



Stroud Valley Community Primary School

Positive Handling / Physical Intervention

Our aim is to provide a supportive, educational environment for all children, including those who present with social, emotional and mental health needs enabling them to succeed in our school, a mainstream setting, to the best of our ability and as resources allow.

Inclusion and equality of opportunity to maximise educational and social potential is important in our aims. We have a vital role to play in developing skills and attitudes for all children to be successful with us and to be able to move onto the next phase of their education.

Our approach to managing behaviour is positive and has a focus on the attitudes of children and social behaviours. It is important that children are clear about the standards of behaviour we expect as well as measures that will be taken to address unacceptable behaviours, these will be reasonable and proportionate. Our behaviour policy outlines our approach for daily behaviour management.

Some children may present with needs that require tailored provision beyond the scope of our general policy to give them the best opportunity for success. These will be identified as SEND and appropriate plans put into place. It is vital that we develop a clear understanding of a child's situation including past experiences and needs to make these successful.

Information gathered and recorded will include:

- knowledge of prior history, either within school or from previous schools.
- children's patterns of behaviour and the 'triggers' that cause negative behaviours
- the child's strengths
- child's response towards 'authority' □
- the child's responses to their peers.
- known medical conditions, e.g., diabetes, asthma, epilepsy,

Individual behaviour plans that will include regular target setting to improve identified behaviours will be written and reviewed in partnership with parents. If required risk assessments will also be recorded.

All staff involved with the child will be familiar with the plan to ensure consistency in approach. These plans may require thought given to de-escalation strategies or, if necessary, physical intervention.

Parents, and the child if appropriate, will be fully involved to ensure they are clear about specific actions the school might need to take including reactive strategies to de-escalate a conflict or physical holds that may be used

All staff throughout the school will be briefed to ensure consistency and so all are clear what actions each should take.

Appendix 1: For a child we have concerns about – first steps in parent communication – or if a child moves from another school to us

De-escalation strategies includes a wide range of supportive strategies for managing challenging behaviours

These may include:

- distraction/redirection – the action of diverting the child's attention to something in which s/he has an interest
- reassurance – being supportive, comforting and encouraging
- planned ignoring – at times, highly provocative and attention seeking behaviour can be ignored to good effect.
- time out allows a child 'space' on their own'; to move to a different environment with time to calm down and consider their actions.
- withdrawal – which involves removing the child from the situation causing anxiety or distress to a location where they can be supported to resume their usual activities.
- negotiation/being objective – the ability to listen and talk to children and come to an agreement by setting limits and offering options. This will allow a 'back door exit' from the situation that will help keep their pride and dignity in tact as well as that of the staff member(s) involved
- transfer adult – if there is an incident where the adult present is seen to be aggravating the situation, it should be assessed as to whether moving the adult out of sight might defuse the situation.
- success reminder – remind the child of a previous occasion when they successfully managed a volatile situation of a similar nature. If they are feeling particularly low, look to remind them of something they did in the past that made them happy/proud/feel good
- support through daily routine – a bored student is more likely to present with negative behaviours and therefore a strong daily routine of active engagement in the classroom and in social times, reduces their need to act out inappropriate behaviours

Physical restraint will only be considered if force may be necessary to overcome active resistance

Department for Education's (DfE's) advice "Use of Reasonable Force(July 2013). states that

"The term reasonable force covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils."

It states that that reasonable force may be used to prevent a child from

- causing harm to themselves
- committing a criminal offence
- causing harm to another person
- causing damage to property

Underpinning our work is our belief that everyone has the right

- to be treated with dignity and respect
- to be recognised for their own unique identity
- to learn and be in a safe environment
- to be protected from harm, violence, assault and acts of verbal abuse

If physical intervention is required

Our first and foremost consideration is the welfare of all the children in our care as well as the welfare and protection of adults who look after them. We have duty to protect every person in the school community from harm

Physical intervention is always a last resort, the shortest amount of time possible, and only used if needed to keep the individual, and those around him/her safe. We have a duty of care to protect all from any form of physical intervention which is unnecessary, inappropriate, excessive or harmful

Only staff trained through Team Teach will be active in any physical interventions strategies needed. There will always be a minimum of two appropriately trained staff present to ensure agreement of 'reasonable and proportionate actions taken. A risk assessed judgement will be agreed before undertaking any physical intervention, including creatively discussing any alternatives to physical intervention which may be effective. Actions and techniques employed will follow the child's individual plan

Physical interventions will be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and allowing the child to regain self-control.

Communication needs to be assertive, clear but non-confrontational. It is important to be aware of tone of voice, body language and eye contact. Adults involved will remain calm and assured at all times.

Children will always be respected and made to feel accepted whatever behaviours they are displaying.

It is the behaviour that is unacceptable not the child.

Throughout we will maintain calm verbal control with the child explaining our actions and reasons for them We will also be clear about what they must do for the restraint to be released which will happen as soon as possible and is safe.

Any techniques used to restrain or restrict the liberty of movement will be 'reasonable' and 'proportionate' to the situation, risk and seriousness of harm and applied with the minimum of force necessary by appropriately trained staff.

Staff will not react in anger and will withdraw if they feel unable to remain calm. Allowing another trained individual to continue dealing with the situation

Post Incident

Any incident where physical intervention has been used will be recorded on CPOMS and parents asked to add comments.

Parents / carers will be informed immediately and a meeting held to clarify actions, review the positive handling plan and agree actions to prevent future situations

Records are also vital for any future further enquiry.

Support and a de-brief will take place after any incident which has involved any physical intervention Time will be needed for all involved to express their feelings, suggest alternative courses of action and appreciate the perspective of others.

Review of incident for future

It is important to take time to learn any lessons for future incidents that may occur.

Safeguarding / Whistleblowing

All staff understand the importance of whistle blowing and that this includes mis-use of restraint

Complaints

We will work in partnership with parents throughout planning for a child that may require positive handling or physical intervention and aim to ensure full understanding and agreement from all.

However if a parent is dissatisfied by the support and actions of the school our complaints policy is available on the school website.

Policy Review

Date Policy Ratified by Governors	July 2025
Date for next review	July 2027
