

March 2026

Policy on Positive Handling (Use of Restrictive Interventions, including the Use of Reasonable Force, Restraint and Seclusion) in STCAT schools

Approved By:

Policy Owner: Michelle Chappell

Next Review Date Due By: April 2027



St Thomas
Catholic Academies Trust

1. Aims

All that we do across our family of schools is defined first by our Mission and our Vision:

Our Mission: “The glory of God is a human being fully alive!” (St Irenaeus)

Our Vision: Human flourishing and the uniqueness of every individual as a child of God is at the heart of our Catholic educational enterprise. In this context, a human being fully alive is one who is open to faith - to love - to joy - and to learning. They are daily becoming the person God created them to be. They are ready to delight in their God-given gifts, and to use them in the service of the Common Good.

The use of Positive Handling (restrictive interventions, including reasonable force, restraint and seclusion), can have a significant impact on pupils, staff and parents involved, as well as the wider classroom. However, there are times when the use of Positive Handling will be lawful and necessary; for example, to keep individuals and the wider school community safe.

This policy aims to:

- Minimise the need to use Positive Handling, through early support, prevention and de-escalation strategies
- Help school staff feel confident in knowing how to use Positive Handling safely, appropriately and lawfully, when it is necessary
- Clearly set out the steps for recording and reporting incidents of reasonable force, seclusion and restraint
- Protect the safety, wellbeing and dignity of all pupils and staff, and help create a positive and safe place for everyone at school.

NB. Our STCAT schools use the term “Positive Handling” as an umbrella term to refer to the use of restrictive interventions, including reasonable force, restraint and seclusion.

2. Key Principles

STCAT is committed to:

- Creating safe, calm, and respectful environments
- Prioritising de-escalation before any Positive Handling
- Using Positive Handling only when necessary, proportionate, and lawful
- Upholding pupils’ welfare, dignity, and rights at all times
- Ensuring staff are trained and confident in safe practice

Our schools view all behaviour as communication and understand that behaviours that challenge or harm are often an expression of unmet need. We take a holistic approach to supporting individual needs and wellbeing with the aim of all pupils flourishing and achieving their unique potential. We recognise that behaviours can escalate, and risk of harm can arise due to unmet needs. Therefore, we prioritise the health and safety of pupils and staff through the management of these situations, drawing upon risk-assessed techniques and evidence-based principles.

All members of school staff can use Positive Handling to prevent or stop a pupil from:

- Causing injury to themselves or others
- Committing a criminal offence



- Damaging property
- Causing disorder among pupils at the school, whether during a teaching session or otherwise

3. Scope

This policy applies to:

- All employees of the CMAT
- Peripatetic staff, supply staff, and visiting professionals
- Volunteers and adults working with pupils
- All pupils on school premises or engaged in offsite school activities

4. Our core values

- All behaviours are a form of communication
- Understanding the needs, experiences, feelings, and what makes the pupil an individual helps to shape consistent, inclusive support plans
- Staff and pupil relationships, underpinned by positive interactions and trust, are pivotal to achieving positive outcomes
- Staff must use proactive responses whenever they can and reactive responses only when reasonable, proportionate and necessary
- All responses must be supportive, including those that manage behaviours that challenge or harm
- All actions taken to manage behaviours that challenge or harm must be in the best interests of the pupil, considering their individual needs

5. Legislation and Regulatory Requirements

This policy is based on the Department for Education (DfE) [guidance on restrictive interventions, including the use of reasonable force, in schools](#). It also meets the requirements of:

- [Section 93 of the Education and Inspections Act 2006](#)
- Section 93A of the Education and Inspections Act 2006, inserted by the [Apprenticeships, Skills, Children and Learning Act 2009](#)
- [Section 550ZA](#) and [section 550ZB](#) of the Education Act 1996
- [Equality Act 2010](#)
- [Health and Safety at Work etc. Act 1974](#) and associated regulations
- [Human Rights Act 1998](#)
- [Keeping Children Safe in Education](#)
- [The Schools \(Recording and Reporting of Seclusion and Restraint\) \(No. 2\) \(England\) Regulations 2025](#)
- Department for Education guidance on [searching, screening and confiscation](#)



- Paragraph 16A of the schedule to The Education (Independent School Standards) Regulations 2014 (inserted by [The Schools \(Recording and Reporting of Seclusion and Restraint\) \(No. 2\) \(England\) Regulations 2025](#))

The following guidance is also relevant to this policy:

- Behaviour in Schools guidance
- Reducing the need for restraint and restrictive interventions
- Equality Act 2010: advice for schools
- Searching, Screening and Confiscation in Schools guidance
- Suspension and Permanent Exclusion guidance
- Mental Health and Behaviour in Schools
- Keeping Children Safe in Education
- Mobile Phones in Schools

This policy links to the following policies and procedures:

- Behaviour policy
- Child protection and safeguarding policy
- Complaints policy
- Health and safety policy
- SEND policy

6. Key Definitions

Reasonable Force	<p>Reasonable force refers to the minimum physical intervention required to prevent harm.</p> <p>Force is considered reasonable if:</p> <ul style="list-style-type: none"> • It is necessary to prevent harm • It is proportionate to the risk • It is applied for the shortest possible time <p>Reasonable force must never be used as a punishment. All members of school staff have the legal power to use reasonable force in limited circumstances.</p> <p>Examples of the use of reasonable force could include:</p> <ul style="list-style-type: none"> • A staff member guiding a pupil to safety by the arm • Staff breaking up a fight between pupils • A staff member restraining a pupil to prevent injury to the pupil, or others
Restrictive Intervention	<p>Restrictive Intervention is a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. ‘Restrictive interventions’ is used to describe both physical and non-physical actions aimed to restrain pupils in different ways.</p> <p>Examples of restrictive interventions could include:</p>



	<ul style="list-style-type: none"> • Supervised seclusion of a pupil in an area away from others, where the pupil is prevented from leaving for their own safety and/or the safety of others • Passive physical contact, such as a staff member blocking a pupil's path if they're running towards danger (like a busy road), or staff standing between pupils to prevent a fight
Restraint	<p>Restraint: a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact.</p> <p>Examples could include:</p> <ul style="list-style-type: none"> • Holding a pupil's arms to their sides when the pupil is attempting to harm themselves or others • Removing a pupil's crutches may both be considered forms of restraint
Harm	<p>Harm includes:</p> <ul style="list-style-type: none"> • Physical injury • Serious emotional distress • Severe disruption that risks safety • Significant damage to property where this would endanger people
Significant incident	Any incident where the use of force goes beyond appropriate physical contact between pupils and staff. This includes when physical force is used to implement a non-physical restrictive intervention.
Seclusion	<p>A non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.</p> <p>For example, putting a pupil into a 'holding' room until they calm down is a form of seclusion.</p>
Positive Handling	In STCAT schools we use Positive Handling as the umbrella term to cover all restrictive interventions, including reasonable force, restraint and seclusion.

The various restrictive interventions above have been defined for clarity and should not be construed as an endorsement or otherwise for their use in schools. Some will not be relevant to most schools.

7. Who can use Positive Handling?

All members of school staff can use Positive Handling (restrictive interventions, including reasonable force, restraint and seclusion), to prevent or stop a pupil from:

- Causing injury to themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils at the school, whether during a teaching session or otherwise



Staff who are likely to need to use Positive Handling (restrictive interventions, including reasonable force, restraint and seclusion), should be adequately trained in its safe and lawful use and in preventative strategies.

8. Staff Training Requirements

Headteachers should ensure that:

- All staff receive training on the law, safeguarding expectations, and de-escalation
- Identified staff (e.g., behaviour leads, SEND staff) receive accredited physical intervention training
- Training is updated at least every 2 years
- Staff understand their roles, responsibilities, and limits

Only trained staff may carry out restrictive interventions unless in an unforeseeable emergency.

Individual school leaders are able to make decisions on training based on their school's individual contexts and needs, however, as a Trust we will facilitate training from Norfolk County Council's Norfolk Steps 'Step On and Step Up' Programmes.

Norfolk Steps teaches the use of reasonable force only when it is in the best interests of the pupil, is reasonable, proportionate and necessary to reduce harm.

All restrictive physical intervention must be:

- Last resort
- Only in response to foreseeable or actual harm
- Least intrusive (use of minimal force necessary)
- For the least amount of time

Any restrictive intervention must be based on an assessment that intervention is likely to cause less harm than not intervening.

Norfolk Steps techniques seek to avoid injury to the pupil, however accidental and unintentional bruising or scratching may occur as an unfortunate outcome when trying to maintain safety. Such outcomes are not necessarily an indicator of misappropriation of the technique. Full evaluation and review of such outcomes will be undertaken by personnel from the senior leadership team.

As an employer we also have a duty to ensure, so far as is reasonably practicable, the health, safety and welfare of our employees. Therefore, individual schools should carry out risk assessments to ensure that staff who regularly work alongside pupils where the use of Positive Handling may be required can do so as safely as possible.

9. When can Positive Handling be used?

Positive Handling may be used only to prevent:

- Immediate risk of injury to any person
- A pupil from significantly harming themselves



- Serious damage to property where this endangers safety
- Behaviour that is seriously compromising a safe environment

Staff must always:

- Use professional judgment
- Apply interventions for the minimum time
- Use the least restrictive option necessary
- Act in accordance with training and safeguarding expectations

10. Use of Positive Handling to search pupils

Head teachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item (“prohibited item” specifically means an item listed in section 550ZA(3) of the Education Act 1996).

A member of staff can use such force as is reasonable to search for legally prohibited items, but not to search for items banned under the school rules only. Staff should refer to the *Searching, Screening and Confiscation in Schools* guidance document for detailed advice on searching a pupil.

11. Unacceptable uses of Positive Handling

It is illegal to use force on a pupil for the purpose of punishment.

Pupils should not be restrained in a way that affects their airway, breathing or circulation, for example, by covering the mouth and/or nose, or applying pressure to the neck region or abdomen.

The use of force can be dangerous, particularly where it occurs on the ground. If a pupil is unintentionally held on the ground, staff should release their holds or re-position into a safer alternative or standing position as quickly as possible.

Where appropriate, the pupil should receive a medical assessment and treatment for any injuries as soon as possible.

For any form of restraint, including seated and standing, there is a risk of physical and psychological harm, and it should be avoided where possible.

12. Other physical contact with pupils

Our Schools do not have a ‘no contact’ policy, and will not agree to any requests by parents or staff members not to use Positive Handling.

The adoption of a ‘no contact’ policy can leave staff unable to intervene where reasonable in the circumstances to fully protect pupils.

There are circumstances when it is appropriate for staff to have some physical contact with pupils which does not give rise to any question over the use of Positive Handling.



This will depend on the circumstance, but examples of occasions when physical contact is generally appropriate include:

- to give first aid
- to guide or escort pupils, such as holding the hand of a pupil at the front/back of the line when going to assembly, when walking together around the school or on a school trip, or when helping a pupil to a space they have chosen to access to self-regulate
- to comfort a distressed pupil
- to congratulate or praise a pupil, for example a pat on the back or a handshake
- to demonstrate how to use a musical instrument
- to demonstrate exercises or techniques during PE lessons or sports coaching

Compliant hand holding is often used in primary schools - particularly with younger children. This is preferred when guiding pupils. Hand holding can offer comfort and reassurance, guidance and safety.

In assessing whether physical contact is appropriate in a given situation, the member of staff should use their judgement and have regard to:

- the STCAT child protection and safeguarding in education policy
- the applicable circumstances, such as whether there are other adults present
- the individual pupil's age
- any other material factors, including but not limited to whether:
 - the pupil has SEND or other vulnerabilities
 - any alternative strategies that do not include physical contact can be used

13. Seclusion

Seclusion - a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving - should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the pupil is not acting with intent.

Seclusion must never be used, or threatened, as a form of punishment.

Staff should only put a pupil in **seclusion** to protect others from harm, when a pupil is experiencing high levels of emotional or behavioural dysregulation. The place to which the pupil is confined should be safe and must not feel threatening or intimidating to the pupil. The pupil should be supervised during the whole period of seclusion. When the immediate risk of harm is reduced, the pupil should be allowed to leave.

Seclusion is not a disciplinary response to deliberate or wilful misbehaviour. There are disciplinary measures that are similar, such as removal from the classroom.

Any incident involving the use of seclusion will be recorded and reported in accordance with the procedures set out in this policy

14. Preventative Approaches and De-escalation

Our schools will prioritise proactive support, including:



- Relationship-based behaviour support
- Trauma-informed practice
- Individual risk assessments for known high-risk pupils
- Early intervention and adjustments to reduce triggers
- Use of calm, respectful communication
- Deployment of diversion, time-out (voluntary), and negotiation strategies
- Safe, structured environments and clear routines

Our schools minimise the need to use Positive Handling through:

- Consideration of how the school and classroom environment can support all pupils to achieve and thrive
- Sharing best practice for whole-class behaviour management, and for managing communal spaces such as corridors and playgrounds
- Training staff in effective communication strategies, such as using appropriate tone of voice and empathy to aid de-escalation
- Development of working staff-pupil relationships and trust
- Recording and analysing data on the use of Positive Handling to inform improvement planning

Individual approaches can include:

- working closely with parents to support individual pupils
- strategies to support individual pupils based on their identified needs, including the development of behaviour support plans.
- Where a pupil has a disability, schools have a legal obligation under the Equality Act 2010 to support pupils with reasonable adjustments, making sure they can benefit from what the school offers
- giving pupils time, space and strategies to calm down before their behaviour escalates

15. Behaviour Support Plans and Risk Assessments

Behaviour support plans should detail circumstances where it may be appropriate for staff to have increased physical contact with a pupil.

Where there is an identified risk, such as increased likelihood of needing to use Positive Handling, schools must have risk assessments in place and where possible, mitigate risks such as through training and prevention strategies.

Behaviour support plans should detail:

- Positive or desired behaviours
- First signs of escalation
- Behaviours that challenge
- Behaviours that harm

Suitable responses for all staff to use at each level should be included to ensure consistency in staff response. Techniques such as positive phrasing, limited choices and tone of voice / body language should be incorporated into behaviour support plans.

Behaviour support plans should outline reasonable adjustments for all children and young people including those with SEND. Any behaviour support plans should be reviewed with the pupil and their parent periodically and following any significant incident, so that changes



can be made based on evidence of what has worked and what has not worked in practice for the individual pupil.

Whether the use of Positive Handling is appropriate will depend on the circumstances, irrespective of whether it has been considered as part of a behaviour support plan.

16. Determining when use of restrictive interventions is appropriate

There will be times when school staff may need to use Positive Handling, and they should know this option may be available to them. The decision on whether it is reasonable to use Positive Handling depends on the individual circumstances of each situation. To make this assessment, the member of staff should consider the following:

Is it necessary?

- Staff should consider whether there are other more effective, less restrictive ways to manage a situation
- Staff should assess whether Positive Handling is likely to successfully reduce the relevant risks, or whether its use would escalate the situation further or cause more harm than the behaviour itself
- Where possible, staff should communicate with other staff members to understand any broader risks in the environment

Is it proportionate?

- Staff should use the least amount of force or least restrictive intervention necessary for the least amount of time required to reduce the relevant risks
- If the intervention itself is escalating the situation, staff should reconsider their approach and attempt an alternative strategy
- Staff should consider the personal circumstances of the pupil such as medical conditions, special educational needs or other vulnerabilities, their characteristics such as age and size, and must consider relevant equality implications under the Equality Act 2010

Have you considered the pupil's welfare?

- Staff should consider the impact on the pupil's overall welfare, balanced against any actions taken. For example, pupils who have experienced an adverse life event, with diagnosed or undiagnosed medical conditions or sensory impairments, past trauma or neglect, communication difficulties, or other needs, may find the use of restrictive interventions particularly distressing
- Staff should seek to maintain respect for a pupil's dignity. This may include, where possible, considering the location and environment where any intervention is used, such as in front of their peers
- Where possible, staff should clearly and calmly explain what is happening, why it is happening, and what the pupil needs to do
- For pupils with difficulties with speech, language and communication, or with English as an additional language, verbal and/or non-verbal strategies should be used to ensure the pupil understands what is happening and has adequate time to process information and respond
- Staff should seek to understand how the pupil is feeling and use this information to determine whether the Positive Handling should be, or continue to be, applied, reduced or stopped



This list of factors is not exhaustive, and staff should also take into account other relevant considerations. Training on the use of Positive Handling should equip staff to judge when it is appropriate to use Positive Handling, including in situations where quick decisions are needed. It should also help staff understand how to assess whether their response is reasonable under pressure.

17. Consideration for pupils with special educational needs and/or disabilities (SEND)

Some children and young people with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Triggers may include pain, sensory overload, unfamiliar situations or environments or feelings of fear and anxiety. In particular, pupils who are non-verbal or find verbal communication challenging may express their needs, discomfort or confusion through actions. This can lead to pupils with SEND being disproportionately subject to the use of Positive Handling.

Schools should seek to understand the underlying triggers of challenging behaviour so that they can provide proactive support, create an inclusive environment and consider the impact of school policies on pupils with SEND. For example, schools should consider how the school culture and environment may be experienced differently by pupils with SEND and seek to support pupils to cope with situations that they may find distressing.

Schools should utilise staff who know individual pupils well to help identify and manage risk such as trigger points when challenging behaviour is more likely to occur, and develop proactive strategies to reduce the likelihood of restrictive interventions being used. They should also work with the pupil, parents and other professionals to develop prevention and de-escalation strategies.

Depending on the circumstances, examples of strategies may include:

- removing stimuli that may be causing distress
- changing body language, facial expression, and/or tone of voice
- supporting the pupil to express their emotions before getting overwhelmed
- engaging the pupil in an activity which can help them manage their feelings of anxiety
- distracting the pupil in something that interests them or by introducing familiar objects and activities to redirect their attention

Where appropriate, school staff should work with pupils with SEND and their parents in the co-production of any necessary behaviour support plans and risk assessments.

18. Safeguarding and Welfare Considerations

Schools should evaluate all incidents involving the use of Positive Handling as soon as practicable after the event to understand why it was used, the impact on pupils and staff, any patterns and trends, and how the use of Positive Handling might be avoided in future, for example by amending or introducing a behaviour support plan.

If appropriate, the pupil and staff member involved should receive a medical assessment and treatment for any injuries as soon as possible.



All incidents must be recorded as described in the next section of this document. In addition, any injuries should be recorded in accordance with the school's procedures and reported as appropriate to the Health and Safety Executive.

In cases where we have assessed that an incident needs to be reported to the local authority where the pupil ordinarily resides this report will include all the information that we would normally share with the pupil's parents/carers, as well as the reasons why we thought it was unsafe to tell the pupil's parents/carers directly.

In cases where a pupil has parents/carers and is the subject of a care order under section 31 of the Children Act 1989 or is being accommodated under section 20 of the Children Act 1989, we will report the incident to the relevant local authority in addition to the parents/carers (unless we deem it unsafe to inform the parents/carers).

Schools should also hold a follow-up conversation(s) to facilitate reflection, learning and to support pupil and staff wellbeing. This conversation should be framed as part of the overall debriefing process and look to understand what happened during the incident and why, based on separate reflections from both the staff and pupils involved, as well as to repair and rebuild relationships through dialogue.

This process should ideally be facilitated by a staff member who was not involved in the incident and may also benefit from the presence of an additional person to ensure impartiality and support.

By engaging in this process, schools can foster a culture of continuous improvement. Schools should continue to monitor pupil and staff wellbeing and provide additional support if needed, for example through further follow-up conversations, counselling or other resources. Additionally, any pupil who witnesses an incident of Positive Handling where a peer may have been injured or become distressed should also be provided with appropriate support where necessary.

19. Recording Incidents

All schools have a legal duty to record and report all:

- Significant incidents involving force
- Seclusion incidents
- Restraint incidents

In most schools it will be the SENDCO and/or Designated Safeguarding Lead who needs to be informed during or as soon as possible after a significant incident so that they can provide support and advice. The Headteacher must also be informed.

All incidents that involve any form of Positive Handling **MUST** be recorded on CPOMS (under the category Positive Handling Incident). Incidents must be recorded on CPOMS as soon as practicable after the event. It should be recorded by the staff member(s) involved and they should endeavour to do this no later than the same day and definitely within 24 hours.

The requirement to record applies even if the use of Positive Handling in certain circumstances is agreed with parents as part of a pupil's behaviour support plan.



The STCAT Positive Handling Significant Incident Report or Norfolk Step Up Use of Force/Restraint/Significant Incident Record (for those school trained in Step Up from Norfolk County Council) must be used to record significant events - as per the table below.

Records must include:

- Name of pupil(s) involved
- Pupil’s SEND status
- Time/date/location of incident
- Description of the incident and reason for intervention
- De-escalation attempted
- Type and duration of intervention
- Any injury or distress
- Staff involved and any witnesses
- Post-incident support provided
- Parent/carer notification details

How many reports?

- You should complete **1 report per pupil, per incident**
 - If Positive Handling was used on more than 1 pupil, you should complete a separate report form for each pupil
 - If more than 1 intervention was used during the same incident (e.g. force and seclusion) you don’t need to complete separate reports for each intervention: you should cover everything in 1 report

- If more than 1 member of staff was involved, each member of staff should complete a report

Incident type	Significant Incident	Seclusion	Restraint
Description of incident	<p>Any incident where the use of force goes beyond appropriate physical contact between pupils and staff. This includes when physical force is used to implement a non-physical restrictive intervention.</p> <p>For example, A school uses a “timeout” chair as a nonphysical restriction. A student refuses to sit. A staff member physically steers the student by the shoulders towards the chair. Here, the <i>restriction</i> is nonphysical, but the <i>implementation</i> involves physical force.</p>	<p>A non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving - should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the pupil is not acting with intent.</p>	<p>Non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil’s arms to their sides or removing a pupil’s crutches would both be considered forms of restraint.</p>



How to record	Complete the STCAT Positive Handling Significant Incident Report or Norfolk Step Up Use of Force/Restraint/Significant Incident Record (for those school trained in Step Up from Norfolk County Council) and log as a Positive Handling Incident on CPOMS the SAME DAY as the incident.	Add as a Positive Handling incident on CPOMS the SAME DAY as the incident.	Add as a Positive Handling incident on CPOMS the SAME DAY as the incident.
How to inform parents	Parents should receive a copy of the Positive Handling Significant Incident Report or Norfolk Step Up Use of Force/Restraint/Significant Incident Record (for those school trained in Step Up from Norfolk County Council) on the same day as the incident*	Parents must be informed verbally (in person or by telephone on the same day). A copy of the Positive Handling incident report on CPOMS can be supplied to parents by email.	Parents must be informed verbally (in person or by telephone on the same day). A copy of the Positive Handling incident report on CPOMS can be supplied to parents by email.
Please note	Where paper copies of reports cannot be provided to parents on the same day (such as when an incident happens at the end of a day and parents need to take their child home, or medical treatment out of hours is required), parents should be informed in person / by telephone and the report emailed the next working day.	The use of a seclusion room or area may form part of a child's behaviour support plan. Individual incidents / uses of seclusion, even in accordance with the plan, must still be recorded on CPOMS.	The use of restraint may form part of a child's behaviour support plan. Individual incidents / uses of restraint, even in accordance with the plan, must still be recorded on CPOMS.

Completed reports will be kept securely and retained in line with our data protection procedures.

20. Reporting Incidents to Parents / Carers

Parents must be informed of any incident involving the use of Positive Handling (regardless of whether it is a significant incident or not) on the same day where possible, and always within 24 hours, with a clear explanation of what occurred, why, and what follow-up is planned.

The only exception to this is If a member of staff thinks that telling the pupil's parents/carers would likely result in significant harm to that pupil. In these cases, we will report the incident



to any parent(s)/carer(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority where the pupil ordinarily resides.

A report of the incident made to parents should include the following details as a minimum:

- Time, date, location and approximate duration of the intervention
- Brief account of why the intervention was assessed as necessary in that instance
- Brief account of what type of force was applied, and the degree of force
- Details of any physical injuries sustained, if applicable

The requirement to report applies even if the use of Positive Handling in certain circumstances is agreed with parents as part of a pupil's behaviour support plan.

Schools should communicate this information to parents in writing, for example, via email or online messaging system.

Best practice would include inviting parents to have a follow-up discussion about the incident where appropriate. This could involve a discussion about:

- any behavioural triggers or warning signs of an impending incident
- whether any agreed behaviour support plans were followed
- what de-escalation strategies were used and how effective they were
- what might be done differently in the future

The school may use this information to amend any existing behaviour support plans, as needed.

When reporting to parents/carers, we will have regard to data protection requirements when deciding what information to share. For example, we will not include any identifying details of any other pupil.

Where a parent disputes the school's account, the School will provide a fair and transparent review procedure.

21. Monitoring and oversight

Headteachers must:

- Ensure compliance with recording and reporting requirements
- Have oversight of all incidents which require Positive Handling by reviewing all Positive Handling records on CPOMS
- Ensure that appropriate and high-quality training on preventative strategies and the safe and lawful use of Positive Handling is provided for staff who need it, based on our school's individual context and needs
- Evaluate environmental and curriculum factors contributing to incidents
- Provide a statistical report to their Local Academy Committee on "Positive Handling" incidents on CPOMS
- Identify and implement improvements to policies and practices, particularly where approaches have been used for some time but have not been effective.
- Identify areas of learning and development for school staff, supporting specific departments and teachers to improve understanding and practice.



- Understand pupils' repeat patterns and triggers in order to evaluate the effectiveness of pupil support measures, share this information with teachers who work with those pupils to better support them and, where appropriate, their parents, to establish a behaviour support plan or revise an existing plan.
- Identify any disproportionate use of Positive Handling in relation to pupils who share protected characteristics, have SEND, or other types of vulnerability
- Authorise staff to search a pupil or their belongings if they have good reason to think the pupil has a prohibited or banned item
- Follow the procedures set out in our complaints policy to deal with any complaint about the use of Positive Handling

The STCAT Director of Inclusion will:

- Monitor incident patterns across schools
- Identify pupils or settings requiring additional support
- Review training needs termly
- Report patterns and safeguarding issues to the Board of Directors

Local Academy Committees will:

- Take all reasonable steps to ensure that the procedures for recording and reporting the use of force, seclusion and restraint are followed
- Regularly review and interrogate data on Positive Handling to ensure school leaders:
 - identify and implement improvements to policies and practices, particularly where approaches have been used for some time but have not been effective
 - identify any disproportionate use of restrictive interventions in relation to pupils who share protected characteristics, have SEND, or other types of vulnerability
- Consider the limitations of data and what can be inferred from it. Analysis should be proportionate and avoid over-interpreting small subgroups of pupils

22. Complaints and Allegations

Any complaints about the use of Positive Handling will be handled in line with the STCAT's Complaints Policy.

If an assessment has been made to use Positive Handling, staff should be supported in their decision making.

We take any allegation of inappropriate use of force and/or other restrictive interventions made against a member of staff very seriously. We will deal with allegations in line with the statutory safeguarding guidance [Keeping Children Safe in Education](#).

23. Review of Policy

This policy will be reviewed annually and updated according to:

- Changes in legislation or statutory guidance
- Evaluation of incident data
- Feedback from pupils, staff, and parents
- Learning from safeguarding reviews



Appendices

Appendix 1	Positive Handling in Schools: Essential Information for School Staff
Appendix 2	STCAT Positive Handling Significant Incident Report
Appendix 3	Norfolk Step Up Use of Force/Restraint/Significant Incident Record
Appendix 4	STCAT Positive Behaviour Support Plan
Appendix 5	STCAT Positive Behaviour Support Plan Guidance
Appendix 6	STCAT Positive Behaviour Support Plan with Risk Assessment
Appendix 7	STCAT Risk Assessment for inappropriate behaviour (including Harmful Sexual Behaviour) in an education setting



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Positive Handling in Schools: Essential Information for Teachers

Effective from: April 2026

Your Legal Powers

All members of school staff have a legal power to use Positive Handling (restrictive interventions, including reasonable force, restraint and seclusion) in certain circumstances to prevent or stop a pupil from:

- causing injury to themselves or others,
- committing a criminal offence,
- damaging property, or
- causing disorder among pupils at the school, whether during a teaching session or otherwise.

Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

Key Definitions

Reasonable Force	<p>Reasonable force refers to the minimum physical intervention required to prevent harm.</p> <p>Force is considered reasonable if:</p> <ul style="list-style-type: none">• It is necessary to prevent harm• It is proportionate to the risk• It is applied for the shortest possible time <p>Reasonable force must never be used as a punishment.</p> <p>All members of school staff have the legal power to use reasonable force in limited circumstances.</p> <p>Examples of the use of reasonable force could include:</p> <ul style="list-style-type: none">• A staff member guiding a pupil to safety by the arm• Staff breaking up a fight between pupils• A staff member restraining a pupil to prevent injury to the pupil, or others
Restrictive Intervention	<p>Restrictive Intervention is a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. 'Restrictive interventions' is used to describe both physical and non-physical actions aimed to restrain pupils in different ways.</p> <p>Examples of restrictive interventions could include:</p> <ul style="list-style-type: none">• Supervised seclusion of a pupil in an area away from others, where the pupil is prevented from leaving for their own safety and/or the safety of others

	<ul style="list-style-type: none"> • Passive physical contact, such as a staff member blocking a pupil's path if they're running towards danger (like a busy road), or staff standing between pupils to prevent a fight
Restraint	<p>Restraint: a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact.</p> <p>Examples could include:</p> <ul style="list-style-type: none"> • Holding a pupil's arms to their sides when the pupil is attempting to harm themselves or others • Removing a pupil's crutches may both be considered forms of restraint.
Harm	<p>Harm includes:</p> <ul style="list-style-type: none"> • Physical injury • Serious emotional distress • Severe disruption that risks safety • Significant damage to property where this would endanger people
Significant incident	<p>Any incident where the use of force goes beyond appropriate physical contact between pupils and staff. This includes when physical force is used to implement a non-physical restrictive intervention.</p>
Seclusion	<p>A non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.</p> <p>For example, putting a pupil into a 'holding' room until they calm down is a form of seclusion.</p>
Positive Handling	<p>In STCAT schools we use Positive Handling as the umbrella term to cover all restrictive interventions, including reasonable force, restraint and seclusion.</p>

What You Must Never Do

It is illegal to use force on a pupil for the purpose of punishment. Pupils should not be restrained in a way that affects their airway, breathing or circulation, for example, by covering the mouth and/or nose, or applying pressure to the neck region or abdomen.

The use of force can be dangerous, particularly where it occurs on the ground. If a pupil is unintentionally held on the ground, staff should release their holds or re-position into a safer alternative or standing position as quickly as possible.

Positive Handling should be avoided where possible and only used as a last resort due to the risk of physical and psychological harm.

Appropriate Physical Contact

Schools should not have a 'no contact' policy. Physical contact is generally appropriate to give first aid, guide or escort pupils, comfort a distressed pupil, congratulate or praise a pupil, demonstrate how to use a musical instrument, or demonstrate exercises during PE lessons.

In assessing whether physical contact is appropriate in a given situation, the member of staff should use their judgement and have regard to the school's child protection policy, the applicable circumstances, the individual pupil's age, and whether the pupil has SEND or other vulnerabilities.

Making the Decision to Intervene

Before using any Positive Handling, you must consider three key questions:

Is it necessary? Staff should consider whether there are other more effective, less restrictive ways to manage a situation and assess whether Positive Handling is likely to successfully reduce the relevant risks, or whether its use would escalate the situation further or cause more harm than the behaviour itself.

Is it proportionate? Staff should use the least amount of force or least restrictive intervention necessary for the least amount of time required to reduce the relevant risks. If the intervention itself is escalating the situation, staff should reconsider their approach and attempt an alternative strategy.

Have you considered the pupil's welfare? Staff should consider the impact on the pupil's overall welfare and seek to maintain respect for a pupil's dignity. Where possible, staff should clearly and calmly communicate to the pupil what is happening, why, and explain what the pupil needs to do.

Recording Requirements

Incidents must be recorded as soon as practicable after the event on CPOMS under the heading "Positive Handling Incident". If it is a significant incident, a significant incident report must be completed and added to CPOMS. It should be recorded by the staff member(s) involved and they should endeavour to do this no later than the same day.

What you need to do

- If it was a significant incident, please complete the **significant incident report form** as soon as possible, **no later than the same day**. There is a STCAT version of this form, available from your DSL or SENDCO, or a more detailed Norfolk Step Up version if you have received this training.
- Share it with your SENDCO, DSL and Headteacher.
- Make sure this report is shared with the pupil's parents, **no later than the same day**. Please ask your SENDCO / DSL or Headteacher who will support you with this.
- Make sure a copy of the completed report is saved and logged on CPOMS under the category "Positive Handling"

- If the incident was more "routine" such as guiding a child to use a seclusion room or using restraint to stop a child who has an EHCP and positive handling plan from trying to run out of the building, please record the incident on CPOMS under the category "**Positive Handling Incident**" using the guidance below. The incident must be recorded as soon as possible, **no later than the same day**.
- Parents need to be informed, no later than **the same day**, that seclusion, reasonable force, or restraint was used and why, and they can be emailed a copy of the incident from CPOMS.

How many reports?

- You should complete **1 report per pupil, per incident**
- If restrictive interventions were used on more than 1 pupil, you should complete a separate report form for each pupil
- If more than 1 intervention was used during the same incident (e.g. force and seclusion) you don't need to complete separate reports for each intervention: you should cover everything in 1 report
- If more than 1 member of staff was involved, each member of staff should complete a report

What to include

- If you complete all the necessary boxes in the restrictive intervention report form, you've covered everything you need to include
- If there's anything you're not sure about or don't know how to complete, talk to your SENDCO or DSL.

How to write an account of the incident

This should be a **brief account** of:

- **What** happened

- **Why** you assessed that it was necessary to use the intervention you used

Your account should be:

- **Honest:** write what you remember, exactly as you remember it
- **Factual:** describe what happened, in plain language
- **Neutral:** try to avoid blame, judgement or emotive language
- **Clear and specific:** use clear actions (e.g. *punched, pushed, held, guided*)

You should include:

- What led up to the incident (e.g. anything relevant that happened beforehand)
- Any potential or identified triggers (if known)
- Any preventative or de-escalation strategies you, or any other members of staff used (e.g. what you said/did to de-escalate the situation or prevent harm)

You should also include **why you assessed that the intervention was necessary**. In most cases this might include:

- The immediate risk of harm to the pupil themselves and/or others (e.g. the pupil was dysregulated and had already hurt another pupil)
- What you tried first, to de-escalate the situation (e.g. verbal instructions, sanctions or giving space)
- Why you judged that the intervention you used was:
 - **Necessary** (e.g. the situation was escalating or not resolving)
 - **Proportionate** (e.g. it was the least restrictive option available to you, used for the shortest time required, and you stopped once the risk of harm reduced)

Who do I report the incident to?

In most schools it will be the SENDCO and / or DSL who needs to be informed immediately so that they can provide support and advice. The Headteacher must also be informed.

After the incident. It must be agreed who will contact the parents to inform them of the incident. Parents must be informed on the same day of the incident. If it was a significant incident, the parents will also need to be given a copy of the written report. For use of seclusion or other restraint incidents the parents still must be informed on the same day - and if they ask, must also be given a copy of the report of the incident from CPOMS.

Supporting Pupils with SEND

Pupils who are non-verbal or find verbal communication challenging may express their needs, discomfort or confusion through actions. This can lead to pupils with SEND being disproportionately subject to the use of Positive Handling.

Be aware of individual behaviour support plans and understand that triggers may include pain, sensory overload, unfamiliar situations or feelings of fear and anxiety.

Your Support

If an assessment has been made to use Positive Handling, staff should be supported in their decision making.

Schools should provide appropriate training and ensure you understand prevention and de-escalation strategies to minimise the need for physical intervention.

Further support and sources

- We understand that incidents involving restrictive interventions can often be distressing and have an impact on all involved. We aim to always have a follow-up conversation with all staff involved in these incidents, to reflect on what happened and see how you're doing

- **We're here to support you.** If you're feeling upset, worried or unsure about anything, please come and talk to your SENDCO, your DSL, your line manager or any other member of SLT
- You can also call Education Support on **08000 562 561** or Samaritans on **116 123**
- This guide is based on recording and reporting requirements set out in the DfE's guidance for the [Use of reasonable force in schools](#) (effective from 1 April 2026)



Positive Handling Significant Incident Report

Name of Child:	
Class / Tutor Group:	
Date of Positive Handling incident:	
Location of Positive Handling Incident	
Time of Positive Handling Incident:	
Names of Staff involved in Positive Handling:	
Names of other staff / adult witnesses to incident:	
Child witnesses to the incident:	
Is the child on the SEN register?	No Yes If yes, are they EHCP or SEN Support (please circle)
<ul style="list-style-type: none"> Does the Child have a Risk Assessment? Does the child have a Behaviour Support Plan? Does the child have a Positive Handling Plan? If yes, was this incident handled in line with the Positive Handling Plan? Does the plan need to be reviewed / changes as a result of this incident? 	Yes No Yes No Yes No Yes No Yes No

All members of school staff have a legal power to use reasonable force in certain circumstances to prevent or stop a pupil from:

- causing injury to themselves or others,
- committing a criminal offence,
- damaging property, or
- causing disorder among pupils at the school, whether during a teaching session or otherwise.

Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

Remember: Physical Intervention and Restraint must be:

- Necessary (or believed to be Necessary) to prevent harm and must be
- Proportionate to the degree of harm which may be caused if there was no intervention made.

Antecedents
Outline of events leading to incident. What led to / caused the incident to occur? Who else was involved or present? Include location, and description of child's behaviour.

Triggers: Medication Argument Demands/requests previous discussion/comments Transition
difficult/non preferred task perceived criticism perceived injustice Restricted access unpredictable
event/interruption no specific reason

Preventative/de-escalation measures used by staff

Describe the steps taken to defuse situation other than physical intervention:

De-escalation strategies used: Give space Reduce noise Withdraw peers Humour verbal advice and support firm, clear directions negotiations limited choices distraction diversion reassurance planned ignoring clam talking/stance patience withdrawal offered withdrawal directed swap adult reminders about consequences success reminders food/drink/toilet Sensory input

Behaviour

Outline of incident including reason for use of reasonable force, how it was applied and duration:

Was it reasonable?

Was it proportionate?

Reason: serious disruption (risk/actual) injury to self (risk/actual) injury to staff (risk/actual) injury to other child(ren) (risk/actual) damage to property (risk/actual)

Environment: unsettled climbing damage graffiti roaming running around spitting throwing/kicking/pushing furniture throwing stones slamming doors

Towards others: Attitude aggression barging biting choking defiance grabbing hair pulling hitting inappropriate language/gestures kicking name calling pinching poking pulling pushing racism refusal to comply scratching slapping spitting threatening/abusive behaviour

Towards self: crying/upset dropping to the floor distracted hitting self hyperactive suicidal
comments tantrum walking out of class

Description of any injury sustained, subsequent treatment, damage to property:

Were the police called? Yes / No
Were medical staff called? Yes / No

Consequence
Measures taken following the incident e.g. respite for the child, support for the staff member:

What sanctions were imposed by the school as a result of the incident?

Outcomes: 1:1 withdrawal internal exclusion / isolation fixed term exclusion / suspension (no days ..) Permanent exclusion letter home bill for damages computer ban loss of play make up work miss after school club miss golden time parent meeting tidied up apology letter

Date parent/carer contacted and details of their response:

Details of any external agencies informed:

Possible agencies: Social Worker LA Exclusions and Reintegration Team LA EHCP Co-ordinator

School

Print Name:	Signature:	Date:
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Parent / Carer

Print Name:	Signature:	Date:
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Norfolk Step Up Use of Force/Restraint/Significant Incident Record

CYP _____ Date _____ Time _____

Duration of incident _____ Location _____

Staff member/s involved in incident _____

Staff witnesses _____

Staff members involved in the use of force/restraint? _____

CYP witness/es _____

Individual that harmful behaviour was directed at _____

SEND/extenuating circumstance _____

First aid required _____

Details of incident			
Brief description of incident:			
Duration and time of incident			
Trigger/s (tick/highlight the box/es you feel led up to this incident)-			
Noise	New Environment	Anxiety	Change in routine
Personal space invaded	Waiting	Busy environment	Previous incident stress
New/change staff	Tired	Over stimulated (sensory)	Wet/dirty clothes
Not engaged	Separation anxiety	Under stimulated (sensory)	Unable to communicate effectively

Peer incident	Pain/illness	Lack of understanding	Demand request
Other trigger or build-up/accumulation of stress:			
Setting (What was taking place prior to incident, where were staff and peers, what was the CYP doing prior to incident?):			
Preventative/de-escalation measures used by staff: (tick/highlight)-			
Not an exhaustive list:			
Give space	Reduce noise/verbal	Withdraw peers	Distraction/diversion
Change of face	Clear expectations	Offer an out/escape	Food/drink/toilet
Reminder of working for	Timetable reminder	Make a link/relationship	Removal of possibly harmful items from space
Verbal reassurance	Listening/containment for CYP	Sensory input	Connection with adult
Other measures used:			

Restraint/reasonable force used:

Restraint trained in Norfolk Steps	Time spent in RPI and distance travelled	Staff involved	Breathing and well-being checked?
Lone worker:			
Elbow Tuck (Lone worker)			Yes / No
Shield Escort			Yes / No
Two person:			
Elbow Tuck Rescue Shape Standing			Yes / No
Elbow Tuck Rescue Shape to Floor			Yes / No
Elbow Tuck Rescue Shape to Chair			Yes / No
Elbow Tuck Figure 4 Standing			Yes / No
Elbow Tuck Figure 4 to Kneeling			Yes / No

Elbow Tuck Figure 4 to Chair			Yes / No
Braced Elbow Tuck			Yes / No

Use of force other than restraint trained in Norfolk Steps	Time spent using force and distance travelled	Staff involved	Breathing and well-being checked?
Alternative to hand hold			Yes / No
Arm hug			Yes / No
Two person arm hug			Yes / No
Personal safety:			
Single wrist grab			Yes / No
Two handed wrist grab			Yes / No
Clothing release -tube grip			Yes / No
Clothing release tangled grip - 'corkscrew'			Yes / No
Hair grab - tube grip			Yes / No
Hair grab tangled grip - 'corkscrew'			Yes / No
Release from front neck grab			Yes / No
Release from neck grab from behind			Yes / No
Bite response release			Yes / No
Other use of force:			

Why was it reasonable, proportionate, and necessary (tick/highlight box options, if needed further box to explain in different)		
CYP hurting themselves	CYP hurting peer	CYP hurting staff
CYP damaging property	Risk of CYP hurting themselves	Extreme disruption of setting order
To prevent criminal act	Risk of harm from absconding	Planned proactive use to avoid trigger (as part of a planned agreed intervention)
Other (what could have happened if RPI was not implemented):		
Level of force used:		

Was the minimum level of contact used?	Yes / No
Shortest distance travelled?	Yes / No
Did the level force match the level of threat?	Yes / No
Did the force stop when the danger of harm stopped?	Yes / No
Any other information on the use of force:	
Further details on the use of force:	
Debriefs:	
Staff debrief with SLT? Yes / No Include brief summary below:	
CYP reflection with trusted member of staff taken place? Yes / No Include brief summary below:	
When staff and CYP have recovered, what relationship building/repair activity is or has been implemented to support well-being? Include brief summary below:	
Senior staff feedback to incident on next step actions to reduce likelihood of reoccurrence (separate attachment recorded and feed back to staff involved may be required)	

Parents/carers of CYP involved informed in writing of incident? Yes / No Date/time_____

Please give reason if parents were not informed

Signature of staff member completing form _____

Printed name of staff member completing form _____

Signature of staff member reviewing form _____ Date _____



Positive Behaviour Support Plan

Name:	DOB:	Date:	Version of plan: Review Date:
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	Areas of strengths: Motivators:	SEN stage: Areas of Need:	Pupil voice:
Presenting behaviours that challenge or cause harm:		Possible triggers:	Positive behaviours we are supporting:

	Possible functions	
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Differentiated measures to promote / support positive behaviours

Positive behaviours:	What we will say and do to regulate behaviours and reinforce positives:
First signs of escalation:	What we will say and do to de-escalate/divert:

	Behaviours that challenge:	What we will say and do to de-escalate/divert:
	Behaviours that harm:	What we will say and do to best ensure safety:
	De-escalation and Reflect / Repair / Restore	

Signature of plan co-ordinator.....Date

Signature of parent / carer..... Date

Signature of young person (if appropriate)Date.....

Review date:		
What is working well?	What is not working well?	Next steps
Signature of plan co-ordinator.....Signature of parent / carer.....		
Signature of young person (if appropriate)		

Review date:		
What is working well?	What is not working well?	Next steps
Signature of plan co-ordinator.....Signature of parent / carer.....		
Signature of young person (if appropriate)		

Review date:		
What is working well?	What is not working well?	Next steps
Signature of plan co-ordinator.....Signature of parent / carer.....		
Signature of young person (if appropriate)		

Ensure support and strategies outlined on this plan are regularly reviewed in line with a cycle of 'assess, plan, do, review'.



Positive Behaviour Support Plan Guidance

Name:	DOB:	Date:	Version of plan: Review Date:
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 Photo	<p>Areas of strengths:</p> <ul style="list-style-type: none"> Can be academic, personal, social, emotional Hobbies out of school <p>Motivators:</p> <ul style="list-style-type: none"> What helps the pupil in moments of escalation or crisis? What distracts/diverts them? What helps to regulate them? 	<p>SEN stage:</p> <ul style="list-style-type: none"> No SEND / SEN support / EHCP referral/assessment/plan <p>Areas of Need:</p> <ul style="list-style-type: none"> SEMH/Cognition and Learning/Communication and Interaction/ Sensory and/or Physical Any diagnoses Can include assessments/screeners here e.g. INDEs, Boxall Profile, Cognitive assessments etc 	<p>Pupil voice:</p> <ul style="list-style-type: none"> How does the pupil feel about school? What do they enjoy/not enjoy? Who helps them at school? What parts of the day are better/worse for them? What lessons are better/worse for them? Can they talk about their behaviours? What helps them the most? What makes things worse?
<p>Presenting behaviours that challenge or cause harm:</p> <p>Provide an overview of the main behaviours being displayed that challenge or harm. You might decide to focus on one or two that you are most concerned about initially. It is helpful to record four things about the behaviour:</p> <ol style="list-style-type: none"> "appearance" – what the behaviour looks like; what the pupil does, "frequency" - how often the behaviour occurs, 	<p>Possible triggers: Think about places, specific situations, people, activities, changes, sensory issues</p> <ul style="list-style-type: none"> Family / friends related e.g. contact with mum, when friends don't want to play Interactions with others e.g. when directly asked not to do something, specific staff members Activities/lessons e.g. writing, transitions that are too long, afternoon sessions Physical environment e.g. noise and crowds Other e.g. hot weather 	<p>Positive behaviours we are supporting:</p> <p>Include the positive behaviours which the pupil is working towards e.g., following instructions safely, accessing and engaging in learning, taking turns etc</p> <ul style="list-style-type: none"> Try to be as specific as possible with behaviours you will support e.g. following two-part visual instructions safely, accessing short 10-minute bursts of learning with frequent movement breaks and engaging in interests-led activities, taking turns 	

<p>3. "severity" - how severe the impact of the behaviour is and, 4. "duration" - how long the behaviour lasts.</p> <p>Staff should aim to identify whether behaviours are accidental / involuntary / subconscious / conscious – this will impact how you respond.</p>	<p>Possible functions:</p> <ul style="list-style-type: none"> • What does the behaviour achieve for the pupil? • What might the pupil be trying to communicate through this behaviour? • Is the behaviour...gaining positive or negative attention / escaping or avoiding something or someone / accessing an object or activity they want / gaining sensory feedback or stimulation? 	<p>when participating in adult led turn taking game with 3 other pupils</p> <ul style="list-style-type: none"> • Does the pupil need to learn a particular skill before they would be able to display these positive behaviours? How will they be supported to learn these skills?
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Differentiated measures to proactively promote / support positive behaviours

e.g. First and then, 'working for' boards, visual timetable, visual aids (feelings charts, zones of regulation, fix it board), social stories, use of visual timers, task breakdown, Autism friendly environment, modelling, sensory circuits, sensory breaks, PATHS, Thrive approaches, home / school communication

- What alternative or more appropriate skill can you teach the pupil in order to reduce the need to engage in this behaviour?
- What changes can you make to the environment or the pupil's schedule in order to decrease their exposure to triggers?
- How have you addressed the need that the pupil was trying to communicate?
- Is there any need for a reward / incentive scheme in the short-term?

The strategies you choose should be different depending on the function of the behaviour.

<p>Positive behaviours:</p> <ul style="list-style-type: none"> - Behaviours, body language, facial expression, language, tone of voice, levels of engagement 	<p>What we will say and do to regulate behaviours and reinforce positives:</p> <p>Positive reinforcement approaches used. Examples may include:</p> <ul style="list-style-type: none"> - reward / recognition - positive scripts - sensory time
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	<ul style="list-style-type: none"> - <i>Adult check ins / timers</i>
<p>First signs of escalation:</p> <ul style="list-style-type: none"> - <i>List specific behaviours including body language, facial expression, language, tone of voice, levels of engagement e.g. avoids eye contact, clenches fists, lowered voice, swearing, rude gestures</i> - <i>It may be useful to include details of how long they may last and who may be at risk</i> 	<p>What we will say and do to de-escalate/divert:</p> <p><i>List things you can do to try to prevent the situation from getting worse. Examples may include:</i></p> <ul style="list-style-type: none"> - <i>Tactical ignoring e.g. swearing (address this another time)</i> - <i>Talk about something happy or use humour</i> - <i>Suggest a calming activity</i> - <i>Personalised scripts (with examples)</i> - <i>Distraction including details of what works</i> - <i>Visual reinforcement of expectation. e.g. refer to Working For Board</i> - <i>Staff model expected behaviours e.g. calm voice and body language</i>
<p>Behaviours that challenge:</p> <ul style="list-style-type: none"> - <i>List specific behaviours including body language, facial expression, language, tone of voice, levels of engagement e.g. not engaging with learning, throwing objects, shouting, refusing to follow instructions</i> - <i>It may be useful to include details of how long they may last and who may be at risk</i> 	<p>What we will say and do to de-escalate/divert:</p> <p><i>List things you can do to try to prevent the situation from getting worse. Examples may include:</i></p> <ul style="list-style-type: none"> - <i>Keep a safe distance, if safe to do so</i> - <i>Remove other pupils from class if needed (where to?)</i> - <i>Personalised scripts (with examples)</i> - <i>Distraction including details of what works</i> - <i>Adaptation of expectations</i> - <i>Option for time out</i> - <i>Calm voice and body language</i>
<p>Behaviours that harm:</p> <ul style="list-style-type: none"> - <i>List specific behaviours including body language, facial expression, language, tone of voice, levels of engagement e.g. slapping, pushing, kicking (pushing and kicking usually preceded by swearing), absconding.</i> - <i>It may be useful to include details of how long they may last and who may be at risk</i> 	<p>What we will say and do to best ensure safety:</p> <p><i>At this stage, the pupil is unlikely to de-escalate through talking or distraction, humour, etc therefore the focus needs to be on keeping the pupil, yourself and others safe.</i></p> <p><i>Examples of how you may ensure safety include:</i></p> <ul style="list-style-type: none"> - <i>Removal of objects that may be thrown/damaged</i>

- *Dynamic risk assessment – is it safer to remove pupil or evacuate the other pupils?*
- *Contact key staff on walkie talkie for support*
- *Use of Step Up approaches with details of agreed interventions e.g. use supportive arm guide to move pupil to nurture room.*
- *Move pupils to safe area / evacuate immediate area (include where to)*
- *If staff are using walkie talkies, please be aware of potential safeguarding issues e.g. – use agreed codes for incidents, use pupil initials - do not name pupil or share confidential information over the radio and ensure radios are turned off when not needed.*

De-escalation and Restore / Repair / Reflect

*How do you know the pupil is calming down? e.g. body language, facial expression, language / tone of voice / behaviours
Consider what behaviours you may see if the pupil is still in the phase where it is likely that they could re-escalate if demands placed too soon or if they are asked to discuss the incident. Include timings of how long it takes the pupil to calm on average.*

Examples of post incident support for the pupil could include:

- *Time to calm (What does this look like? Where? Who with? Doing what? For how long?)*
- *Time to talk (What about? What are the pupil's interests?)*
- *Use of visuals as needed e.g. fix it board, restorative timeline*
- *Restorative approaches (including how much time should pass before any work happens)*
- *Social stories created/revisited to consider how pupil will be supported next time to prevent these behaviours occurring again*
- *Protective consequences (must link to the behaviour) e.g. increased staff ratio to support pupil, limited access to outside space*
- *Educational consequences e.g. apologise to those they have hurt or upset, repair any damage caused, complete learning missed*

Signature of plan co-ordinator..... **Date**

Signature of family **Date**

Signature of pupil (if appropriate) **Date**.....



Positive Behaviour Support Plan with Risk Assessment

Name:	DOB:	Date:	Version of plan:
			Review Date:

Photo option	Areas of strengths: Motivators:	SEN stage: Areas of Need:	CYP and home voice:
Presenting behaviours that challenge or cause harm:	Possible triggers: Possible functions: <i>(Escape, Attention, Sensory, Attention or accumulation of stress)</i>	Positive behaviours we are supporting:	
Differentiated measures to promote / support positive behaviours: How to reduce stress/anxiety levels: <ul style="list-style-type: none">• How to meet functions: <ul style="list-style-type: none">•			

Positive behaviours:	What we will say and do to regulate behaviours and reinforce positives:	Prior to reasonable adjustments Risk rating (table 4):	Opinion or Evidenced (O/E or both)	Risk management rating after reasonable adjustments:
First signs of escalation:	What we will say and do to de-escalate/divert:			
Behaviours that challenge:	What we will say and do to de-escalate/divert:			
Behaviours that harm:	What we will say and do to best ensure safety:			
De-escalation and Reflect / Repair / Restore				

How does the CYP best recover?

What support do they need at this point?

How can the CYP repair what has taken place/ what is reasonable?

Educational consequence options?

Protective consequence options?

Risk assessment: Does there need to be use of RPI if the risk of harm of absconding is high?

Signature of plan co-ordinator..... Date

Signature of parent / carer..... Date

Signature of CYP (if appropriate) Date.....

Restrictive Physical Intervention planning:

RPI technique	Planned	Avoid
Two-person elbow tuck rescue shape		
Two-person elbow tuck figure four		
Lone worker (Single person)		
Two-person braced elbow tuck		
Shield escort		
Full shield		
Elevated shield		
Shield to ground		
Supine		
Prone		

Table 1 – Likelihood of behaviour taking place

Score	Descriptor	Definition
1	Rare	The event may occur only in exceptional circumstances
2	Unlikely	The event is not expected to occur
3	Possible	The event may possibly occur at some time
4	Likely	The event will most probably occur in most circumstances
5	Almost Certain	The event is expected to occur in most circumstances, e.g. 4 out of 5 days or the majority of a day

Table 2 – Risk Impact Level of harm/hazard

Level	Descriptor	Definition
1	Insignificant	No Injury
2	Minor	Minor Injury/ disruption to learning / harm to education of others such as evacuating peers
3	Moderate	Serious injury or ill health requiring medical attention
4	Major	Extensive or multiple injuries or significant ill health or broken bones
5	Extreme	Fatality or multiple injuries

Table 3 - Risk Score (Risk of it taking place multiplied by Hazard)

Likelihood	5 Almost Certain	5	10	15	20	25
	4 Likely	4	8	12	16	20
	3 Possible	3	6	9	12	15
	2 Unlikely	2	4	6	8	10
	1 Rare	1	2	3	4	5
		1 Insignificant	2 Minor	3 Moderate	4 Major	5 Extreme
	Impact					

Table 4 – Current Risk Management Classification and Action

Risk value	Classification	Action
16 to 25	HIGH (Unacceptable)	The activity must be stopped immediately. Controls need to be in place to mitigate any potential incident. Discussion with outside agencies such as the Local Authority, MH professionals and other specialists. Be aware that this would mean that there is a high likelihood of multiple injuries, broken bones, major illness and fatality taking place most of the time.
6 to 15	MEDIUM (Manageable)	This situation is considered manageable. Additional controls must be implemented to reduce the risk further where this is reasonably practicable, i.e. this can be achieved within reasonable parameters around CYP needs
1 to 5	LOW	This situation is acceptable without the need for further controls except for supporting learning of all and fulfilling any possible need. Ensure controls are maintained and both periodically and formally reviewed.



Risk Assessment for inappropriate behaviour (including Harmful Sexual Behaviour) in an education setting

Completing this document will help to identify the needs of a child or young person who has displayed inappropriate behaviour, including harmful sexual behaviour in school, defined as “*sexual behaviours expressed by children and young people under the age of 18 years old that are developmentally inappropriate, may be harmful towards self or others and/or be abusive towards another child, young person or adult*” (Hackett, 2016).

This document is to support staff and the child and to ensure care and safety is maintained in the classroom and around school. Please read carefully. All information in this document should be treated as CONFIDENTIAL. Please do not print.

This risk assessment is intended as a guidance document and should be used in conjunction with all other relevant safeguarding policies and procedures for the setting.

Name of Child:	
Date of Birth:	
Class / Tutor Group:	
Social Services status:	
Other professionals involved with the child/family - name and role:	
Is the child on the SEN register?	No Yes If yes, are they EHCP or SEN Support (please circle)
Any specific learning needs	
Does the child have a Positive Handling Plan?	Yes No
Date of initial risk assessment:	

Details of the incident/behaviours that have led to this risk assessment

Describe the types of behaviour or language observed, when and where it has happened, details of others involved, response of the child/young person when behaviour was addressed, response of parents/carers when behaviour was reported to them.

Was there any use of force/coercion/planning/secretcy? Record the relationships and any power imbalance between all those involved and all children's responses. Has the behaviour become more frequent or escalated in severity?

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Overview of any other behaviour concerns.

Any use of violence, loss of control, problems in relationships, disruptive behaviour, inappropriate language, running away from staff.

The concerns could be at school, at home or in the community.

What are the child's views about their behaviour?

Do they understand the concerns, do they deny or accept the behaviours, are they embarrassed, angry, remorseful?

What are the parent's/carer's views about the behaviour concerns?

Are they angry, rejecting, supportive, minimising, concerned?

What are the concerns for school?

*What are the specific behaviours that are of most concern?
For HSB behaviours use the Brook Traffic Light model and consider risk to others*

Record strategies to minimise risk for these behaviours

<p>Who could be harmed and how? <i>Are there specific concerns about age groups, gender, vulnerable children/people?</i></p>	<p>Record strategies to minimise risk for these people <i>Additional supervision, assessing suitability for contact activities, classrooms seating arrangements, 1:1 work</i></p>
<p>Record any known triggers for the behaviour. <i>E.g. particular lessons, activities, times of day, peers, staff, activity outside of school etc.</i></p>	<p>Record strategies to reduce or manage triggers. <i>E.g. Additional supervision or support, child identifying triggers and having strategies. Avoid, Control, Escape strategy, specific adults child can make contact with etc.</i></p>
<p>Record any risky locations identified. <i>E.g. Toilets, changing rooms, unsupervised areas of the school etc.</i></p>	<p>Record strategies to minimise risk in identified location. <i>E.g. Use of different facilities, higher level of supervision, no go areas</i></p>
<p>Record any risky activities including use of technology. <i>E.g. school trips, sports lessons, use of internet, computers, phones etc.</i></p>	<p>Record strategies to minimise risk in identified activities. <i>E.g. Supervision, separate changing/rooms, monitoring of or removal of access to personal and school devices during school hours etc.</i></p>

<p>Record transport arrangements to and from school and associated risks</p>	<p>Strategies to manage transport arrangement risks <i>E.g. Who is responsible for supervision during these times, is there an appropriate person available to manage risk and supervise etc.</i></p>

<p>Record the child or young persons strengths. <i>Where desistance from behaviour is noticed, positive relationships the child has in school, activities/lessons the child enjoys and engages in, positive attributes, skills, values etc.</i></p>

<p>Individual work to be undertaken with child or young person in school or already agreed with other professionals to support them in making changes to their behaviour.</p>
<p>Referrals for external support <i>Include name of agency, support being sought and who will make the referral.</i></p>

Review - how will you assess whether the level of risk has changed (decrease or increase)?

What does the child need to work towards achieving/avoiding?

E.g. Change in the child's attitudes about their behaviour, change in child or young person's approach to others, change in number and type of behavioural incidents of HSB etc.

Date of next planned review:

Who needs to know about this plan? Who will share it with them?

Agreed by

Name

Role

Signature

Date

Positive Intervention Plan

Name:	DOB:	Date:	Version of plan: Review Date:
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<p>Brief description of presenting difficult/dangerous behaviours:</p> <ul style="list-style-type: none"> • Refusal to follow instructions • Hurting peers and adults • Growling, frowning and shouting • Controlling his environment • Slamming doors • Running away from adults • Attempting to damage equipment (chromebooks, lockers etc) • Refusing to leave play equipment or playground after breaks. • Throwing furniture at adults. 	<p>Positive behaviour(s) we wish to see / have:</p> <ul style="list-style-type: none"> • XX to be able to listen calmly to adults, particularly when an instruction is being given • XX will smile and laugh • XX will identify emotions in others through the use of stories and visuals • XX has a positive experience playing and interacting with his familiar adults and peers • XX to feel happy and safe in his learning environment • XX will choose to stay on the playground for the full 15 minutes at break • XX will choose to eat his lunch in the dining hall • XX will be able to complete all work in a classroom environment.
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<p>Differentiated measures to promote / support positive behaviours:</p> <ul style="list-style-type: none"> • XX will have a positive start to the day with 1:1 with an adult having breakfast and quality listening time so XX feels he is being heard. • Xx will have a 'working space' at the back of his classroom and in the calm room, which he can choose to use when needed. • Xx will be given two options to complete his work. • Regular movement breaks with familiar adult. • Play therapy to continue. • Ear defenders accessible at all times. • Snacks provided during the day • Time to read with another adult (who is not associated to his class) or Year 6 child at 11:05 am daily (no more than 10 minutes) • Trolley of books to be accessible outside the classroom and book available in his tray. • Day book to be used between school/home to communicate information that may impact Xx's mood/wellbeing that day.

<div style="background-color: #00b050; width: 20px; height: 100%;"></div> <p>POSITIVE behaviours you will see:</p> <ul style="list-style-type: none"> • Smiling and laughing • Making a choice from 2 options given to him • Xx will be with his peers in Class 3E • Xx will be sitting with his peers • Xx will be following instructions • Xx will be using kind hands and kind feet • Recognise emotions in others from stories and visuals 	<p>What you will say and do:</p> <ul style="list-style-type: none"> • Modelling new/unfamiliar task to him to ensure he understands what is expected- Lets start together, I can help you • "nice to see you happy, you have a smile on your face" • Positive praise focusing on attitude rather than outcome • Give Xx countdowns to any upcoming change. Timers can be used to help him.
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	<ul style="list-style-type: none"> Completing a piece of work in a classroom environment. 	
	<p>DIFFICULT behaviours you will see:</p> <ul style="list-style-type: none"> Xx will refuse to pick from the options available Xx will start growling Xx will shout “go away” “you’re/they’re duXX” or “you’re stupid” Xx will leave the room 	<p>What you will say and do:</p> <ul style="list-style-type: none"> “it’s your choice, I will wait until you have picked” “I am here to help you make your decision, let me know when you are ready” When he does pick, say “good choice, I would have picked that too” Xx can go and see Mrs Harris/ Mrs Heritage for positive praise Movement break (he calls them “brain breaks”) Time in the Narnia room – 5 minutes Adults to remain calm and use a calm tone
	<p>DANGEROUS behaviours you will see:</p> <ul style="list-style-type: none"> XX will growl, frown and hit adults Xx will leave the room or the playground (flight) XX becomes very angry and emotions are extremely heightened he begins to hit, kick, pull hair, push etc... Xx will hit or throw school equipment (e.g. chrome books and furniture) 	<p>What you will say and do:</p> <ul style="list-style-type: none"> If Xx leaves the room, adult working with Xx to make sure he is in sight. Wait at a distance and give him time to come back. Call for support if needed Taking Xx’s hand, lead him to Narnia room to calm down. If Xx refuses to leave then all other adults and children to leave the room. Change of face – sometimes a different adult can defuse the situation Adults to send red card to the office – all adults to give him time to calm down and say “when you are ready I am here” Adults to offer Xx a weighted blanket/a chance to squeeze Dave (the Minion toy) Use positive language with Xx. Tell him what to do, not what he shouldn’t do.
	<p>Post incident recovery and debrief measures</p> <ul style="list-style-type: none"> Xx to return to class after 10 minutes of ‘calm time’ The next day, use a social story for Xx to understand alternative strategies he could use in a similar situation. If Xx has hurt someone in class, then he will return to the classroom the following session. The adult he has hurt will not work with him for the rest of that day and he will have alternative support. If Xx hurts someone on the playground then he will spend the rest of that day and the following day off the playground. Repair and reflect forms to be used to help Xx understand other’s point of view 	

Agreed by			
Name	Role	Signature	Date
	Plan coordinator		
	Parent / Carer		
	Child		