



The Park Federation Academy Trust
Montem Academy
Positive Handling Policy 2025-2026

Version History

Version	Date	Status and Purpose	Changes overview
1	July 2020	Approved	
2	July 2021	Approved	
3	July 2022	Approved	
4	July 2023	Approved	
5	September 2024	Approved	
6	September 2025	Approved	

Approval History

Signed by Principal	Ann Probert
Date of approval	4 th September 2025
Date of review	September 2025
Date of next review	September 2026

Notes on Document Control

This document is the property of The Park Federation Academy Trust and its contents are confidential. It must not be reproduced, loaned or passed to a 3rd party without the permission of the authoriser.

It is controlled within the Park Federation Academy Trust Admin Server where the electronic master is held and can be accessed on a read only basis, subject to security permissions.

Users of the document are responsible for ensuring that they are working with the current version.

Paper or electronic copies may be taken for remote working etc. However, all paper copies or electronic copies not held within the Admin Server are uncontrolled. Hence the footer 'DOCUMENT UNCONTROLLED WHEN PRINTED' which must not be changed.

Once issued, as a minimum this document shall be reviewed on an annual basis by the originating team/function. Any amendments shall be identified by a vertical line adjacent to the right hand margin.

To enable continuous improvement, all readers encouraged to notify the author of errors, omissions and any other form of feedback.

Positive Handling Policy 2025-2026

1) Legal Rationale

This policy has been developed in response to The Education and Inspections Act 2006 section 93, which reinforces, supersedes and replaces previous guidance. It also takes cognizance to the guidance issued by the DFE - Use of Reasonable Force in Schools July 2013 and Behaviour and Discipline in Schools January 2016.

The policy should be read in conjunction with other school policies and guidance relating to interaction between adults and pupils e.g. Behaviour Management Policy.

2) Introduction

Good personal and professional relationships between staff and pupils are vital to ensure good order at Montem Academy. We recognize that the majority of pupils in our school respond positively to the discipline and control practiced by staff which ensures the well-being and safety of all pupils and staff in school. We also acknowledge that in exceptional circumstances, staff may need to take action in situations where the use of reasonable, proportionate and necessary force may be required. At Montem Academy we acknowledge that physical techniques are only a small part of a whole setting approach to behaviour management.

3) Underpinning Values

Everyone attending or working in this school has a right to:

- A recognition of their unique identity;
- Be treated with respect and dignity;
- Learn and work in a safe environment;
- Be protected from harm, violence, assault and acts of verbal abuse.

Pupils attending this school and their parents have a right to:

- Individual consideration of their needs by the staff who have responsibility for their care and protection;
- Expect staff to undertake their duties and responsibilities in accordance with the school's policies;
- Be informed about school rules, relevant policies and the expected conduct of all pupils and staff working in school;
- Expect behaviour plans to be put in place to achieve outcomes that reflect the best interests of the child whose behaviour is of immediate concern;
- Be informed about the school's complaints procedure.

The school will ensure that pupils understand the need for and respond to clearly defined limits, which govern behaviour in the school.

4) Aims

This policy aims to provide the school community with clear guidance so that any physical intervention that is undertaken is carried out in a way that supports the above values and principles. It describes the circumstances in which restrictive physical intervention is an appropriate response and how staff will fulfil their responsibilities in these circumstances.

Every effort will be made to ensure that all staff in this school:

- 1) Clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where use of reasonable force is necessary and
- 2) Are provided with appropriate training to deal with these difficult situations.

The Education and Inspections Act 2006 stipulates that reasonable force may be used to prevent a pupil from doing, or continuing to do any of the following:

- Self-injuring
- Causing injury to others
- Committing a criminal offence
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils whether on the school premises or whilst taking part in an out of school activity.

5) Use of Physical Intervention

No legal definition of reasonable force exists however for the purpose of this policy and the implementation of it at Montem Academy:

- Positive Handling uses the **minimum** degree of force necessary for the **shortest period of time** to prevent a pupil harming them self, others or property.
- The scale and nature of any physical intervention must be **proportionate** to both the behaviour of the individual to be controlled, and the nature of the harm they might cause.
- Staff will be expected to follow the pupil's Behaviour Plan/Positive Handling Plan in the first instance to manage any incidents or challenging behaviour.
- If this is unsuccessful and the situation continues to escalate staff would then be expected to employ other "Team Teach" de-escalation techniques in which they have been trained.
- Only if all of the above have been tried and are unsuccessful should staff consider using any form of "Team Teach" restrictive physical intervention. The overriding consideration should still be the reasonableness and proportionality of the force used.

All the techniques used must take account of a young person's;

- Age
- Gender
- Level of physical, emotional and intellectual development
- Special needs
- Social context

They should also provide a gradual, graded system of response.

Where behavioural records and/or risk assessment identifies a need for a planned approach, Behaviour Plans or Positive Handling Plans are written for individual children and where possible, these will be designed through multi agency collaboration and shared with other agencies/services supporting the child to facilitate consistency of approach so far as is possible.

6) Definitions of Positive Handling

Positive Handling describes a broad spectrum of risk reduction strategies. Positive Handling is a holistic approach involving policy, guidance, management of the environment, and deployment of staff. It also involves personal behaviour, diversion, diffusion, and de-escalation. Risk assessment identifies positive prevention strategies and how a pupil may need to be supported in a crisis.

Definition	Explanation	Examples
Physical Contact	Situations where a touch, in full public view, occurs between staff and pupils in order to provide care or to support their access to a broad and balanced curriculum.	Tending to an injury. Supporting in PE. Comforting a young child in distress e.g. arm around shoulder. Responding to a young child's demonstration of affection e.g. pat on shoulder/hand hold.
Physical (non-restrictive) Intervention	Contact is non-restrictive and the pupil is held supportively, but such that they will be released immediately should they so wish, in order to divert or deflect the pupil from a destructive or disruptive action.	Leading by the hand, escorting by the arm or guiding by the shoulder.
Restrictive Physical Intervention	Use of reasonable force to prevent, impede or restrict movement or mobility where there is an immediate risk to pupils, staff, the public or property.	"Team Teach" wraps, holds or restraints.

Planned or Emergency Interventions

Intervention	Explanation	Example
Planned interventions	Pre-arranged strategies and methods used, either non-restrictive or restrictive, based on a risk assessment and recorded in a Behaviour Plan or Positive Handling Plan for the pupil.	Pupil receives "Time Out" or is withdrawn following a particular behaviour. Pupil is lead or escorted away from the scene. Pupil is held in a certain "Team Teach" hold/wrap following serious threat to safety of self, others or property.
Emergency Unplanned Interventions	Occur in response to unforeseen events. Minimum force necessary to be used for the shortest time possible in proportion to the circumstances.	Any of the above

7) Risk Assessment

Restrictive physical intervention should only be considered if other behaviour management options have proved ineffective or are judged to be inappropriate for the circumstances (or in an emergency situation).

Before deciding to use restrictive intervention staff need to decide if the risk of not intervening is greater than the risk of intervening. **Physical intervention will never be used as a punishment, or to cause deliberate pain, injury or humiliation.**

Staff are not expected to intervene physically against their better judgment or to place themselves at unreasonable risk. However they should endeavour to minimize any risks to others by calling for assistance or by removing other pupils or items that could cause injury from the situation.

8) The Place of Restrictive Physical Intervention in the Management of Behaviour.

If it is seen to be likely that restrictive physical intervention will be appropriate to support a pupil's behaviour management then an individualized risk assessment will be carried out (see Appendix).

If appropriate an individualized Positive Handling Plan will be drawn up for the pupil by the staff involved and any support agencies involved (see Appendix). The plan will seek to minimize the need for restrictive physical intervention and describe the interventions which may be required. The plan will be shared with all relevant staff, the parents/carers and will be reviewed regularly.

Relevant training and/or guidance will be provided for staff involved.

9) Procedures Following Restrictive Physical Intervention.

- 1) Pupils who may be distressed by events can be offered the following support:
 - Quiet time taking part in a calming activity.
 - Quiet time away from the incident/trigger.
 - Resuming their usual routine/previous activity as soon as possible.
 - Time with a member of staff to debrief the incident.
- 2) Debriefing/support if deemed necessary for any staff involved.
- 3) Staff involved will record the incident on the Serious Incident Report Form (see Appendix) as soon as possible and preferably within 12 hours following the incident. Support from senior staff will be provided if necessary.
- 4) Any injuries suffered as a result of the intervention will be recorded on the Serious Incident Report form and also following the school's normal recording procedures.
- 5) The Principal/SENDCo will check that there is no safeguarding cause for concern regarding the actions of the adults involved. Safeguarding procedures will be followed if such a concern is found.

- 6) Parents/carers will be informed by the Principal/Deputy/SENDCo/Vice Principal or Year Team Leader on the day of the incident and given the opportunity to discuss any concerns they have regarding the incident.

10) Injury

Whilst “Team Teach” techniques are intended to reduce the risk of injury, there is always risk when two or more people engage in force to protect, release or restrain. The possibility of bruising, scratching or other minor injuries occurring accidentally are not to be seen necessarily as a failure of professional technique, but as a regrettable and infrequent side effect of ensuring the pupil remains safe.

Any injuries to the pupil will be reported to the Principal and recorded on the Serious Incident Report form and any injuries to staff will be reported using the school’s usual procedures.

11) Complaints

The availability of a clear policy about reasonable force and early involvement of parents should reduce the likelihood of complaints but may not eliminate them.

Where the nature of any complaint made by a pupil, parent or other person in relation to the use of restrictive physical intervention within the school indicates that there has been an allegation of mishandling by a member staff, the school’s complaints policy will be followed.

12) Staff Training

It is the responsibility of the Principal to ensure that “Team Teach” training in the use of positive handling techniques is available to staff and is kept up to date. The school provides training for key staff and the Principal/SENDCo retains a list of all staff trained. The list is reviewed on an annual basis.

No member of staff will be expected to use “Team Teach” techniques without appropriate training. Prior to the provision of training, guidance will be given on action to be taken. Arrangements will be made clear as part of the induction of new staff and training will be provided as part of on-going staff development.

School staff working directly with pupils will receive the basic “Team Teach” level of training as the school is considered to be a low risk setting. This is in line with “Team Teach” policy. This level of training is recommended for any school staff as they are expected to be able to actively support each other, and pupils, if an incident occurs and a child needs physical intervention to keep themselves and/or others safe. However, if any staff members are unable to support physically they are expected to support with de-escalation strategies.

13) Health and Safety

Under the Health and Safety at Work Act, employees have a responsibility to report any circumstances which give rise to an increased risk to their Health and Safety.

Staff who have, or acquire, permanently or temporarily, any medical condition that may impact on their ability to carry out pupils' Behaviour Plans have a duty to report these to the Principal immediately, as there may be an impact on their own safety and that of colleagues and/or pupils. Staff should also advise their Year Team Leader of any restrictions to applying restrictive physical interventions.

Through the provision of "Team Teach" training, the risk of harm towards staff is reduced but it is possible for some injury to be received. All such occurrences should be treated and subsequently recorded, on the Serious Incident Report Form and the school Incident Report Form.

14) Monitoring

Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert the Principal to the needs of any pupil(s) whose behaviour may require the use of reasonable restrictive physical intervention.

Monitoring of incidents will take place on a regular basis and the results used to inform planning to meet individual pupil and school needs. The Principal will present an annual summary of incidents that have involved the use of restrictive physical Intervention to the Academy Council.

The Principal and SENDCo will ensure that each incident is reviewed and investigated further as required. If further action is required in relation to a member of staff or a pupil, this will be pursued through the appropriate procedures.

15) Whistle Blowing

Whilst the training in "Team Teach" provided to staff encourages the use of help protocols and reflective practice, it is acknowledged that under some circumstances, physical intervention can be misapplied. Staff are reminded that part of their duty of care to pupils includes the requirement to report any such matters which cause them concern in relation to pupil management and welfare. Any such concerns should be raised with the Principal, another member of the Senior Leadership Team or with the Academy Council Chair, in order to allow concerns to be addressed and practice improved.

16) Policy Review

16.1 This policy will be reviewed annually by senior staff and the Academy Council on the anniversary of its ratification.

Appendix 1 – Serious Incident Report Template

Montem Academy Serious Incident Report

Name of pupil:	Teaching group:	Other pupils involved:
Staff writing the report:	Staff witnesses/staff involved:	Where the incident occurred:
Date	Day of the week:	Lesson/activity:
Start time:		
Finish time:		
How did the incident begin? (antecedents) What led to the incident/triggered the behaviour? <input type="checkbox"/> Medication <input type="checkbox"/> Argument <input type="checkbox"/> Demands/requests <input type="checkbox"/> Previous discussion/comments <input type="checkbox"/> Fight <input type="checkbox"/> Difficult/non preferred task <input type="checkbox"/> Perceived criticism <input type="checkbox"/> Perceived injustice <input type="checkbox"/> Transition <input type="checkbox"/> Restricted access <input type="checkbox"/> Unpredictable event/change to timetable <input type="checkbox"/> No specific reason Other (please provide details):		
What behaviour was observed? State actual behaviour observed, e.g. hitting rather than aggressive <input type="checkbox"/> Running around <input type="checkbox"/> Running away from adults <input type="checkbox"/> Spitting <input type="checkbox"/> Roaming around school Towards environment: <input type="checkbox"/> Breaking windows <input type="checkbox"/> Unsettled <input type="checkbox"/> Climbing <input type="checkbox"/> Damage <input type="checkbox"/> Graffiti <input type="checkbox"/> Throwing furniture <input type="checkbox"/> Kicking/pushing furniture		

- Throwing snow/ice

Towards others:

- Attitude/defiance/refusal to comply
- Aggression/threatening/verbal abuse
- Barging/Pushing
- Biting
- Chinning
- Choking/strangling
- Grabbing
- Hitting/slapping
- Hair pulling
- Head butting
- Kicking
- Name calling
- Inappropriate comments/swearing/racism
- Pinching
- Inappropriate gesture/touching/sexualised behaviour
- Pulling
- Stamping on feet
- Sitting on others

Towards self:

- Absconding
- Walking out of class
- Anxious
- Barricading
- Biting self
- Crying/upset
- Falling asleep
- Complaining of feeling unwell
- Dropping to the floor
- Laying on the floor
- Hitting head on objects/services
- Eating inappropriate objects/items
- Tantrum
- Hitting body
- Hyperactive
- Immature talk
- Paranoid
- Removing clothing
- Soiling/wetting
- Sexualised behaviour
- Suicidal comments/actions

Other (Please provide details):

What was done to defuse/de-escalate the situation?

(Consequences)

- Planned ignoring
- Behaviour management plan followed
- Humour
- Verbal advice/support
- Firm clear directions/instructions
- Negotiations
- Patience
- Calm stance
- Limited choices
- Distraction
- Reassurance
- Reminders about consequence
- Withdrawal offered/directed
- Change of face/swap adults

Other (please provide details):**Description of incident:**

(Please include what de-escalation strategies were used and how effective they were and how the incident resolved?)

Outcomes:

- 1:1 withdrawal
- Bill for damages
- Internal exclusion
- Indoor play detention
- External detention (number of days...)
- Letter home
- Make up work
- Miss activity/reward
- Verbal apology
- Written apology
- Trip ban
- Parent meeting set up
- Parents collected pupil
- Parents informed verbally
- Phone call home
- Police involvement
- Restorative intervention
- Health check completed (by whom?)

Other (please provide details):**Physical intervention used (if any) and reason why**

Technique used	Time applied for:	Staff involved in hold:

<input type="checkbox"/> TT Friendly hold/guide		
<input type="checkbox"/> TT Single elbow		
<input type="checkbox"/> TT Figure of four		
<input type="checkbox"/> TT One-person double elbow		
<input type="checkbox"/> TT Two-person double elbow		
<input type="checkbox"/> Leg support		
<input type="checkbox"/> Head support		

Reason for physical intervention

- Pupil was at immediate risk of injury
- Pupil was placing other pupils at risk of injury
- Pupil was placing staff or others present at risk of injury
- Property was about to be damaged
- Pupil was damaging property

Other (please give details):

Injuries:

- Staff involved
- Pupil involved in incident
- Other pupils injured
- Other staff members injured
- Other people injured

<p>Informed SLT</p> <p>Who:</p> <p>Time:</p> <p>Date:</p>	<p>Other informed:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Parents/carers <input type="checkbox"/> Social care <input type="checkbox"/> Police <input type="checkbox"/> Chair of Governors <input type="checkbox"/> CAMHS <input type="checkbox"/> Local Authority 	<p>Forms completed:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Internal record <input type="checkbox"/> CPOMS <input type="checkbox"/> Accident form <input type="checkbox"/> Racism
--	---	--

All staff involved please sign to confirm this is an accurate record of the incident:

Signed:

Signed:

Signed:

Signed:

Date:

Date:

Date:

Date: