

Duke Street Primary School



I CARE

Positive Moving and Handling Policy 2026/27

Date adopted	September 2024
Version	4
Last Reviewed:	October 2026
Review Cycle	Annually
Author/Owner	Mr Louis Reay (Assistant Headteacher/SENDCo)

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 it would ideally be staff members who have participated in the full training from Safe Teach UK® who would be desirable for this but **all staff** legally have a right to use reasonable force providing that it is proportionate and reasonable.

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
- Restrictive interventions including the use of reasonable force guidance April 2026
- Education and Inspections Act 2006
- The Human Rights Act
- Criminal Law Act 1967

Key Definitions (Aligned with 2026 Guidance)

- **Restrictive intervention:** Any action that prevents, restricts or controls a pupil's movement
- **Reasonable force:** The minimum force necessary for the shortest time to prevent harm
- **Restraint:** Restricting movement (with or without physical contact)
- **Seclusion:** Preventing a pupil from leaving a space (not a disciplinary sanction)
- **Significant incident:** Any use of force beyond normal physical contact

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.
- Prohibited techniques such as restricting breathing (neck, chest, covering mouth) or dangerous floor holds should not be used.
- Use of force is **not** to be used as a punishment.
- 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.

Seclusion

Seclusion may only be used as a safety measure and must never be used as a form of punishment. It should only be implemented in situations where a pupil poses a serious risk of harm to themselves or others.

During any period of seclusion, the pupil must be continuously supervised, and the environment must be safe, calm, and non-threatening. Seclusion must be ended immediately once the risk of harm has reduced and it is safe for the pupil to rejoin others.

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.

SEND Consideration

In supporting pupils with special educational needs and/or disabilities (SEND), the school will seek to understand each pupil's individual triggers and needs, working closely with parents and, where appropriate, other professionals to co-produce behaviour support plans. The school will make reasonable adjustments to ensure pupils can access learning safely and will prioritise preventative strategies to reduce the likelihood of escalation. Behaviour support plans will clearly outline agreed de-escalation strategies, appropriate communication approaches tailored to the pupil, and any circumstances in which increased physical support may be appropriate, ensuring that all responses are safe, proportionate, and in the best interests of the pupil.

Appendix I 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. Schools must record, using Appendix 2 document.

- Exact time, duration, location
- Type and degree of force used
- Why force was necessary
- Triggers and de-escalation attempts
- Injuries and follow-up support

• 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 as soon as practicable (ideally the same day) and will include specific details of the incident within the report (see appendix 3) to parents. 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: October 2026

Review Date: September 2027

Appendix I – Positive Behaviour Plan Template



Duke Street Primary

Positive Behaviour Plan and Risk Assessment

XXXXXXXSXX XXXXXXXSXX

Key adults: Mr Reay (Class Teacher) / Miss Ford (First Response) / Mrs Birnie (Second Responder)

<u>Green behaviours</u> When xxxx is calm, regulated and ready to learn, we will see:	<u>xxxxxx triggers for dysregulation include:</u> -
<u>Yellow behaviours (early warning signs)</u> When xxx is beginning to dysregulate, we will see:	<u>Yellow strategies</u> To support xxxx, we will:



Duke Street Primary

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~~, 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 SafeTeach® 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:



Duke Street Primary

Amber behaviours

When **xxxxx** is dysregulated, we will see:

Amber strategies

To support **xxxx**, we will:

Red behaviours

When **xxxxx** is very dysregulated, we will see:

Red strategies

To support **xxxxx**, we will:



Duke Street Primary

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: _____

SENDCo
Class Teacher
LSA
Parent/carer

Safe Teach UK

Restrictive Intervention Incident Record

(Please tick the boxes which apply)

1. Your Name: _____

2. Name of pupil: _____

Year / Class: _____

3. SEND / Additional Needs: _____

☐ None known
☐ SEN Support
☐ EHCP
☐ Disability (specify if relevant): _____

4. Behaviour Plan / Risk Assessment in place:

☐ Yes ☐ No ☐ Not Known

5. Date, Time and Location of Incident:

Date:	Time:	Duration of incident:	
--------------	--------------	------------------------------	--

6. Location: _____

7. Were any de-escalation strategies attempted?

☐ Yes ☐ No

☐ Verbal advice / instruction
☐ Calm talking / reassurance
☐ Distraction / redirection
☐ Offering time/space
☐ Change of adult
☐ Change of environment
☐ Use of agreed behaviour plan
☐ Use of visual supports
☐ Other (please specify): _____

8. Type of restrictive intervention used:

☐ Restraint
☐ Seclusion
☐ Other (Reasonable Force – Please Specify): _____

9. Reason used:

To prevent or stop a pupil from:

☐ Causing injury to themselves or others
☐ Committing a criminal offence
☐ Damaging property
☐ Prejudicing maintenance of good order & discipline, whether during a teaching session or otherwise

10. If Seclusion was used:

Was the pupil under constant Supervision? ☐ Yes ☐ No

How was the pupil monitored during <u>seclusion</u> :	
11. Were any weapons involved?	☐ Yes ☐ No
If yes, please state what type of weapon was involved:	
(Please Specify):	
12. Were any other staff involved in this incident?	☐ Yes ☐ No
Name of other staff involved in this incident:	
13. Please list any injuries to you:	
Was any first aid required:	
14. Please list any injuries to the pupil:	
Who completed the check:	
What time was the check completed:	
Was any first aid required:	
15. Your account of the incident – in your own words, please describe what happened from your perspective. Include:	
- Anything that happened immediately before the incident (Antecedents / Triggers) - What you saw and heard (what the immediate risks were) - What you did (were any alternative options attempted or considered) - Why you believed it was necessary - Any physical restraints or holds you used (see Safe Teach UK website where applicable) - Any steps you took to calm, reassure, or de-escalate the situation - How the situation was brought to a safe conclusion	
The use of force must only be used when it is:	
i. Reasonable in the circumstance, meaning: ii. You believed that it was Necessary, and iii. Proportionate to the seriousness of the situation	
If restraint was used, please tick your primary role:	
☐ Right arm ☐ Left arm ☐ Other (Please specify): _____	
Provide a factual, chronological full account: (Press enter to expand the box below and write your account)	
Your account:	
Name	
Signed	
Date	

Duke Street Primary School

Reporting form to Parent / Carer

Name of the child:			
Year / Class:			
SEND status: SEN Support / EHCP / Disability (specify if relevant):			
Date of incident:		Time of incident:	
Location of incident:			
Duration of incident:			
Brief account of what happened:			
Details of any injuries, if applicable:			
Parents / Carer informed:	☐ Yes	☐ No	
If no, why (legal requirement) (Exception as per DfE Guidance page 15)			
Time notified:			
Method (phone / email / messaging system / in person):			
Staff member who informed:			