

St John's Highbury Vale CE Primary School



'I can do all things through Christ who strengthens me' Philippians 4:13

Positive Behaviour Support, Positive Handling and Restrictive Intervention Policy

Ratified: June 2026

Review Date: June 2027

At the heart of our school vision is a desire for an authentic and life-giving relationship with ourselves, one another, our world, and with God. We believe that it is through Christ who gives us the strength, all can achieve within a learning environment where every child is valued as a unique individual created in the image of God, and where teaching and learning is of consistently high standard.

STJHV Statement of Intent

St John's Highbury Vale in Islington is committed to providing a nurturing and inspiring environment where every child is empowered to reach their full potential. Grounded in our Christian ethos and guided by our values, we strive to create a vibrant and dynamic educational experience that prepares our pupils to lead fulfilling lives and contribute positively to society.

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1. Purpose and scope

St John's Highbury Vale CE Primary School is committed to maintaining a safe, calm, respectful and inclusive environment for pupils, staff, families and visitors. This policy explains how the school seeks to reduce the need for restrictive intervention through positive behaviour support, prevention and de-escalation, and what staff must do if physical contact, reasonable force, restraint, seclusion or another restrictive intervention is necessary to keep people safe.

This policy also addresses the school's duties to record and report significant incidents involving the use of force and incidents involving seclusion, restraint or immobilisation, in line with statutory guidance and regulations. It explains how staff should use any intervention safely, appropriately, lawfully, and for the shortest time necessary.

This policy applies to all school staff and to adults working with pupils on behalf of the school, including teachers, teaching assistants, lunchtime staff, support staff, agency staff, authorised volunteers and visitors working under school direction. The legal power to use reasonable force applies to members of school staff and to other adults whom the headteacher has authorised to have control or charge of pupils. This policy applies during the school day, on school premises, during educational visits, off-site activities and any school-arranged activity where staff have lawful charge of pupils.

The policy should be read alongside the Behaviour Policy, Safeguarding and Child Protection Policy, SEND Policy, Health and Safety Policy, First Aid and Medicines Policy, Anti-Bullying Policy, Equality Policy, Complaints Procedure, Staff Code of Conduct, Intimate Care/Personal Care procedures, Low-Level Concerns procedures, and Searching, Screening and Confiscation procedures.

2. Statutory framework and related guidance

This policy reflects current statutory duties and national guidance, including:

- Education and Inspections Act 2006, sections 93 and 93A
- Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025
- DfE Use of reasonable force in schools, effective until 31 March 2026
- DfE Restrictive interventions, including the use of reasonable force, in schools, effective from 1 April 2026
- Equality Act 2010, including reasonable adjustment duties and the Public Sector Equality Duty
- Human Rights Act 1998
- Health and Safety at Work etc. Act 1974 and associated regulations
- Children and Families Act 2014 and SEND Code of Practice: 0 to 25 years
- Keeping Children Safe in Education
- Behaviour in Schools guidance, Searching, Screening and Confiscation guidance, Working Together to Safeguard Children, and the school's local authority safeguarding and behaviour procedures
- Restraint Reduction Network Training Standards, where relevant to training commissioned or used by the school.

The school will keep this policy under review as national guidance and local authority procedures change. From 1 April 2026, the school will follow the DfE guidance on restrictive interventions, including the use of reasonable force, and the relevant statutory recording and reporting requirements that apply from that date.

3. Principles

The school's approach is based on prevention, dignity, proportionality and respect. Restrictive interventions are never used as punishment and must not be used for staff convenience or to enforce compliance where there is no relevant risk.

Any use of reasonable force or restrictive intervention must be:

- lawful, necessary and take account of the best interests of the child and others affected
- reasonable and proportionate to the risk presented
- the least restrictive option likely to be effective
- used for the shortest possible time
- intended to reduce risk and restore safety
- followed by recording, reporting, support and review.

Staff should use professional judgement and dynamic risk assessment. They should consider the risks of intervening, the risks of not intervening, the pupil's age, stage of development, SEND, disability, medical needs, trauma history, communication needs and any known risk assessment or Positive Handling Plan.

The school does not operate a "no contact" policy. Appropriate physical contact may be necessary for care, first aid, guidance, comfort, safety or to prevent harm. The school will not agree blanket requests that reasonable force or restrictive intervention should never be used where this would prevent staff from acting lawfully and safely to protect pupils or others.

Physical contact with pupils

Staff may make appropriate, non-force physical contact in context, for example to provide first aid, support personal or intimate care in line with agreed plans, guide a pupil safely, comfort a distressed child where this is appropriate, congratulate or praise a pupil (for example a pat on the back or a handshake), demonstrate how to use a musical instrument, demonstrate exercises or techniques during PE lessons or sports coaching, adjust posture or prevent injury. Staff should consider whether other adults are present, the pupil's age and stage of development, SEND, disability, medical needs, trauma history, communication needs, cultural or religious background, wishes, known vulnerabilities and any relevant risk assessment, care plan or Positive Handling Plan. The nature and context of the contact should always be appropriate, necessary, proportionate and respectful of the pupil's dignity.

If a member of staff believes that physical contact, use of force or another intervention could be misinterpreted, they should report this promptly to a senior leader in line with the Staff Code of Conduct and low-level concerns procedures.

4. Definitions

Term	Meaning
Physical contact	Everyday non-restrictive contact that is appropriate and necessary, such as comforting a distressed child, administering first aid, demonstrating a practical skill, or guiding a pupil safely without restricting movement.
Restrictive intervention	An umbrella term for actions intended to prevent, restrict or subdue movement of a pupil's body or part of the body. This may include physical and non-physical interventions.
Reasonable force	The lawful use of no more force than is necessary, for the least amount of time, in the circumstances. All members of school staff have a legal power to use reasonable force in limited circumstances.
Restrictive physical intervention	Physical intervention that restricts or limits a pupil's movement in order to prevent harm, damage, disorder or a criminal offence.
Restraint	A non-disciplinary intervention that immobilises a pupil or limits their movement. It may or may not involve direct physical contact — for example, holding a pupil's arms to their sides and removing a pupil's walking aid or crutches would both be considered forms of restraint.
Seclusion	A non-disciplinary restrictive intervention involving the supervised confinement and isolation of a pupil away from others, where the pupil is prevented from leaving or reasonably believes they are not free to leave.
Positive handling	A planned, risk-assessed and trained approach to physical intervention used to keep a pupil or others safe, within a wider positive behaviour support plan.
Significant incident	An incident where the use of force goes beyond appropriate everyday physical contact between pupils and staff, including where physical force is used to implement a non-physical restrictive intervention. Significant incidents are recorded and reported in line with statutory guidance and school procedures.

5. Roles and responsibilities

Role	Responsibilities
Governing body	Approves the policy, monitors implementation, holds leaders to account, and seeks assurance that leaders use data and review information to reduce risk and improve practice.
Headteacher / senior leaders	Ensure staff understand this policy, training is appropriate, incidents are recorded and reviewed, parents/carers are informed, relevant reporting requirements are met, and patterns are monitored.
Designated Safeguarding Lead (DSL)	Oversees safeguarding implications, ensures concerns are managed in line with safeguarding procedures, and consults the LADO where allegations or harm concerns require this.
Inclusion Lead / SENCO	Supports individual planning for pupils with SEND or additional needs, advises on reasonable adjustments, and works with staff, families and professionals to reduce risk.
Class teachers	Use positive behaviour support, adaptive teaching, reasonable adjustments and de-escalation. They contribute to Positive Handling Plans, risk assessments and post-incident reviews.
All staff	Maintain high expectations, use preventative and de-escalation strategies, follow this policy, record concerns, seek help early, and report safeguarding concerns immediately.
Parents/carers and pupils	Are involved, where appropriate, in planning, review and reflection so that support is understood, consistent and responsive to need.

6. Prevention, positive behaviour support and de-escalation

The school aims to create a calm and supportive environment where the need for restrictive intervention is reduced and remains rare. Staff should understand behaviour as communication and seek to identify triggers, unmet needs, distress, barriers to learning and environmental factors that may increase risk.

Whole-school preventative approaches include:

- clear routines, expectations and predictable classroom practice
- positive relationships, calm adult responses and consistent language
- adaptive teaching, reasonable adjustments and inclusive classroom practice
- early identification of dysregulation, anxiety, frustration or distress
- giving pupils time, space and strategies to calm before behaviour escalates
- using appropriate tone, body language, empathy and clear communication
- removing or reducing stimuli that may be causing distress where appropriate
- supporting pupils to communicate needs before they become overwhelmed
- working with families and professionals to develop individual strategies
- reviewing incident data to improve practice and reduce recurrence.

Examples of de-escalation may include offering limited choices, using simple language, reducing the audience around the incident, moving other pupils away or redirecting the class, reducing the number of adults directly involved, using one calm lead adult where possible, changing adult, using distraction, offering a regulation strategy, allowing safe space and avoiding unnecessary confrontation.

Where pupils have known regulation, communication or sensory needs, staff should use agreed strategies and, where available, information from parents/carers, pupil voice, SEND Support Plans, EHCPs, medical plans, behaviour plans or Positive Handling Plans.

The school communicates its approach to behaviour, safety and restrictive intervention through relevant policies and, where needed, individual planning conversations with families. Parents/carers and pupils are encouraged to share information about preferences, communication needs, regulation strategies and what helps a pupil feel safe.

7. When reasonable force or restrictive intervention may be used

All members of school staff have a legal power to use reasonable force in limited circumstances. A member of staff may use reasonable force where it is necessary, reasonable and proportionate to prevent or stop a pupil from:

- causing injury to themselves or others
- committing a criminal offence
- causing serious damage to property
- causing serious disruption or disorder where there is a clear risk to safety or good order.

Examples may include preventing a pupil from running into a road, preventing an assault, separating pupils who are fighting, preventing serious damage, or moving a pupil away from immediate danger where this is necessary for safety. The decision must always depend on the circumstances at the time. Staff should use the least restrictive option likely to be effective and should stop as soon as it is safe to do so.

Reasonable force may also be relevant to searches only where the Headteacher or authorised staff have lawful grounds to search for statutorily prohibited items. Reasonable force must never be used to search for items that are banned only under the school's own rules. Any search must follow the school's Searching, Screening and Confiscation procedures and DfE guidance. Staff must consider necessity, proportionality, pupil dignity, privacy, safeguarding, SEND, disability, trauma and any known vulnerability before and during any search.

Determining when use of restrictive intervention is appropriate

Whether it is reasonable to use a restrictive intervention depends on the individual circumstances of each situation. In deciding whether to act, and in judging their response, staff should consider necessity, proportionality and the pupil's welfare, recognising that in an emergency this assessment may need to happen very quickly.

Is it necessary?

- Staff should consider whether there are other, more effective and less restrictive ways to manage the situation.
- Staff should assess whether the intervention is likely to reduce the relevant risks, or whether it could escalate the situation or cause more harm than the behaviour itself.
- Where possible, staff should communicate with other staff members to understand any wider risks in the environment.

Is it proportionate?

- Staff should use the least amount of force, or the least restrictive intervention, necessary for the least amount of time required to reduce the risk.
- If the intervention itself appears to be escalating the situation, staff should reconsider their approach and try an alternative strategy.
- Staff should take account of the pupil's personal circumstances, such as medical conditions, SEND or other vulnerabilities, and their characteristics, such as age and size, and must consider any relevant implications under the Equality Act 2010.

Have staff considered the pupil's welfare?

- Staff should weigh the impact on the pupil's overall welfare against the action taken, recognising that a pupil who has experienced an adverse life event, trauma, neglect, a diagnosed or undiagnosed medical condition, sensory impairment or communication difficulty may find restrictive intervention particularly distressing.
- Staff should seek to maintain the pupil's dignity, including, where possible, considering the location and environment in which any intervention takes place, such as whether it is in front of peers.
- Where possible, staff should communicate clearly and calmly with the pupil about what is happening, why, and what they need to do.
- For pupils who have difficulties with speech, language or communication, or who have English as an additional language, staff should use verbal and/or non-verbal strategies to help the pupil understand what is happening and give them adequate time to process information and respond.

- Staff should seek to understand how the pupil is feeling and use this to help decide whether the intervention should be continued, reduced or stopped.

This list is not exhaustive, and staff should also take account of other relevant factors. Training should equip staff to judge when a restrictive intervention is appropriate, including where a quick decision is needed, and staff who have used a restrictive intervention should be supported in their decision-making.

8. Practices that must not be used

The following must not be used:

- force as a punishment or for staff convenience
- physical intervention in anger, retaliation or frustration
- pain-based compliance, such as finger bending, hair pulling or pressure techniques designed to cause pain
- contact that restricts breathing, blood flow or airway, including neck holds, applying pressure to the abdomen, or covering the mouth or nose
- planned use of prone or supine restraint; if a pupil is unintentionally on the ground, staff should release or reposition into a safer alternative or standing/seated position as quickly as possible
- holding a pupil in a way that is degrading, humiliating or likely to cause injury
- touching intimate areas except where necessary and agreed for personal care, first aid or safeguarding reasons and in line with relevant policies
- seclusion, withdrawal or isolation as punishment
- blanket or routine use of locked rooms, locked doors, or environmental restriction to manage behaviour.

Any form of restraint, including seated and standing restraint, carries a risk of physical and psychological harm and should be avoided where possible. Staff must not attempt physical intervention techniques for which they have not been trained, except where immediate reasonable action is necessary to prevent serious harm and no safer alternative is available. The policy does not reproduce physical intervention techniques; these must only be taught, practised and assessed through the school's approved training provider.

9. Positive Handling Plans and individual risk assessment

Where a pupil is identified as being at increased risk of requiring physical intervention or another restrictive intervention, the school will consider whether an individual Positive Handling Plan and risk assessment are needed. These plans sit alongside, and do not replace, the Behaviour Policy, SEND Support Plan, EHCP provision, medical plan, individual risk assessment or safeguarding plan where applicable.

A Positive Handling Plan should identify:

- the pupil's strengths, communication needs, triggers and early warning signs
- preventative strategies and reasonable adjustments
- preferred de-escalation and regulation strategies
- responses that should be avoided because they increase distress or risk
- when increased physical contact or restrictive intervention may be necessary
- the trained staff most likely to support the pupil
- medical, sensory, disability, trauma or safeguarding considerations
- how parents/carers and, where appropriate, the pupil have contributed to the plan
- review dates and arrangements for updating the plan after any significant incident.

Plans should be shared with relevant staff who may need to support the pupil, while respecting confidentiality and data protection requirements. Plans should be reviewed at least annually and sooner if there is a significant incident, change in need, new professional advice or concern that strategies are not reducing risk.

10. Pupils with SEND, disability, medical needs or trauma-related needs

Some pupils may experience distress or dysregulation linked to SEND, disability, communication needs, sensory processing, trauma, anxiety, medical needs or other vulnerability. The school will seek to understand underlying needs, consider reasonable adjustments and provide proactive support, where appropriate, to reduce the likelihood of restrictive intervention.

Where appropriate, staff will work with parents/carers, the pupil and professionals to consider adjustments such as changes to environment, communication supports, sensory strategies, transition planning, reduced triggers, visual supports, regulation plans, trusted adults, safe spaces, and consistent routines. Any such planning should be reviewed for impact and should promote safety, dignity, learning and independence.

The school recognises the risk that pupils with SEND, disabilities, protected characteristics or other vulnerabilities may be disproportionately affected by restrictive interventions. Leaders will monitor this and use the information to improve preventative support, reasonable adjustments, staff training and individual planning.

Where possible, staff who know the pupil well should be involved in planning and support, including identifying triggers, preferred communication, regulation strategies, environmental adjustments and responses that reduce risk. Plans should be reviewed with parents/carers and, where appropriate, the pupil, especially following any significant incident.

11. Seclusion, withdrawal, isolation and environmental restrictions

The school does not use seclusion as punishment. Seclusion would only be considered in exceptional circumstances where it is necessary and proportionate to reduce immediate risk and where less restrictive options are not sufficient. Seclusion is a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation and is not acting with intent; it must never be implemented, or threatened, as a form of punishment. Any use of seclusion must be supervised at all times, in a place that is safe and does not feel threatening or intimidating to the pupil, for the shortest possible time, and the pupil must be allowed to leave as soon as the immediate risk of harm has reduced. All use of seclusion must be recorded, reported and reviewed.

This policy distinguishes between:

- withdrawal to a calm space chosen or accepted by the pupil as part of regulation support, where the pupil is not prevented from leaving;
- supported removal from a situation to reduce risk or allow de-escalation, where staff remain responsible for safety and dignity;

- seclusion, where a pupil is confined away from others and prevented from leaving. Seclusion carries additional recording and reporting duties from 1 April 2026.

Environmental restrictions, such as closing a door, blocking access to a dangerous area or using site security arrangements, must be used with care. They must not be used to punish, humiliate or routinely confine a pupil. Where such measures amount to seclusion or restraint, they must be recorded and reported in line with this policy and statutory requirements.

12. Staff training and authorisation

All staff receive information about this policy and are expected to use positive behaviour support, prevention and de-escalation strategies. Staff whose roles mean they are more likely to need to use reasonable force, positive handling or other restrictive interventions will receive appropriate training in safe, lawful and proportionate practice.

The school maintains a register of staff who have received approved positive handling / restrictive intervention training. Planned restrictive physical interventions and approved holds should only be used by trained and authorised staff. In an unforeseen emergency, any staff response must still be necessary, reasonable, proportionate, the least restrictive option likely to be effective, and used only where immediate action is needed to prevent harm and no safer alternative is available.

Training should cover prevention, de-escalation, dynamic risk assessment, legal responsibilities, safe practice, prohibited practice, recording/reporting, post-incident support and the needs of pupils with SEND or disabilities. Training is reviewed and refreshed in line with provider requirements, pupil needs, incident review and changes to statutory guidance.

13. Responding to unforeseen emergencies

Staff may face situations that require immediate professional judgement. In an emergency, staff should take account of the safety and best interests of pupils and others, using the least restrictive intervention likely to be effective. Staff should, where possible:

- summon help using the agreed school system
- use calm, clear and simple language
- warn the pupil what action may be taken and why, unless this would increase risk or delay urgent action
- move other pupils away where safe to do so
- avoid prolonged verbal exchange during crisis
- stop the intervention as soon as it is safe
- seek first aid or medical assistance where needed
- record and report the incident as soon as possible.

14. Recording, reporting and informing parents/carers

All significant incidents involving the use of force and all incidents involving restraint, seclusion or immobilisation, and any other restrictive intervention that must be recorded under statutory guidance or school procedures, must be recorded promptly using the school's Restrictive Physical Intervention Incident Record. Records must be made in writing as soon as practicable after the incident. Staff involved should endeavour to complete the record no later than the same day and before leaving the site wherever practicable.

Records must include:

- date, time, location and duration of the incident and intervention
- names of pupils and staff directly involved, including witnesses where relevant
- relevant pupil needs or circumstances, including SEND status, disability, medical or communication needs where relevant
- what happened before, during and after the incident, including known triggers, preventative strategies and de-escalation attempted
- the risks identified and why intervention was necessary
- the type of intervention used and whether it included restraint, immobilisation, seclusion or environmental restriction
- how the intervention was reasonable, necessary and proportionate
- any injury, medical check, first aid or support provided
- how and when parents/carers were informed
- pupil voice and staff reflections where appropriate
- next steps, including review of plans, risk assessments or training needs.

From 1 April 2026, the school will record and report significant incidents involving the use of force in line with section 93A of the Education and Inspections Act 2006 and the DfE statutory guidance. The school will also follow the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025 in relation to recording and reporting seclusion, restraint and immobilisation.

Parents/carers will be informed as soon as practicable after a reportable incident, and the school will endeavour to do this no later than the same day. Written information should be provided to parents/carers, for example by email, secure message or letter, and should include the required minimum information: time, date, location and approximate duration of the intervention; why it was assessed as necessary; the type and degree of force or restriction used; and any physical injuries, if applicable.

The duty to report does not apply where the pupil is aged 20 or over. Where reporting to a particular parent/carer would be likely to result in serious harm to the pupil, the school will follow statutory guidance by reporting to another parent/carer where this can be done safely, or to the Local Authority where required. The method and timing of contact will be recorded.

Where a restraint incident also constitutes a significant use of force, the school will follow the section 93A reporting procedure only; the same information does not need to be reported twice. For seclusion or restraint incidents that are not already reported as a significant use of force under section 93A, the school will follow the 2025 Regulations, including keeping a written record. As a maintained school, St John's Highbury Vale must ensure there is a procedure for supplying parents/carers with a copy of the written record of the incident, as soon as practicable and no later than the same day where possible, subject to the safeguarding exceptions set out in statutory guidance.

Completed records will be factual, accurate and quality-assured by a senior leader. They will be held securely and reviewed by senior leaders and the DSL as part of safeguarding, behaviour and health and safety monitoring. Records will be retained in line with the school's data protection and records-retention arrangements and made available for safeguarding, governance, local authority or other lawful review where appropriate.

15. Post-incident support and review

Restrictive intervention can be distressing for pupils, staff, witnesses and anyone harmed, threatened or otherwise affected by the incident. Every reportable or significant incident should be followed by appropriate support and review. The purpose is to restore relationships, understand what happened, reduce future risk and improve practice.

Where possible, debrief and repair conversations should be led or supported by an adult who was not directly involved in the intervention, so that pupils and staff can reflect safely and relationships can be restored.

Post-incident support should include:

- immediate physical and emotional check-in for the pupil and staff involved
- first aid or medical support where needed
- a calm conversation with the pupil at an appropriate time and in an accessible way
- staff debrief with a senior leader or appropriate colleague
- consideration of support for pupils or staff who witnessed the incident
- communication with parents/carers
- review of the Positive Handling Plan, risk assessment, SEND Support Plan, EHCP provision or behaviour plan where applicable
- support for any pupil, member of staff or other person who has been harmed, threatened, targeted or otherwise affected by the incident, including victim support, first aid or medical support, emotional reassurance, safeguarding follow-up, communication with parents/carers where appropriate and consideration of any protective or restorative action needed.

The post-incident review should ask: What happened? What was the risk? What worked? What did not work? Was the intervention necessary, reasonable, proportionate and for the shortest time? What does the incident tell us about the pupil's needs, triggers or plan? What needs to change?

16. Monitoring, governance and data use

Senior leaders monitor the use of restrictive interventions to ensure they are lawful, safe, proportionate, non-discriminatory and used only when necessary. Data are reviewed to identify patterns, reduce recurrence and improve support.

Monitoring may consider:

- frequency, type, duration and location of incidents
- pupils, year groups or times of day where patterns emerge
- whether pupils with SEND, disabilities or other vulnerabilities are disproportionately affected
- injuries, medical checks and staff/pupil support offered
- whether Positive Handling Plans and risk assessments are up to date
- training needs, staffing arrangements and environmental factors
- effectiveness of de-escalation and preventative strategies
- parent/carer communication and any complaints or concerns.

The governing body receives appropriate information about the use of force, seclusion, restraint, immobilisation and other recorded restrictive interventions, including trends, disproportionality and improvement actions, while protecting confidentiality. Governors use this information to support safeguarding oversight, equality duties, health and safety, behaviour policy monitoring and the reduction of restrictive practice over time. In doing so, the governing body will consider the limitations of the data available and ensure that analysis is proportionate, avoiding over-interpretation of small subgroups of pupils or staff.

17. Complaints and allegations

Concerns or complaints about the use of force or restrictive intervention are taken seriously. They will be managed in line with the school's Complaints Procedure and safeguarding procedures. Where safeguarding concerns arise, safeguarding procedures will take priority over the complaints process where required.

Where a concern includes an allegation that a member of staff may have harmed a child, behaved in a way that indicates they may pose a risk of harm, or otherwise meets the relevant threshold, the DSL or Headteacher will consult the Local Authority Designated Officer (LADO) without delay and will follow the procedures in Keeping Children Safe in Education, including the provisions regarding suspension of staff where relevant.

If a concern does not meet the allegations threshold but may indicate a low-level concern about adult conduct, it will be managed in line with the school's low-level concerns procedures and Staff Code of Conduct.

Staff involved in complaints or allegations will be supported and may be advised to seek advice from their professional association or union. Records will be held securely in line with safeguarding and data protection procedures.

18. Policy review

This policy will be reviewed annually, or sooner if statutory guidance, local authority procedures, training standards or school practice indicate that an earlier review is needed. The policy will also be reviewed after serious incidents or patterns of concern where this would support safer practice.

Relevant linked documents include: Behaviour Policy; Safeguarding and Child Protection Policy; SEND Policy; Equality Policy; Health and Safety Policy; First Aid and Medicines Policy; Intimate Care/Personal

Care procedures; Staff Code of Conduct; Low-Level Concerns procedures; Complaints Procedure; and Searching, Screening and Confiscation procedures.

Appendix A: Restrictive Physical Intervention Incident Record

This form should be completed for every significant incident involving the use of force, restraint, seclusion, immobilisation or another restrictive intervention. It must be completed in writing as soon as practicable after the incident. Staff should endeavour to complete it no later than the same day and submit it to SLT/DSL for review.

Field	Record
Pupil name / class / year group	
Date, time and location	
Staff involved	
Witnesses	
Description of events before the incident	
What risk was identified?	
De-escalation or alternatives attempted	
Type of intervention used and duration	
Why was the intervention necessary and proportionate?	
What happened after the intervention ended?	
Injuries / first aid / medical check	
Pupil voice / pupil support offered	
Support offered to anyone harmed, threatened, targeted or otherwise affected by the incident	
Staff debrief / support offered	
Parent/carers informed: method, time and date	
Review actions / plan updates / training needs	
Completed by / date / SLT review	
Relevant pupil needs or circumstances, including SEND status code if applicable	
Written report/copy supplied to parents/carers: method, time and date	
If information was not supplied to a particular parent/carers, record safeguarding reason and alternative reporting route	

Appendix B: Positive Handling Plan template

Section	Agreed information
Pupil strengths, interests and communication needs	
Known triggers or situations that increase risk	
Early warning signs of distress or dysregulation	
Preventative strategies and reasonable adjustments	
Preferred de-escalation and regulation strategies	
Responses that should be avoided	
When increased physical contact may be appropriate	
Agreed trained staff / support arrangements	
Medical, SEND, sensory, trauma or safeguarding considerations	
Parent/carers and pupil views	
Review date and review arrangements	

Appendix C: Post-incident review checklist

- Has everyone involved been checked for physical injury and emotional distress?
- Has first aid or medical support been provided where needed?
- Has the pupil had an opportunity to share their view in an accessible way?
- Have staff involved been debriefed and supported?
- Have parents/carers been informed and has this been recorded?
- Was the intervention necessary, reasonable, proportionate and the least restrictive option likely to be effective?
- Were any preventative strategies attempted and were they effective?
- What does the incident tell us about triggers, unmet needs, communication, environment or staffing?
- Does the Positive Handling Plan, risk assessment, behaviour plan, SEND Support Plan or EHCP provision need updating?
- Is external advice, further assessment or additional training needed?
- Are there patterns in time, place, triggers, pupils, staff or provision that leaders need to address?

Appendix D: Staff quick guide

Do	Do not
Use calm, clear language and give space where safe.	Use force as punishment, retaliation or convenience.
Use the least restrictive intervention likely to be effective.	Use pain-based compliance or holds that restrict breathing.
Tell the pupil what you are doing and why, where possible.	Attempt reasoning or prolonged debate mid-crisis.
Seek help and move others away where safe.	Involve other pupils or create an audience.
Stop as soon as it is safe.	Continue intervention longer than necessary.
Record, report, inform parents/carers and take part in review.	Leave the incident unrecorded or unsupported.

Reminder: staff should only use techniques taught through the school's approved training provider. This policy deliberately does not reproduce physical techniques.

Appendix E: Glossary

Term	Plain-English explanation
Dynamic risk assessment	A professional judgement made in the moment about the safest response to a changing situation.
Positive handling	Planned physical support used only when needed to reduce risk, within a wider behaviour support approach.
Reasonable force	No more force than necessary, for the shortest amount of time, in the circumstances.
Restrictive intervention	An action that prevents, restricts or subdues movement.
Restraint	A restrictive intervention that immobilises or limits movement.
Seclusion	Keeping a pupil away from others and preventing them from leaving; this must not be used as punishment.
Positive Handling Plan	A plan setting out risks, triggers, prevention, de-escalation and agreed responses for an individual pupil.
LADO	Local Authority Designated Officer, consulted where allegations against staff meet safeguarding thresholds.

Approval

Approved by governing body	Signed - Chair of Governors	Signed - Headteacher	Review date
June 2026			June 2027