is or is not reasonable, i.e they must be able to provide a clear rationale why they used the force they did, for the length of time they did, in any given circumstance.

3.3. Reasonable force is only acceptable to use in order to control pupils or restrain them until any danger or risk has been mitigated. There must always be a focus on removing this as quickly as possible. E.g. if a pupils' behaviour is causing a risk to others in a communal area, staff might use reasonable force to remove a child to a less public space before removing the force and continuing to deescalate in other ways.

3.4. 'Control' may be a less invasive intervention which may include passive physical contact, such as blocking a pupil's path, or active physical contact such as leading a pupil by the arm.

- 3.5. Restraint refers to physically bringing a pupil under control, such as holding them back. This is typically used in more extreme circumstances, such as to separate two pupils fighting.
- 3.6. The degree of force which is used will depend on the age, gender and understanding of the pupil as well as the context of the situation.
- 3.7. Staff members will always use actions which are appropriate and in proportion to the circumstances of the incidents.
- 3.8. All incidents which involve the use of reasonable force will be reported to the Head Teacher/senior leadership team, recorded in writing and communicated to the pupil's parents/carers (see Section 5).
- 3.9. Whilst not an exhaustive list, some examples of when staff are able to use positive handling includes situations when:
- disruptive children must be removed from the classroom, have previously refused to leave and their behaviour is causing serious and persistent disruption of learning.
 - members of staff need to control disruptive pupils on school trips, or similar as their behaviour is causing a danger to themselves or others.
 - members of staff must prevent a pupil from leaving a classroom or other space when doing so would lead to a risk to their safety.
 - a pupil is attacking a member of staff or another pupil.
 - a pupil is at serious risk of harming themselves and a member of staff must intervene to prevent this.
- 3.10. Positive handling extends to non-physical interventions including seclusion. Therefore, staff are expected to have the same regard for this as they would for any physical measures and should ensure that the use of seclusion is proportionate, necessary and with consideration of the pupil's welfare.
- 3.11. If a member of staff deems it necessary to utilise seclusion, this should always be done with approval from a member of the Senior Leadership Team ideally. If that is not initially, this action must always be reported to the Senior Leadership Team as soon as practicably possible via CPOMS. It is the responsibility of senior staff to agree next steps
- 3.12. Seclusion, which involves an intervention to keep a pupil confined to a space away from others and prevented from leaving, must never be used as a disciplinary measure and should only be used as a safety measure, i.e. when a pupils' behaviour is putting themselves or others at risk of harm. This includes times when a pupil is experiencing high levels of emotional or behaviour dysregulation and/or the pupil is not acting with intent.
- 3.13. During any periods of seclusion, the space used should feel safe and not threatening or intimidating to any pupil. The pupil should also be supervised at all times and, as soon as the immediate risk of harm has reduced, the

seclusion should be removed and staff should support the pupil in re-regulating and returning to normal activities.

- 3.14. The Head Teacher, and staff they authorise, have a statutory power to search a pupil or their possessions in certain circumstances (see Behaviour Policy). However, the authorised personnel can only use such force as is reasonable to search for legally prohibited items but not items simply banned under school rules only.
- 3.15. Positive handling will never be used as a substitute for good behaviour management in accordance with the school's Behaviour Policy. It is illegal to use for on a pupil for the purpose of punishment.
- 3.16. It is never reasonable for any positive handling to include interventions which affects a pupil's airway, breathing or circulation (e.g. by covering mouth and/or nose or applying pressure to the neck region or abdomen, particularly where it occurs on the ground).
- 3.17. Where appropriate, a pupil should receive a medical assessment and treatment for any injuries as soon as possible. Due to the risk of physical and psychological harm, any form of restraint should be avoided where possible and only used in the rare circumstances outlined in this policy and any related statutory guidance.

4. Training

- 4.1. All members of staff have legal powers to use positive handling for circumstances permit (in line with DfE guidance) but there is an expectation that all necessary precautions are taken, i.e. utilising verbal de-escalation where possible in the first instance.
- 4.2. However, whilst all staff have legal powers, employers have a duty to ensure the health, safety and welfare of employees so far as is reasonably practicable. This means that risk assessments should be carried out, via the development of Personal Support Plans (PSPs), to ensure that staff who work alongside pupils where the use of positive handling may be required can do so as safely as possible.
- 4.3. Whilst under constant review, the following staff have received specific training in the strategies and techniques of positive handling, to complement the behaviour management approaches outlined in our Behaviour Policy.

Trained staff –

STAFF MEMBER	TRAINING DATE	EXPIRY
Karen Bainbridge	10.03.25	09.03.27
Kealeigh Neville	10.03.25	09.03.27
Stacey Grice	10.03.25	09.03.27
Sharon Fry	11.03.25	10.03.27
Joy Bownes	11.03.25	10.03.27
Danielle Elkin-Ranger	20.10.25	19.10.27
Jamie Barry	20.10.25	19.10.27
Claire Dorham	20.10.25	19.10.27
Zoe Reed	20.10.25	19.10.27
Sally Roberts	20.10.25	19.10.27
Karen Lappage	20.10.25	19.10.27
Rachel Sherwood	21.10.25	20.10.27
Joanne Melia	21.10.25	20.10.27
Alison Snow	21.10.25	20.10.27
Elza Galloway	21.10.25	20.10.27
Jessica Horsley	21.10.25	20.10.27
Joy Lowe	21.10.25	20.10.27
Tamsie Mclean	30.09.26	29.09.28
Jacoba Wilkes	30.09.26	29.09.28
Danielle Henden	30.09.26	29.09.28
Shannon Taylor	30.09.26	29.09.28
Tanesha Williamson	30.09.26	29.09.28
Hazel Bartlam	01.10.26	30.09.28
Julia Sutton	01.10.26	30.09.28
Chloe Bowdler	01.10.26	30.09.28
Lauren Higgins	01.10.26	30.09.28
Kelly Isaac	01.10.26	30.09.28
Amy Walker-Laver	01.10.26	30.09.28

- 4.4. The power to positively handle pupils also applies to any individual whom the Head Teacher has identified as temporarily in charge such as supply staff. However, where there is a known risk of a pupil requiring positive handling, there is an expectation that all measures will be taken to ensure there is access to a trained person who understands and recognises the pupils' needs and/or triggers.

- 4.5. The decision to physically intervene during a situation is down to the professional judgement of the member of staff and always depends on the circumstances and context.

When positive handling occurs, staff should consider the following as they will be asked to reflect upon and evaluate this in any reporting requirements:

Is it necessary?

- Staff should consider whether there are other more effective, less restrictive ways to manage a situation.
- Staff should assess whether a restrictive intervention is likely to successfully reduce the relevant risks or whether its use would escalate the situation further or cause more harm than the behaviour itself.
- Where possible, staff should communicate with other staff members to understand any broader risks in the environment.

Is it proportionate?

- Staff should use the least amount of force or least restrictive intervention necessary for the least amount of time to reduce the relevant risks.
- If the intervention itself is escalating the situation, staff should reconsider their approach and attempt an alternative strategy.
- Staff should consider the personal circumstances of the pupil such as medical conditions, special educational needs or other vulnerabilities, their characteristics such as age and size, and must consider relevant equality implications under the Equality Act 2010.

Have you consider the pupil's welfare?

- Staff should consider the impact on the pupil's overall welfare balanced against any actions taken. E.g. pupils who have experienced an adverse life event, with diagnosed or undiagnosed medical conditions or sensory impairments, past trauma or neglect, communication difficulties or other needs, may find the use of restrictive interventions particularly distressing.
- Staff should seek to maintain respect for a pupil's dignity. This may include, where possible, considering the location and environment where any intervention is used, such as in front of their peers.
- Where possible, staff should clearly and calmly communicate to the pupil what is happening, why and explain what the pupil needs to do.
- For pupils with speech, language and communication, or with EAP, verbal and/or non-verbal strategies should be used to ensure the pupil understand what is happening and has adequate time to process information and respond.
- Staff should seek to understand how the pupil is feeling and use this information to determine whether the restrictive intervention should be, or continue to be, applied, reduced or stopped.

- 4.6. We recognise that some children with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to

themselves and others. Consequently, this can lead to pupils with SEND being disproportionately subject to the use of physical interventions.

- 4.7. As a fully inclusive school, Yew Tree commits to trying to understand the triggers of any challenging behaviour so that we can provide proactive support and create a positive environment for any pupil who presents with additional needs.
- 4.8. Wherever possible, staff will be deployed to work with identified individual pupils in order to help manage any risks or triggers when challenging behaviour is more likely to occur. E.g. in the case of staff absence, permanent staff will be reorganised, and supply staff utilised elsewhere, so that those with the most complex needs are supported by those who know the school and the pupil the most.
- 4.9. Where appropriate, school staff should work with pupils with SEND and their parents/carers in the co-production of any necessary individual behaviour plans (IBPs) or personal support plans (PSPs). These plans are essential for any pupils where there is an identified risk, or increased likelihood, of the need to use positive handling more regularly.
- 4.10. When creating an IBP/PSP, the relevant staff should arrange to meet with the pupil and parents/carers to talk through the plans in detail and explain the policy and procedures related to this area. Parents/carers are always asked to sign to agree to IBPs/PSPs.
- 4.11. Upon setting any individual plans, review dates will be agreed and records of any review discussions and subsequent actions will be recorded on CPOMS.
- 4.12. Staff will always calmly communicate the reasons for their actions to the pupil and explain why it was necessary in a non-threatening manner.
- 4.13. Staff will never give the impression that they are acting out of anger or are punishing the child.
- 4.14. All teachers will develop strategies and techniques for dealing with difficult pupils and situations, which they will use to diffuse and calm a situation (see appendix 1).
- 4.15. In non-urgent situations, staff will always try and deal with a situation through other strategies before using force.
- 4.16. Any positive handling techniques we use seek to avoid injury to a pupil, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent 'side-effect' of ensuring that the pupil stays safe.

- 4.17. Where a member of staff believes that they are at risk, such as where an injury is likely to occur, they will not intervene in an incident without help and assistance of another staff member.
- Emergency intervention is necessary when there is a high risk of pupils being injured or property being damaged.
 - If emergency intervention is required, a member of staff will use other methods of defusing the situation, without physically intervening, until assistance arrives.
 - Staff can notify others of the need for urgent assistance by evoking the emergency card system, using the internal phone network or simply shouting for help.
- 4.18. Following the event, the pupil involved may be subject to separate disciplinary procedures (as outlined in the Behaviour Policy), in which strategies should be formed to help avoid reoccurrence of such incidents.
- 4.19. Where necessary, external agencies, such as the LA or the police if a crime or assault has been committed, will be informed of the incident.
5. **Recording & reporting**
- 5.1. A detailed written report will be kept of any incidents where positive handling is used (even if agreed in advance with parents/carers) and information from this will be logged on CPOMS with clear identification of the category of intervention e.g. positive handling or seclusion etc.
- 5.2. Immediately following an incident, the member(s) of staff involved will verbally report the incident to the Head Teacher (or a member of the Senior Leadership Team if the Head Teacher is not available) and provide a comprehensive written record of the situation as soon as possible (within the same working day) in the Positive Handling Log (stored in the Head Teacher's office).
- 5.3. Following any instance of positive handling, a 'black box' analysis must take place by a member of the Senior Leadership Team in order for them to fully consider next steps and any implications for the pupil or staff involved. Therefore, the written report of the incident must be thorough, including as much detail as possible as to what had happened before, during and after the incident, and describing any injuries incurred due to the event alongside pupil voice and feelings.
- 5.4. The 'black box' analysis, undertaken by a member of the Senior Leadership Team must be summarised in the notes on a pupil's CPOMS records where necessary and, where possible, this should be undertaken by somebody who was not involved in the incident. This will facilitate reflection, learning and ensure support for the wellbeing of the pupil and staff involved (including support for those who were witness to an incident of restrictive intervention if necessary).

- 5.5. Where any injuries occurred, these should be recorded and reported in accordance with the school's H&S procedures as appropriate to HSE.
- 5.6. In all cases, whether physical or non-physical interventions have occurred, parents/carers should be informed of any incidents by the appropriate member of the Senior Leadership Team who is responsible for overseeing the analysis of the incident:
- Parents/carers will be informed verbally and informed that a written message will be sent home but that they can request a copy of any reports written by the member(s) of staff involved in the incident.

The verbal report to parents/carers should be followed up with written communication (e.g. email or Dojo message), within the same day, including the following details as a minimum (Appendix 3):

- Time, date, location and approximate duration of the intervention
 - Brief account of why the intervention was necessary in that instance
 - Brief account of what type of force/intervention was applied and, where necessary, the degree of force used
 - Details of any physical injuries sustained if applicable and/or the psychological impact on the pupil, e.g. their response to the incident
 - Any post-incident support provided such as details of any medical treatment for injuries or other adverse impacts
- 5.7. As well as the written communication, parents/carers will be invited to meet with the relevant Senior Leader to discuss the intervention in more detail should they wish. This could include a discussion about:
- Any behavioural triggers or warning signs of an impending incident
 - Whether any agreed behaviour support plans were followed
 - What de-escalation strategies were used and how effective they were
 - What might be done differently in the future
- 5.8. If a member of staff witnesses or suspects the use of positive handling or reasonable force, where another member of staff is actively involved in physical intervention, they will report this to the Head Teacher or another Senior Leader immediately.
- 5.9. Where positive handling is used with a child on a regular basis due to their needs, a letter will be signed by parents to show their understanding that physical intervention will be an agreed and safe response (Appendix 2). This will be accompanied by a Positive Support Plan (PSP) detailing triggers for behaviours and planned support & responses by staff.

6. **Complaints & allegations**

- 6.1. Any allegations against staff will be dealt with as a matter of urgency, and in accordance with the procedures outlined in the school's policies linked to allegations and any statutory DfE guidance.

- 6.2. The Head Teacher will be responsible for conducting a thorough fact finding exercise to find out the correct details of what occurred; this may include talking to other pupils about the incident, for instance those who witnessed the event.
 - 6.3. All members of staff will be made fully aware of the consequences and legal retributions that can occur following the use of positive handling and force.
 - 6.4. All complaints regarding the use of positive handling or force will be investigated in a thorough and speedy manner.
 - 6.5. In extreme circumstances, parents/carers may take civil action or pursue a criminal prosecution.
 - 6.6. In the case where a member of staff has acted within the law, this will provide a defence to any civil or criminal prosecution.
 - 6.7. Members of staff accused of using excessive force will not be automatically suspended as a response to the allegations.
 - Careful consideration will be given to whether the case warrants a person being suspended until the allegation is resolved and any decision will be taken in collaboration with the LADO & the school's HR provider.
 - The Governing Body will always take into account whether a staff member has acted within the law when considering whether or not to take disciplinary action against a staff member involved in an incident.
 - Where a member of staff is suspended, the school will ensure that the staff member has access to a named contact that can provide support and guidance.
 - The school will provide pastoral care to any member of staff who is subject to a formal allegation.
7. **Staff awareness**
- 7.1. The Head Teacher, or person delegated by them, will conduct annual safeguarding training for all members of staff. In addition, identified key members of staff will be trained in positive handling by an accredited trainer.
 - 7.2. All staff will be regularly reminded of the positive handling strategies, policy and procedures in place at Yew Tree Primary School and the policy will be available for staff and parents/carers to access at all times.
 - 7.3. Staff should only utilise techniques and strategies which they are trained to use and which comply with this policy and guidance.
 - 7.4. Staff will be made aware of subsequent risks of their actions and fully understand when it is appropriate and necessary to use such actions. This will be an integral part of the 'black box analysis' following any intervention and/or incident.

8. Monitoring and review

- 8.1. This policy will be reviewed on an annual basis by the Assistant SENDCO (responsible for PSPs) and the Head Teacher, in consultation with staff and the Governing Body. Any necessary changes shall be communicated to all stakeholders.
- 8.2. In reviewing the Policy, the Assistant SENDCO and the Head Teacher will review records of the use of positive handling and reasonable force as well as taking into consideration any statutory guidance related to this area.
- 8.3. Beyond formal reviews of the Policy, the Head Teacher and Senior Leadership Team will evaluate procedures on an ongoing basis in light of the analysis of any incidents which occur.
- 8.4. The Governing Body will be presented with data related to positive handling via termly safeguarding reports in order to ensure leaders:
 - identify and implement improvements to policies and practices, particularly where approaches have been used for some time but have not been effective.
 - identify areas of learning and development for school staff, supporting specific departments and teachers to improve understanding and practice.
 - understand pupils' repeat patterns and triggers to interrogate the effectiveness of pupil support measures, share this information with teachers who work with those pupils to better support them and, where appropriate, their parents, to establish a behaviour support plan or revise an existing plan.
 - identify any disproportionate use of restrictive interventions in relation to pupils who share protected characteristics, have SEN, or other types of vulnerability.

APPENDIX 1

DE-ESCALATION STRATEGIES

The following strategies can be used to help to diffuse and calm a situation that is escalating:

- show care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiation and reason
- give clear directions for pupils to stop through voice, tone and gesture
- remind children about rules and likely outcomes i.e. verbal warnings
- reiterate firm boundaries
- use of praise/ encouragement
- planned ignoring
- offer reassurance if the child is distressed
- remove an audience or offer withdrawal, taking vulnerable pupils to a safer, quieter place
- use positive touch/ contact to guide or escort pupils to somewhere less pressured
- make the environment safer by moving furniture and removing objects which could be used as weapons
- well-chosen words i.e. it is often better to say nothing and take time to choose your words carefully rather than say the wrong thing and provoke a further escalation
- diversion
- distraction
- ensure colleagues know what is happening and get help
- following actions outlined on Personal Support Plan (PSP)

NB. At Yew Tree Primary School, we expect all staff to support one another. This means that staff should always offer help and always accept it if needed. Help does not always mean taking over – it may mean staying around in case you are needed, getting somebody else or looking after somebody else's class/ group.

Supporting a colleague does not always mean agreeing with their suggestions and solutions to a situation and offering sympathy when things go wrong; real support means acting as a critical friend and helping colleagues become aware of alternative strategies. Good communication is necessary and scripts must be agreed so that all parties understand what sort of assistance is required and what is available *i.e. Would you like a cup of tea?/ Go and have a cup of tea.*

APPENDIX 2

MODEL LETTER FOR PARENTS/CARERS WHEN SETTING UP A PSP

Dear parent/carers,

At Yew Tree Primary, we use positive touch to prompt, guide, reassure and comfort pupils in where appropriate. However, on occasions, we may need to use 'positive handling' (which includes reasonable force physical or non-physical interventions and/or restraint) with pupils. This would only be done in line with statutory guidance and in circumstances where a child's behaviour is, or has potential to, do any of the following:

- cause injury to themselves or others
- commit a criminal offence
- damage property
- cause disorder among pupils at the school, whether during a teaching session or otherwise

As we have identified that your child's behaviour or needs heighten the potential for staff to have to use positive handling with them, we are writing to engage you in the discussion and co-production of a Personal Support Plan (PSP) for your child. This will include the opportunity for us to talk through the statutory guidance and policy guidelines as well as detail a plan which maps out your child's needs and how we will support them, which might include positive handling, at different stages.

Our staff have a legal duty to keep children safe at all times as well and the welfare of all children, including your own child, is our utmost concern. We recognise it is daunting for parents/carers to consider staff having to use positive handling strategies but please be assured that any intervention which takes place will be with the minimum force, for the minimum amount of time until the risk has been removed or mitigated.

Furthermore, please be assured that the agreement of a PSP does not mean staff have an automatic right to use reasonable force or interventions, physical or otherwise, with your child. Indeed, a key part of our Positive Handling Policy is de-escalation and non-invasive strategies.

Finally, we would point out that we have a significant number of staff trained in positive handling techniques so that, if we did need to utilise any of these interventions with your child, we would do so with care, consideration and safety at the forefront of our minds. We will always notify you of circumstances where we have utilised positive handling with your child.

Regards

Mr Jamie Barry
Head Teacher

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I have met with an appropriate member of staff and they have shared the guidance and issued me with a copy of the Positive Handling Policy. My views have been taken into consideration in the co-production of a PSP and I have had the opportunity to have all my questions answered.

CHILD'S NAME _____

SIGNED: _____ (Parent/Carer)

APPENDIX 3

MODEL COMMUNICATION FOR PARENTS/CARERS FOLLOWING AN INTERVENTION

Dear [PARENT/CARER NAME],

Further to our conversation earlier, I am writing to confirm the details of the positive handling intervention we used with [CHILD'S NAME] today:

TIME OF INCIDENT:

DATE OF INCIDENT:

APPROXIMATE DURATION OF INCIDENT:

TYPE OF INTERVENTION USED:

e.g. seclusion, restraint, other type of positive handling (give sufficient detail)

REASON FOR INTERVENTION:

Your child's behaviour was, or had potential to (delete as appropriate):

- *cause injury to themselves or others*
- *commit a criminal offence*
- *damage property*
- *cause disorder among pupils at the school, whether during a teaching session of otherwise*

Add further details about the behaviour beyond the reason above, e.g. what did they specifically do/say?

OUTCOME:

Explain what happened as an outcome, i.e. did they calm down, was the situation diffused? Were there any injuries or psychological impact? How was the child supported post intervention?

SUPPORT & NEXT STEPS:

Following this incident, we are putting in the following support to minimise the risk of something like this happening again:

Detail any support being proposed

Whilst the above is a brief summary of the incident, we would invite you to get in touch/come and meet with us if you have any questions about the information shared.

OPTIONAL - Furthermore, we invite you to meet with us on [DATE] to discuss next steps/further support (which may include a Personal Support Plan).