

Malpas Court Primary School

Ysgol Gynradd Llys Malpas

"Where children learn to live  
and live to learn in an ever changing world"



Malpas Court Primary School

## Positive Handling Policy

Signed *D. M. H. Kelly* (Headteacher)

Signed *C. Rawlings* (Deputy Headteacher)

Signed: *Deborah Weston* (Chair of Governors)

Date: 10<sup>th</sup> February 2026

To be reviewed: February 2027

## Physical Intervention & Positive Handling Policy

This policy should be read in conjunction with school policies on Positive Relationships, Child Protection and Health & Safety.

The School recognises the importance of ensuring good order to provide a safe environment for staff and pupils. To achieve this, it is recognised that, in extreme circumstances, it may be necessary for school staff to intervene physically to manage certain harmful behaviours by pupils.

### 1. Policy Rationale and Principles

Malpas Court Primary School is committed to providing a safe, caring and inclusive environment for all pupils, staff and visitors. The school recognises the importance of maintaining good order and positive relationships in order to promote effective learning and wellbeing.

In extreme circumstances, it may be necessary for school staff to intervene physically to prevent harm. Any such intervention will be lawful, proportionate, reasonable and in the best interests of the child.

For the purposes of this policy, the terms positive handling and physical intervention are used interchangeably.

Physical Intervention will only ever be used as a last resort, when all appropriate non-physical strategies have been attempted or deemed ineffective.

### 2. Definition

Physical Intervention is defined as direct physical contact between persons where reasonable force is applied against resistance in order to:

- restrict movement or mobility, and/or
- disengage a pupil from harmful behaviour.

### 3. Prevention and De-escalation

The school will work proactively to minimise the likelihood of situations requiring physical intervention through:

- whole-school behaviour and relationship-based approaches;
- staff training in de-escalation techniques;
- working in partnership with pupils, parents/carers and external agencies to identify triggers and preventative strategies;
- the use of individual Positive Handling Plans where appropriate.

#### 4. Circumstances Where Physical Intervention May Be Used

Physical Intervention will only be used where the risk of not intervening outweighs the risk of intervening, and to prevent a pupil from:

- harming themselves or others;
- causing serious damage to property;
- committing a criminal offence.

#### 5. Use of Force

Any action taken during physical intervention will be:

- reasonable;
- proportionate;
- necessary;
- in the best interests of the child;
- for the shortest time necessary.

#### 6. Equality and Additional Learning Needs

The school recognises that pupils with Additional Learning Needs or disabilities may be more vulnerable to situations requiring physical intervention. Reasonable adjustments, preventative strategies and individualised planning will be implemented to reduce risk and ensure equitable practice.

#### 7. Legal Framework

All teachers are legally empowered to use reasonable force under Section 93 of the Education and Inspections Act 2006, in line with national statutory guidance on the use of reasonable force.

While any member of staff may intervene physically in an emergency, only staff authorised by the Headteacher will normally undertake planned physical interventions identified within Positive Handling Plans.

An up-to-date register of authorised staff will be maintained by the school.

#### 8. Positive Handling Plans

In cases where it can reasonably be foreseen that a pupil is likely to require positive handling, a Positive Handling Plan will be drawn up by the school with the agreement of parents/carers and in consultation with relevant agencies and the child, and will be reviewed regularly.

## 9. Recording and Reporting

All incidents involving physical intervention will be formally recorded using the school's agreed documentation.

Records will:

- use appropriate professional language (e.g. guide, support, secure, manage distress);
- be stored securely in line with data protection legislation;
- be reviewed regularly to inform practice, training and policy review.

Parents/carers will be informed as soon as reasonably practicable following any physical intervention.

A Violence at Work form will be completed where a member of staff is injured.

Completed Positive Handling Incident Forms are sent to Kate Wiltshire. These forms will be sent electronically to Newport LA within 24 hours.

Sample reporting forms are attached as Appendix 3.

## 10. Monitoring and Review

Incident records will be reviewed half-termly by the Headteacher and shared with the Governing Body.

Information gathered will be used to:

- review Positive Handling Plans;
- identify training needs;
- inform wider school policy and practice.

## 11. Training

The Headteacher will determine staff training needs. Training will:

- be delivered by Team Teach trained practitioners;
- meet standards approved by the British Institute of Learning Disabilities;
- include de-escalation, risk reduction and safe physical intervention.

Staff will only use techniques they have been trained to apply. Techniques that restrict breathing or involve holding a child face down are prohibited.

All staff receive Team Teach Level 1 training every three years, with a core number of staff receiving advanced physical intervention training, alongside annual safeguarding training. Temporary or supply staff will not undertake physical intervention unless appropriately trained and authorised.

Staff use the restorative approach at all times and work under the principles set out in Nurture Schools and Communication Friendly Schools, as a whole school approach to behaviour management through our Positive Relationships Policy.

## 12. Post-Incident Support

Following any physical intervention:

- pupils will have time to calm;
- pupils will be supported to reflect on the incident once calm;
- relationships will be repaired using restorative approaches;
- staff will be offered time for recovery, debriefing and medical attention if needed.

Written records will be completed within 24 hours.

## 13. Complaints

All complaints relating to physical intervention will be managed in line with the school's Complaints Policy.

## 14. Staff Support, Professional Judgement and Accountability

Staff who act in accordance with this policy will be positively supported by the school, but staff will be expected to use their professional judgement when handling children, and everyone involved must be aware that their actions may be subject to scrutiny.

## 15. Managing Risk, Injury and Use of Reasonable Force

While staff will use the minimum force for the shortest time during a physical intervention, it is recognised that minor injuries, such as bruises and scratches, may occur. Such minor injuries will not, by themselves, be regarded as evidence of misconduct. Quote - "Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe". (George Matthews – TT Founder)

16. This policy will be reviewed annually by the Governing Body. Appendices may be amended at any time to reflect changes in legislation or good practice.

## 18. Team Teach Objectives

- To develop shared values which promote the attitude, skill and knowledge needed to implement Team Teach in the workplace.
- To develop positive handling skills in behaviour management including verbal and non verbal communication, diversion and de-escalation and safe effective, humane physical interventions.
- To develop skills in positive listening and learning.

Attitudes    Skills    Knowledge

## Appendices

- Appendix 1a: Headteacher's Letter to Authorised Staff
- Appendix 1b: Staff Confirmation Slip
- Appendix 1c: Register of Authorised Staff
- Appendix 2: Physical Intervention Incident Record Form
- Appendix 3: Positive Handling Plan Template

Appendix 1a

Letter to be given by the Headteacher to all staff who have been authorised to carry out physical interventions with pupils.

Date.....

Dear .....

Authorisation for Physical Intervention

This letter authorises you to use Physical Interventions when dealing with pupils.

You attended Team Teach training on positive handling on ..... You successfully completed the training, which included information on –

identification and prevention of trigger behaviours,  
strategies to distract, defuse and de-escalate during disruptive behaviour,  
legal issues,  
documentation, recording and reporting procedures,

and practical training in techniques involved in Physical Intervention.

You should attend refresher training before ..... (3 Years Later)  
to ensure your knowledge and physical skills are at an appropriate level.

Further training can be arranged if you identify new issues that need to be addressed.

I attach a copy of the school's policy on Physical Intervention and Positive Handling. Please read the policy and discuss it with me or ..... if there are any points on which you need clarification.

Please sign the attached Confirmation Slip and return it to me when you are satisfied that you understand the policy.

Yours sincerely,

Headteacher – Mrs R Llewellyn

Appendix 1b

CONFIRMATION SLIP

Please complete this slip and return it to .....

Physical Intervention

I confirm that I have read and understood the school policy on Physical Intervention and Positive Handling.

Signed .....

Print Name .....

Designation .....

Date .....

Appendix 1c


Malpas Court Primary School

Physical Intervention – Authorised Staff

The following staff have been authorised by the Head Teacher to carry out physical interventions with pupils. They have been given appropriate instruction and training, and have read the school policy on Physical Intervention and Positive Handling.

This list will be reported to the Governing Body annually.

Team Teach Training Level 1  
02.09.24



| Name                | Signature     |
|---------------------|---------------|
| Rhiannon Llewellyn* | R Llewellyn   |
| Ceri Rawlings*      | C Rawlings    |
| Dawn Webb*          | D. F. Webb    |
| Michelle Lee        | M Lee         |
| Hannah Silcox       | H Silcox      |
| Ellie Hereford      | E Hereford    |
| Joanna Lewis        | J Lewis       |
| Iona Balkwill       | I Balkwill    |
| Rochelle Mason      | R Mason       |
| Amber Mead          | A Mead        |
| Joe Short           | J Short       |
| Sinead Healy        | S Healy       |
| Ashleigh Manfield   | A Manfield    |
| Natalie Parsons*    | N Parsons     |
| Sarah Redman*       | S Redman      |
| Ellise Harris       | E Harris      |
| Lisa Jenkins        | L Jenkins     |
| Aggie Taylor        | A Taylor      |
| Terri Jones*        | T Jones       |
| Rosie Axford        | R Axford      |
| Emma Stroud         | E Stroud      |
| Tania Whistance     | T Whistance   |
| Sue Hathaway        | S Hathaway    |
| Kerry Boardman*     | K.A. Boardman |
| Sally Jones         | S Jones       |

\* Staff with Level 1 and top up training

Appendix 2

Physical intervention - Incident record form

School:

SECTION A – Basic Data

Name of pupil:

D.O.B.

Age:

Full names of staff involved:

Date of incident:

Location of incident:

Time:

Duration of incident:

Full names of staff /pupil who witnessed the incident:

SECTION B - Reason for Intervention

(Please tick appropriate)

1. Risk of personal injury to pupil
2. Risk of injury to another person
3. Risk of significant damage to property
4. Compromising good order and discipline
5. At risk of committing criminal offence

SECTION C - Details of Incident

- Antecedents: (Where did incident start, what was happening at the time?)

De-escalation: Please tick all used

- Humour  Verbal advice and support  Firm clear directions  Negotiation  Limited choices  Distraction  Diversion  Reassurance  Planned ignoring  Contingent touch  Calm talking  Patience  Withdrawal offered  Withdrawal directed  Swap adult  Reminders about consequences  Success reminders

- Description of Incident

#### SECTION D: Method of Physical Intervention

- How was the pupil held?
- How long did the pupil need to be held?  
Minutes
- Has the pupil been physically restrained before? Yes / No  
How many times at your school?
- How effective was the intervention?
- How was the intervention in the best interest of the young person?

#### SECTION E: Outcome of incident

1. Was anybody injured? Yes / No  
(Please give details (nature of injuries, treatment required))
2. Response and view of pupil
3. Does pupil have a behaviour programme Yes / No  
Do any changes need to be made Yes / No  
If yes please specify
4. How was the incident resolved and what were the consequences?

#### SECTION F: - Follow up action

1. Do other agencies need to be contacted? Yes / No  
If yes please specify who and with what aim.
2. Parent/carer informed by    Direct Contact     Letter     Telephone

3. Follow up support/interview for

Pupil

Staff

SECTION G: Additional comments

Form completed by: (Print)

(Signed)

Date:

Designation:

Headteacher's signature

Date:

## Appendix 3 – Team Teach Positive Handling Plan

### Positive Handling Plan

Name:

Date:

Trigger Behaviours: (Describe common behaviours / situations which are known to have led to Positive Handling being required. When is such behaviour likely to occur?)

Topography of Behaviour: (Describe what the behaviour looks / sounds like?)

| Stage of crisis                 | What does the behaviour look like? | What should the adult try? | Anything else? |
|---------------------------------|------------------------------------|----------------------------|----------------|
| Stage 1 – Anxiety behaviours.   |                                    |                            |                |
| Stage 2 – Defensive behaviours. |                                    |                            |                |
| Stage 3 – Crisis behaviours.    |                                    |                            |                |

Preferred Supportive & Intervention Strategies (Other ways of C.A.L.M.ing such behaviours. Describe strategies that, where and when possible, should be attempted before positive handling techniques are used)

|                           |  |   |  |
|---------------------------|--|---|--|
| Verbal advice and support |  | Distraction (Known Key words, objects, etc. Likes)  |  |
| Reassurance               |  | Take up Time  |  |
| C.A.L.M. talking / Stance |  | Time Out (Requires a written plan)  |  |
| Negotiation               |  | Withdrawal (Requires Staff/Carer Observation)   |  |
| Choices / Limits          |  | Cool Off: Directed / Offered (Delete as appropriate) Time allowed out to calm down and cool off |  |
| Humour                    |  | Contingent Touch  |  |
| Consequences              |  | Transfer Adult (Help Protocol)  |  |
| Planned Ignoring          |  | Success Reminder  |  |

Others

Praise Points / Strengths: (Areas that can be developed and built upon) Please state at least 3 Bridge Builders.

1:

2:

3:

Medical Conditions that should be taken into account before physically intervening. i.e.  
Asthma, Brittle bones.

Preferred Handling Strategies: (Describe the preferred holds: standing, sitting, ground,  
stating numbers of staff, what "get outs" that can be used when holding, etc)

De-briefing process following the incident. Recording and notifications required:

Please print:  
Headteacher:  
Parent/Guardian:  
Date:

Please sign:  
Name:  
Name:  
Review Date: