

Duke Street Primary School



I CARE

Positive Moving and Handling Policy 2025/26

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Version	2
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Review Cycle	Annually
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Introduction

Duke Primary School staff are trained to look after pupils in their care and have a duty to intervene in order to prevent pupils from hurting themselves or others. If a member of staff ever needs to intervene physically they will follow the school's Positive Handling Policy. In the first instance staff trained in the pre-emptive and responsive positive handling strategy techniques of Safe Teach UK[©] will use physical intervention techniques with children when necessary, however in the absence of trained staff, other staff can physically intervene when they deem it to be necessary in the circumstances and that all physical intervention is reasonable and proportionate. Further details of the Safe Teach UK[©] approach can be found on the Safe Teach UK website. The website address is www.safeteachuk.com. 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.

The Law and Guidance

We understand and recognise that in an ideal situation using force should always be the last resort. It is essential staff have the knowledge and understanding that if force does need to be used, they have the confidence to do this and that only staff members who have participated in the full training from Safe Teach UK[©] are the ones who can do this.

It is also important to note that any person can use **reasonable force** to protect themselves or others or to prevent a crime. This is based on our Common Law and Section 3 (1) of the Criminal Law Act 1967. **Reasonable force** is the force that is deemed as **proportionate** and **necessary** in the circumstances.

The Department for Education also give guidance regarding force and moving and handling.

The related articles to use of force within the law are as follows;

- Department for Education - 'Use of reasonable force' document
- Education and Inspections Act 2006
- The Human Rights Act
- Criminal Law Act 1967

Restraint

At Duke Street Primary school, we only use physical restraint when there is no realistic alternative. We expect staff to conduct a risk assessment via positive behavior management plans and choose the safest alternative. It also means that we expect staff to attempt alternative means to physical intervention and that it should only be used if it is deemed reasonable, necessary and proportionate or if it is deemed that alternative means are not suitable at that moment.

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 itself or another person or in danger of seriously damaging property.
- The member of staff should have good grounds for believing there is an imminent risk or danger.
- Only reasonable and proportionate force necessary to prevent injury or damage should be applied.
- Every effort should be made to secure the presence of other staff before physical intervention. 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 not usually be used purely 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.

Responding to unforeseen emergencies

Even the best planning system cannot cover every eventuality and the school recognises that there are unforeseen or emergency situations in which staff have to think on their feet. An unforeseen event may require an emergency response. After that event, staff have a duty to plan ahead and prepare a risk assessment.

Risk Assessment

Risk assessments are required for pupils who exhibit extreme challenging behaviour. Responsible staff should think ahead to anticipate triggers and reactions. 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?

Positive Behaviour Management Plans

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 Positive Behaviour Management Plan. The plan details any strategies which have been found to be effective for that individual. 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.

Appendix 1 shows a template of positive behavior management plans.

Post Incident Debrief

Following a serious incident, it is the policy of the 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, appreciate other peoples' perspective and repair relationships.

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 upsetting incident. Generally, a member of senior staff would expect to talk to staff and children involved (if appropriate) in any incidents involving violence.

If members of staff need time to rest or compose themselves, then the Assistant Headteacher & SENDCo or Deputy Headteacher will make arrangements for the class group to be supported.

Recording

- All incidents of challenging behaviour should be recorded.
- All serious incidents involving positive handling will be recorded on the appropriate form as given by Safe Teach UK© (Appendix 2)
 - Incidents where low-level physical intervention, such as guiding, has been used will still need to be logged on CPOMS within the incident log but would not need to be completed via a form.

Within these recording strategies, all details must be recorded and signed by witnesses within twenty four hours. These forms need to be uploaded onto CPOMS and alerting Safeguarding and SLT.

Parents

When there is a possibility of physical intervention with a child, parents will be informed via a telephone call or meeting. Written parental agreement will form part of the positive behaviour management plan. Parents will be informed of the school's policies.

Complaints and Allegations

Any complaints will follow the school's complaints procedure. Positive behaviour management plans and consent form, Positive handling incident report form, School behaviour, safeguarding and child protection and SEND policies will all be incorporated into the care package which is used to address each child's needs.

Other related documentation

There are other related documentation regarding restraint, reasonable force and positive moving and handling. Some of which include;

- Positive environments where children can flourish - Ofsted
- Behaviour in schools - DfE
- Use of reasonable force - DfE

Review of Policy

This policy will be reviewed on an annual basis or earlier if legislation should change.

Date: September 2025

Review Date: September 2026

Appendix 1 – Positive Behaviour Plan Template

 **Duke Street Primary**
Positive Behaviour Plan and Risk Assessment
xxxxxx0000x, xxxxxxx000x
Key adults: Mr Reay (Class Teacher) / Miss Ford (First Responder) / Mrs Bertle (Second Responder)

Green behaviours. When xxx is calm, regulated and ready to learn, we will see:	xxxxxx's triggers for dysregulation include: .
Yellow behaviours (early warning signs) When xxx is beginning to dysregulate, we will see:	Yellow strategies To support xxx, we will:

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Physical Intervention
xxxx has/has not previously required physical intervention and is likely to need it in the future.
Physical intervention may be required when xxxxxx or others around him are deemed to be in immediate danger. All adults in school are allowed to use reasonable force in an emergency.
When xxxxxx's behaviour plan has been followed but xxxxxx is still very dysregulated and at risk of harm, harming others, or engaging in criminal or destructive activity, staff physically intervening will be fully trained and correct procedure followed.
This will be recorded on the form and logged on CPOMS and a call will be made to parent/carer at the earliest opportunity.
There are **no known** medical conditions that should be taken into consideration.
Desired physical intervention strategies:

Physical strategy interventions to avoid:

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Amber behaviours. When xxxxx is dysregulated, we will see:	Amber strategies. To support xxx, we will:
Red behaviours. When xxxxx is very dysregulated, we will see:	Red strategies. To support xxxxx, we will:

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When xxxxxx is ready to engage, we will:
Use emotion coaching
Use short, specific praise and move on
Offer a drink
Offer a sensory break/ calming activity or game
Once calm, there will be an opportunity to discuss what happened, and how else xxxxx could have responded to the situation.

This behaviour plan has been created in agreement with SENCo, Class Teacher, LSA and Parents.
Signed:
11111 (SENCo) 1111111 (Class Teacher) 111111 111111 (LSA) _____ (Parent/carer)

Appendix 2 – Post incident report form

