



**The Park Federation Academy Trust  
Wood End Park Academy**

**Positive Handling Policy**

## Approval

<b>Principal</b>	
<b>Date of approval</b>	October 2015
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## **1. Underlying Values and Principles**

Wood End Park Academy believes that all children have a right to feel safe, secure and cared for at school. To this end, we are committed to creating an environment which fosters emotional wellbeing. We promote behaviour choices (You Own Your Own Behaviour) and encourage children to reflect, develop and grow into responsible members of the community. As children move towards this goal, situations may arise which call for physical intervention to prevent injury to the child, another member of school or wilful and extensive damage to property. Physical intervention will be considered as a last resort, carried out with the minimum of force and for the minimum of time by trained adults. It will be used calmly, maintaining the safety of all concerned. It will never be used as a punishment. At all times efforts will be made to protect the dignity of the child and time will be given to enable the child to regain their emotional balance.

## **2. Defining Terms**

This policy outlines our approach to **situations** which require intervention. Such situations may be:

**Ongoing** as they are related to a lifelong special need

**Temporary** as they are related to a specific event or difficulty in a child's life.

**Situational** as they relate to a specific place, eg a fight over football in the playground.

All of the above are in some way predictable and the measures in place for these categories are described below in Section 4.

They may also be classified as **unplanned** as they happen as a result of a situation which was unforeseen and may place adults in an emergency situation.

The type of intervention required may be **Non Restrictive** or **Restrictive** and can take the form of bodily contact or environmental change. For all predictable situations e.g. due to the needs of the pupil etc, a plan is in place in order to be preventative.

## **3. Expectations**

### **To minimise the number of unplanned physical interventions**

#### **We expect all staff to:**

- constantly note the emotional needs of pupils within their class and be alert to changes in behaviour.
- seek to understand the way groups of pupils work in the class and use this information to good effect
- discuss problems a pupil may say they face to explore different responses to common situations.
- help children to understand their emotions and find ways to manage their feelings e.g via Zones
- talk to a child as soon as a change in their behaviour occurs and try to ascertain the reasons behind it. Make it clear that you are concerned and want to help. Ask the parents to see if there has been a change at home. Above all, aim to make it a problem solving activity, where the child has some input. If it continues, alert the appropriate team (special needs team, welfare team, safeguarding team) and use the Pupil Management Log
- evaluate the use of space within and outside the classroom to place children who find being in close proximity to other children difficult / distracting or to separate children in dispute.
- fill in the behaviour log (pupil management) for any concerning behaviour they see
- follow the Behaviour Policy

### **Leaders will:**

- Review the behaviour logs regularly
- Visit their classes especially where the behaviour of pupils seems to be escalating.
- Discuss children who are showing escalating behaviour with the team in good time, seeking to minimise these behaviours
- Seek support from the Family Support Worker
- Work with the parents to help the child change problematic behaviours, including calling for formalised meetings so the agreed actions are noted and can be shared

### **The SENDCo will:**

- Discuss children showing escalating behaviour with the principal and senior leaders.
- Ensure parents are included in the discussion once a way forward has been discussed.
- Ensure referrals are made within school and within the Borough for children with emotional needs.
- Recommend changes to the environment, which might help reduce anxiety or the need for physical intervention, utilising learning from Sensory Environments CPD
- Ensure the curriculum is personalised to prevent frustration building up into aggression.
- Ensure parents are contacted early, when behaviour becomes an issue.
- Organise training for staff members to ensure that they have clear strategies for de-escalating behaviour and can carry out physical interventions safely when needed.
- Ensure staff have a Behaviour Plan and that relevant staff are part of the creation of such plans.

### **We expect parents to**

- Inform us of any behavioural problems experienced at home.
- Advise us of any traumatic events the child may have experienced.
- Be actively involved in helping the child to overcome its difficulties e.g. know their child's targets

## **4. When should physical intervention be used?**

*'Schools should **not** have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.'* (DFE 2013)

At Wood End Park Academy we may need to use Physical intervention in the following situations:

- To prevent a pupil injuring themselves, e.g. stopping a young person from running into traffic.
- To prevent a pupil from injuring others. (e.g. fighting with an intent to harm)
- To prevent a young person causing serious damage to property, which is expensive, scarce or the breaking of which may cause harm to others.

## **5. Recording the incident**

Where physical restraint has been used, a record of the incident will be made under the headings described in the Positive Handling Log. All recording will be completed on the day of the incident. Parents will be informed. The principal reviews the written account to see if any other strategies could have been used instead of physical restraint.

A pupil who may need regular positive handling e.g. a pupil in nursery who may have no sense of danger etc, a risk assessment is placed in and the log of handling included. This should be reviewed by the Safeguarding Team or a member to ensure the number of handling is being reduced due to changes implemented e.g. more items of interest in the environment.

## **6. Possible actions to be taken following the incident for pupils.**

Since physical restraint is only taken as a last resort, incidents requiring such action are taken very seriously. In an effort to demonstrate the behaviour is unacceptable and not to be repeated the following sanctions will be employed:

1. Referral to the Safeguarding Team
2. Anger management training.
3. Behaviour report card seen by a senior leader regularly
4. Work with the family

## **8. Acceptable forms of physical intervention**

Physical intervention may involve staff doing the following:

- Restraining an angry child until they regain their composure (see conditions above)
- Helping a child if they are injured.
- Comforting a child if they are seeking physical reassurance.

## **7. When Using Physical Intervention**

*All members of school staff are authorised by law to use force.  
(Section 93, Education and Inspections Act 2006.)*

**In the event a child poses a significant risk to itself, others or property:**

- Stay calm and summon assistance e.g. calling someone over
- Talk in a firm but low voice and state what you want the child to do.
- Try to minimise the risk to others, i.e. move them away if in danger.
- Give a verbal acknowledgment of unacceptable behaviour, e.g.: 'STOP!'
- Give choices as to what can be done to make a better choice; ensure the pupil knows what has made them angry will be acknowledged
- Explain what will happen if it continues. "If you don't stop you will be missing playtimes and we will be phoning your parents." Remind of the school policy and making good choices for him/herself.
- Warn of potential need **to intervene physically** and that this will cease when the pupil complies.
- Only intervene physically if you are confident you can do so without harming yourself or the child And preferably with the support of another adult.

Staff should **ALWAYS** use the **minimum force** necessary for the **minimum amount of time** to prevent a child harming him or herself, others or property. Generally, physical intervention will be carried out by trained staff, however, untrained staff should intervene if a child is in imminent danger. If you cannot intervene or are waiting for help, remove as many other children from the situation as possible and try to maintain a dialogue with the pupil.

Staff may not have time to go through the steps described above or there may not be another adult around, e.g. if a child steps in the path of an oncoming car or is about to stick their finger in a socket. At all times it is essential to weigh the risk of making a physical intervention against the risk to the child if you do not.

## **9. Physical Restraint**

1. It is important that the child realises the intervention will stop the minute they comply with requests. Remind them of this frequently. Requests should be short and to the point. "Stop swearing" or "better words please", "good sitting" etc
2. When the child is calming, inform the child you are about to release and do so one step at a time, talking it through as you go.
3. Ask the child how they are feeling and let them know they will have as much time as they need to think about what has happened, e.g. 'When you can talk about what just happened, let us know and we will listen'.
4. Be mindful of your own safety, remove long earrings, tie your hair back, keep your arms out of biting range, beware of head butting etc.

## **10. Situations commonly linked to physical restraint in school**

### **Special Educational Needs and Disability**

Schools have a duty to make reasonable adjustments for children with disabilities. Schools need to take positive steps to ensure that pupils with SENd e.g. those on the autism spectrum (ASD), can fully participate in all aspects of school life.

A school's behaviour policy should make allowance for behaviour which is a consequence of a pupil's disability, rather than disobedience. A one size fits all policy, fixing a standard penalty for a particular action, is therefore both unfair and inappropriate.

(Equality Act 2010)

Some children with a Special Need do not have the same ability to regulate their behaviour as children without a special need. For this reason such individuals will have a behaviour plan specific to them and available to view in class. All people directly involved with the child will be issued with a copy and be involved in its formulation and review. Parents will be shown a draft and their input sought for the final copy.

An ongoing log of behaviour (behaviour investigation sheet) will be kept for the individual to enable us to look for patterns and discover any triggers.

The academy has a Designated Unit with 24 pupils with ASD. All staff in the Unit are trained using qualified trainers in case he /she ever needs to restrain. This policy also applies to the Unit.

Incidents of Positive Handling are reported to the governors by the DSL as part of her termly report.

### **Temporary Behaviours**

Sometimes children exhibiting dangerous behaviours towards themselves or others due to a traumatic event or life experience will have a behaviour plan if deemed necessary. Their parents will be informed and their input recorded on the child's behaviour plan. Behaviour will be tracked via a behaviour report for 2-3 weeks and will go home once a week alongside daily chats with parents and support designed to address the trauma they have suffered.

## **Situational Behaviours**

Although any place in school could be the setting for the types of dangerous behaviour which call for physical restraint, the playground is generally more high risk than other areas. For this reason the playground is supervised by at least three members of the teaching staff (teachers or HLTAs ) at morning break. Teaching staff are also on duty at lunchtimes alongside the midday supervisors. Pupils are also provided with small group or 1:1 adult support where needed e.g. pupils with SEMHD difficulties. Activities are set up for pupils and they are able to use e.g. the computing suite at times etc so pupils can find an activity to engage in of interest.

## **Unplanned Situations**

By its very nature, such situations occur without warning and are rare. For example, children could be working in the classroom when an argument starts and very quickly escalates into violence. Each class shows the same positive behaviour chart and the chart to record any pupil who makes poor choices. Pupils are very familiar with consequences for poor choices.

## **11. Complaints Procedure**

All complaints about the use of force will be thoroughly, speedily and appropriately investigated. Where a member of staff has used reasonable force in order to prevent injury, damage to property or disorder this will provide a defence to any criminal prosecution or other civil or public law action. We understand that when a complaint is made, the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.

If a member of staff has been accused of using excessive force, the school will refer to the “Statement of Procedures for Dealing with Allegations of Abuse against Staff” which can be found on the academy’s website .The Principal will ensure that each incident is reviewed and investigated as required. If further action is required this will be pursued through the appropriate procedure and members of staff will be kept informed of any action taken.He/she will be advised to seek advice from his/her professional association/union.

## **12. Staff trained in procedures of Physical Restraint/ Positive Handling**

Stacey Gamble (deputy principal)    Anjum Patel    Kanwaljeet Bansal    Rosemary Mamombe (EYFS lead)

Sonia Fisher                      Helene Greene                      Sima Fakhri                      Asma Razwan

SEND Centre Staff:

Trudie Mitchell, Azita Khawaja, Anisha Shah, Manas Manumohan, Pawandeer Kaur, Gurvinder Shah, Randa Abed, Amy Flynn.

Booked for 19th November 2025: Nelon Jarrett (SENDCO) and new SEND C staff Nabeela Ejaz Bal

All teachers and learning support staff do receive training on de-escalation strategies.

### **13. Reference**

In writing this policy we consider the following guidance:

Guidance on the Use of Restrictive Physical Interventions for Staff Working with children and adults who display extreme behaviour in association with Learning Disability and /or Autistic Spectrum disorders (D o H 2002)

Guidance on the Use of Restrictive Physical Interventions for pupils with severe Behavioural Disorders (2012)

Behaviour and Discipline in Schools: Advice for head teachers and school staff)(2014 DFE-00023-2014.

Use of reasonable force in schools (DFE -00295-2013)

Equality Act 2010:guidance GEO


### **14. Other Linked Policies**

Behaviour Policy

#### **Review**

**This policy has been reviewed by staff and will be updated in September 2025 or sooner if new regulations come into force.**

**Appendix A: Record for when using positive handling**

 <p><b>The Park Federation</b> behaviour</p>	<h2>Wood End Park Academy</h2> <h3>Positive handling log</h3>
	<p>To be completed by any adult that has to physically handle a child. This should be emailed to the Principal, Vice Principal, Class Teacher and printed out to file in the log.</p>

Child's full name and class:

Date of incident:

The adult who physically handled the child:

Other adults that witnessed:

Use this space to explain why the child had to be physically handled. Record:

Date	Student(s) Parent(s) Staff	Ethnicity	Incident	Outcome	Lead

- Recorded in behaviour file     form completed     follow up     parents informed

SLT Feedback on the incident: