



Positive Handling Policy (Use of Reasonable Force)

Kingsway Primary School

"Inspired to make a difference together — each child thrives from the moment they arrive."

Policy Title

Positive Handling Policy (Use of Reasonable Force)

Term

Autumn 2025

Policy Control Information

Field	Detail
Headteacher	Kate Baskeyfield
Deputy Headteacher	Claire Lowe
Chair of Governors	Helen Johnson
Site Manager	Nazim Dervish
Date Adopted	[To be completed at Full Governing Body meeting]
Review Date	Annual — by end of Summer Term each year
Statutory Basis	Education and Inspections Act 2006 s.93; Education Act 1996 s.550A; Children Act 1989 s.3; Equality Act 2010; Health and Safety at Work etc. Act 1974; Human Rights Act 1998 (Article 3 — prohibition of inhuman or degrading treatment; Article 8 — right to respect for private life); Keeping Children Safe in Education (current edition); DfE Guidance: Use of Reasonable Force in Schools (2013); Team Teach Positive Handling Framework
Related Policies	Behaviour Policy; Safeguarding and Child Protection Policy; Supporting Pupils with Medical Needs Policy; Intimate Care Policy; Moving and Handling Policy; SEND Policy; Risk Assessment Policy; Complaints Policy
Positive Handling Training Framework	Team Teach
Published on Website	Yes
Designated Governor (Safeguarding / Behaviour)	Helen Johnson (Chair of Governors)

Our Vision and Values

At Kingsway Primary School, everything we do is shaped by our mission: **"Inspired to make a difference together — each child thrives from the moment they arrive."** This policy is an expression of that mission. We believe that every child deserves to be understood, not just managed. Physical intervention is always the absolute last resort — never a first response, never a punishment, and never used to humiliate or cause pain.

Togetherness

We build strong, trusting relationships with every child and family. Positive handling is always a last resort, never a first response.

Difference

We recognise that every child's behaviour communicates something. We seek to understand the need behind the behaviour before we respond.

Passionate About Learning

We work to keep every child in school, in their classroom, and engaged in learning. Removal and restraint are always the last option.

Inspired to Grow

We support children to develop emotional regulation, self-awareness, and the skills to manage their own responses — with our help, not in spite of it.

Introduction and Scope

What is positive handling? Positive handling is a whole-school approach to managing behaviour that prioritises relationships, de-escalation, and the emotional wellbeing of every child. It encompasses all the strategies — verbal, non-verbal, environmental, and, only where absolutely necessary, physical — that staff use to keep children and others safe.

What is reasonable force? Reasonable force means the use of physical contact to control or restrain a pupil where it is necessary, proportionate, and the minimum required to prevent harm. It is never used as a punishment, to cause pain, or to humiliate a child.

Our approach is relational first. At Kingsway, we believe that the quality of the relationship between a child and the adults around them is the most powerful behaviour management tool available. Physical intervention is always the last resort — used only when all other strategies have been exhausted or when there is an immediate risk of harm.

Who this policy applies to

- All teaching and non-teaching staff employed by Kingsway Primary School
- Supply staff, volunteers, and contractors working on school premises
- All pupils on roll, including those in the small specialist class
- Visitors to the school site

This policy must be read alongside the school's Behaviour Policy, Safeguarding and Child Protection Policy, SEND Policy, Moving and Handling Policy, and Intimate Care Policy.

Section 1: Our Relational Approach

Kingsway Primary School is a relational school. We understand that behaviour is communication — that when a child presents with challenging or dysregulated behaviour, they are telling us something about an unmet need, an unresolved difficulty, or an experience that has overwhelmed their capacity to cope. Our first response is always to seek to understand, not to control.

Our Relational Behaviour Lead, **Gareth Dale**, leads the school's approach to behaviour support, working alongside class teachers, the Pastoral Lead, and the wider team to ensure that every child has access to the relationships and strategies they need to thrive. Mr Dale's role includes coaching staff in de-escalation, supporting individual children with complex needs, and leading lunchtime provision.

De-escalation as the primary strategy

De-escalation is always the first and preferred response to any situation that might otherwise escalate to physical intervention. Staff are trained to recognise the early signs of distress and dysregulation and to respond with calm, consistent, and compassionate strategies before a situation reaches crisis point.

Trauma-informed practice

We recognise that many children who present with the most challenging behaviour have experienced trauma, adverse childhood experiences, or significant unmet needs. Our approach is trauma-informed: we do not shame, threaten, or punish children for behaviour that is rooted in fear, loss, or dysregulation. We respond with empathy, structure, and the certainty of a safe relationship.

This approach is embedded in our Behaviour Policy and underpins every aspect of this Positive Handling Policy.

Section 2: Legal Framework

Statutory powers and duties

- **Education and Inspections Act 2006, s.93** — authorises school staff to use reasonable force to prevent pupils from hurting themselves or others, damaging property, or causing disorder
- **Education Act 1996, s.550A** — provides the legal basis for the use of force by school staff
- **Children Act 1989, s.3** — establishes the duty of care owed to children in our charge
- **Equality Act 2010** — requires reasonable adjustments; prohibits discrimination on the basis of protected characteristics; informs our monitoring of restraint use
- **Health and Safety at Work etc. Act 1974** — places a duty on the school to ensure the health, safety, and welfare of staff and pupils
- **Human Rights Act 1998** — Article 3 (prohibition of inhuman or degrading treatment); Article 8 (right to respect for private and family life)
- **Keeping Children Safe in Education (current edition)** — statutory safeguarding framework
- **UK GDPR and Data Protection Act 2018** — governs the recording and retention of incident data
- **DfE: Use of Reasonable Force in Schools (July 2013)** — the primary guidance document for this policy
- **DfE: Behaviour in Schools — Advice for Headteachers and School Staff (2024)**
- **DfE: Suspension and Permanent Exclusion Guidance (2023)**
- **Team Teach Positive Handling Framework and Guidance**

Definition of reasonable force

Force is reasonable when it is: **necessary** (there is no safer alternative); **proportionate** (the level of force matches the level of risk); and **the minimum required** to achieve the legitimate aim of keeping the child or others safe. The law does not require staff to wait until a child has been harmed before acting, but force must never be used pre-emptively without clear and immediate justification.

What is and is not permitted

-  Guiding a child away from danger using a gentle hold
-  Blocking a child from leaving a room where there is immediate risk
-  Physically separating children who are fighting
-  Using force as a punishment
-  Using force to cause pain or humiliation
-  Face-down restraint
-  Holding by the neck, hair, or clothing in a way that risks injury
-  Any technique not covered by Team Teach training

Section 3: Key Roles and Responsibilities

Kate Baskeyfield — Headteacher & DSL

Overall responsibility for this policy; reviews all incidents; ensures staff are trained; reports to Governing Body; point of escalation for complaints and allegations.

Claire Lowe — Deputy Headteacher

Supports the Headteacher in policy implementation; line manages key staff; acts in the Headteacher's absence.

Paul Walker — AHT for Inclusion / Small Specialist Class Teacher

Team Teach trained. Leads on Individual Behaviour Support Plans and Risk Assessments; supports pupils with complex needs; works with Elizabeth Dunstan on SEND-related planning.

Mr Dale — Relational Behaviour Lead / Small Specialist Class Teacher

Team Teach trained. Leads de-escalation practice; coaches staff; leads lunchtime provision; supports children in distress.

Elizabeth Dunstan — Pastoral Lead / SEND Family Liaison

Supports pupils after incidents; liaises with families; contributes to Individual Behaviour Support Plans; provides pastoral care.

Bethany Jones — Class Teacher / DDSL

Team Teach trained. Supports the DSL in safeguarding matters; ensures incidents are recorded and reported appropriately.

Sadie Pennell — Class Teacher

Team Teach trained. Implements this policy in her classroom; contributes to de-escalation and positive handling where trained.

Carmel Leigh — Mainstream Teaching Assistant

Team Teach trained. Supports positive handling under the direction of the class teacher; contributes to de-escalation strategies.

Nazim Dervish — Site Manager

Ensures the physical environment is safe; supports risk assessment of the school site.

Governing Body

The Governing Body, led by Chair of Governors **Helen Johnson**, has strategic oversight of this policy. Governors receive termly data on the use of physical intervention, scrutinise patterns, and ensure the policy is reviewed annually. The Designated Governor for Safeguarding and Behaviour is Helen Johnson.

Local Authority (Trafford)

Kingsway Primary School works within the guidance and expectations of Trafford Local Authority. Serious incidents involving physical intervention are reported to Trafford as required. The school engages with the Trafford Behaviour and Exclusion Team where appropriate.

Parents and Carers

Parents and carers are partners in their child's education and wellbeing. They are informed on the same day as any physical intervention. Their views are sought and recorded. They have the right to meet with the Headteacher and to make a complaint.

Pupils

Pupils are always spoken to calmly and with dignity during and after any physical intervention. Where appropriate and safe to do so, pupils are involved in developing their own Individual Behaviour Support Plans. After any incident, pupils are supported through a restorative conversation to help them understand what happened and why, and to rebuild the relationship with the adults involved.

Section 4: When Positive Handling May Be Used

Physical intervention is only ever used as a last resort, when all other strategies have been exhausted or when there is an immediate risk of harm that cannot be managed in any other way.

Circumstances permitted by law

- **Imminent danger to self:** A child is at immediate risk of seriously injuring themselves
- **Imminent danger to others:** A child is at immediate risk of seriously injuring another pupil or member of staff
- **Serious damage to property:** A child is causing or about to cause significant damage that poses a safety risk
- **Preventing a criminal offence:** A child is committing or about to commit an act that would constitute a criminal offence
- **Maintaining good order:** Where a pupil's behaviour is seriously disrupting the safety of others and all other strategies have failed

The principle of proportionality

The level of force used must always be proportionate to the level of risk. Staff must use the minimum force necessary to achieve the legitimate aim of keeping the child or others safe. The moment the risk has passed, physical contact must cease immediately.

What is never permitted

- Using force as a punishment or to enforce compliance with a routine instruction
- Using force to cause pain, distress, or humiliation
- Using force against a child who is not posing an immediate risk of harm
- Any physical intervention by a member of staff who has not received Team Teach training
- Any physical intervention that has not been recorded on the same day

Section 5: De-escalation Strategies

De-escalation is the primary and preferred response to any situation that might otherwise escalate. At Kingsway, we invest heavily in staff skills and confidence in de-escalation, because we know that a calm, skilled adult is the most powerful tool we have.

Verbal strategies

- Using a calm, low, and steady tone of voice
- Naming and validating the child's feelings: "I can see you're really upset right now"
- Offering choices to restore a sense of control: "Would you like to go to the regulation station or come with me for a walk?"
- Using the school's Emotion Coaching approach — recognise, validate, set limits, problem-solve
- Avoiding direct commands, ultimatums, or public confrontation
- Using the Zones of Regulation framework to help the child identify and name their emotional state

Non-verbal strategies

- Maintaining a calm, open body posture — no crossed arms, no looming
- Reducing eye contact if the child finds it threatening
- Moving to the child's level — crouching or sitting alongside
- Creating physical space — stepping back to reduce perceived threat
- Using visual prompts, regulation tools, or sensory resources from the child's toolkit

Environmental adjustments

- Reducing noise, light, or crowding in the immediate environment
- Moving the child to a quieter, safer space — the sensory room, a learning pod, or outdoors
- Removing an audience where possible
- Ensuring the child has access to water, a sensory tool, or a trusted adult

Gareth Dale's role in de-escalation

Mr Dale, as Relational Behaviour Lead, is a key resource for staff when a situation is escalating. Staff should call for Mr Dale's support early — before a situation reaches crisis point. Mr Dale works alongside class teachers to model and coach de-escalation strategies in real time.

The role of the Pastoral Lead

Elizabeth Dunstan, as Pastoral Lead and SEND Family Liaison, plays a vital role in supporting children who are in distress. Elizabeth provides a calm, trusted presence for children who need to be removed from a situation — supporting them in the sensory room or a learning pod — and works with families to ensure that home and school strategies are aligned.

When to call for support

Staff should never feel that they have to manage a crisis alone. If a situation is escalating and de-escalation strategies are not working, staff must call for support immediately — using the school's agreed communication system. A two-person approach is always preferable where physical intervention becomes necessary.

Section 6: Permitted Positive Handling Techniques

Where physical intervention is necessary, Kingsway Primary School uses the **Team Teach Positive Handling Framework**. Team Teach is a nationally recognised, evidence-based approach that prioritises the least restrictive intervention and the dignity of the child at all times.

Core principles of Team Teach

- The quality of the relationship is the most powerful behaviour management tool — physical intervention is always the last resort
- Techniques must be **proportionate** to the level of risk, **necessary** in the circumstances, and the **minimum required** to achieve safety
- A two-person approach is always preferred where possible — this is safer for the child and for staff
- Physical contact must cease as soon as the immediate risk has passed
- The child must be spoken to calmly and with dignity throughout any physical intervention

Who may use physical intervention

Only members of staff who hold a current Team Teach certification may use physical intervention techniques. No untrained member of staff may physically intervene, except in an emergency where there is an immediate and serious risk of harm and no trained member of staff is available — in which case only the minimum necessary contact to prevent serious injury is permitted, and the incident must be recorded and reviewed immediately.

Techniques that are never permitted

- Any technique that causes pain
- Any technique that restricts breathing
- Face-down (prone) restraint
- Holding by the neck, hair, or clothing in a way that risks injury
- Any technique not covered by the staff member's current Team Teach training

Section 7: Prohibited Actions

Face-down (prone) restraint

Never permitted under any circumstances.

Pain compliance techniques

No technique that deliberately causes pain to achieve compliance is ever permitted.

Holding by the neck or hair

Never permitted.

Use of force as punishment

Force is never used to punish, enforce compliance with a routine instruction, or to humiliate a child.

Use of force by untrained staff

Only Team Teach trained staff may use physical intervention techniques.

Use of force without same-day recording

Every incident of physical intervention must be recorded on the same day on CPOMS.

Restraint that restricts breathing

Any technique that restricts the airway or chest movement is absolutely prohibited.

Restraint without informing parents

Parents must be informed on the same day as any physical intervention.

Any member of staff who witnesses a prohibited action must report it immediately to the Headteacher (**Kate Baskeyfield**) or, if the allegation involves the Headteacher, to the Chair of Governors (**Helen Johnson**).

Whistleblowing concerns are handled in accordance with the school's Safeguarding and Child Protection Policy.

Section 8: Individual Behaviour Support Plans and Risk Assessments

For pupils where positive handling may be anticipated — for example, pupils with complex SEND, trauma histories, or a pattern of behaviour that has previously required physical intervention — the school develops an **Individual Behaviour Support Plan (IBSP)** and associated **Risk Assessment**.

What an IBSP includes

- A description of the pupil's known triggers and early warning signs
- De-escalation strategies that are known to be effective for this child
- The specific circumstances in which physical intervention may be necessary
- The techniques that may be used, by whom, and in what order
- Post-incident support arrangements
- Communication arrangements with parents and carers

Development and review

- IBSPs are developed collaboratively with parents/carers, the pupil (where appropriate), SEND professionals, and health professionals where relevant
- They are linked to the pupil's EHCP or IHCP where applicable
- **Paul Walker** (AHT for Inclusion) and **Elizabeth Dunstan** (Pastoral Lead) lead on the development and review of IBSPs
- IBSPs are reviewed at least termly, or immediately following any significant incident
- Parents and carers are invited to contribute to every review

❏ No pupil should be subject to physical intervention without an IBSP in place, unless the intervention is an emergency response to an unforeseen and immediate risk of harm.

Section 9: Recording and Reporting

Every incident of physical intervention must be recorded on the same day. Accurate, factual, and timely recording is a legal requirement and a safeguarding imperative.

What must be recorded

- Date, time, and location of the incident
- The child's name and year group
- All staff present
- A factual description of the behaviour that led to the intervention
- De-escalation strategies used and their effect
- The reason physical intervention was necessary
- The technique(s) used and the duration of the intervention
- Any injuries sustained — by the child or by staff
- Time and method of parental notification
- Follow-up actions agreed

All incidents are recorded on **CPOMS**. The completed Positive Handling Incident Record Form (Appendix 1) must also be completed and submitted to the Headteacher on the same day.

Who must be informed

- **Headteacher (Kate Baskeyfield)** — informed of every incident on the same day
- **Parents/carers** — informed on the same day, by telephone or in person
- **Governing Body** — receives termly data on all incidents; informed immediately of any serious incident
- **Trafford Local Authority** — notified in accordance with LA guidance for serious incidents
- **RIDDOR** — where a member of staff or pupil sustains a reportable injury

Bethany Jones, as Deputy Designated Safeguarding Lead, supports the Headteacher in ensuring that all incidents are recorded, reported, and reviewed in accordance with this policy and the school's Safeguarding Policy.

Section 10: Informing Parents

Parents and carers are always informed on the same day as any physical intervention. We believe that open, honest, and compassionate communication with families is essential — both to maintain trust and to ensure that home and school are working together in the best interests of the child.

What is communicated

- A clear, factual account of what happened and why physical intervention was necessary
- The de-escalation strategies that were used before physical intervention
- The technique(s) used and the duration
- Any injuries sustained by the child or by staff
- The follow-up support that has been arranged for the child
- Next steps and any changes to the child's IBSP

Parents' rights

- The right to meet with the Headteacher (**Kate Baskeyfield**) to discuss the incident
- The right to see the written record of the incident
- The right to make a formal complaint in accordance with the school's Complaints Policy

All communication with parents is conducted with empathy, respect, and a commitment to the child's wellbeing. Staff are reminded to check that they are regulated before making contact with parents following an incident.

Section 11: Support for Pupils After an Incident

After any incident of physical intervention, the child's emotional wellbeing and the repair of the relationship are our immediate priorities. We do not simply move on — we take the time to ensure that the child feels safe, understood, and supported.

Restorative conversation

A restorative conversation is held with the child as soon as they are calm and ready — never while they are still dysregulated. The conversation is led by a trusted adult, in a private and comfortable space, and follows the school's restorative practice framework. The goal is not to extract an apology but to help the child understand what happened, how it affected others, and what can be done differently next time.

Elizabeth Dunstan's role

Elizabeth Dunstan, as Pastoral Lead, plays a central role in supporting children after incidents. Elizabeth provides a calm, trusted presence, checks in on the child's emotional state, and ensures that the child has access to any additional support they need — including ELSA, counselling, or family liaison.

Rebuilding the relationship

We believe that the relationship between the child and the adults involved in an incident must be actively repaired. Staff are supported to approach the child with warmth and without judgment after an incident — modelling the psychological safety that is at the heart of our school's ethos. A forced apology is never required; genuine repair takes time and is built through consistent, caring interactions.

The child's parents or carers are kept informed of the support being provided and are invited to contribute to the restorative process where appropriate.

Section 12: Support for Staff After an Incident

Using physical intervention is a significant and stressful experience for any member of staff. At Kingsway, we are committed to ensuring that no member of staff feels unsupported, isolated, or blamed after using positive handling in good faith and in accordance with their training and this policy.

Immediate debrief

- A debrief is offered to all staff involved in an incident as soon as practicable — ideally on the same day
- The debrief is led by the Headteacher or Deputy Headteacher and is supportive, not disciplinary
- Staff are given the opportunity to talk through what happened, how they are feeling, and what support they need

Ongoing support

- Access to the school's Employee Assistance Programme (EAP)
- Occupational health referral where appropriate
- Supervision sessions with the Headteacher or Deputy Headteacher
- Peer support from colleagues
- Coaching from the Relational Behaviour Lead (Mr Dale) to build confidence and skills

Legal protection

Staff who use positive handling in good faith, following their Team Teach training and this policy, are supported and protected by the school's insurance and by the law. The school will not leave any member of staff unsupported in the event of a complaint or allegation arising from the use of reasonable force in accordance with this policy.

Section 13: Staff Training — Team Teach

Team Teach training is mandatory for all staff in named roles (see below). No untrained member of staff may use physical intervention techniques. Team Teach certification must be renewed every three years.

The school is committed to ensuring that sufficient trained staff are available at all times, including during lunchtime, before and after school, and on educational visits. The Headteacher monitors training records and ensures that renewals are completed on time.

Current Team Teach Trained Staff

Name	Role	Training Level	Date of Training	Renewal Due
Paul Walker	AHT for Inclusion / Small Specialist Class Teacher	[Level to be confirmed]	[Date]	[Date]
Gareth Dale	Relational Behaviour Lead / Small Specialist Class Teacher	[Level to be confirmed]	[Date]	[Date]
Bethany Jones	Class Teacher / DDSL	[Level to be confirmed]	[Date]	[Date]
Sadie Pennell	Class Teacher	[Level to be confirmed]	[Date]	[Date]
Carmel Leigh	Mainstream Teaching Assistant	[Level to be confirmed]	[Date]	[Date]
All small specialist class Teaching Assistants	Teaching Assistant	[Level to be confirmed]	[Date]	[Date]

This list will be updated as further staff complete Team Teach training. Team Teach certification must be renewed every three years. Names of small specialist class Teaching Assistants to be inserted by school as further staff complete training.

Section 14: Safeguarding

This policy is closely linked to the school's Safeguarding and Child Protection Policy. Any concern that a child has been harmed — or may have been harmed — by a physical intervention must be referred immediately to the Designated Safeguarding Lead.

- **Designated Safeguarding Lead (DSL):** Kate Baskeyfield (Headteacher)
- **Deputy Designated Safeguarding Lead (DDSL):** Bethany Jones

Allegations against staff

If a concern is raised that a member of staff has used force inappropriately, unlawfully, or in a way that may have harmed a child, this is treated as a safeguarding allegation and handled in accordance with the school's Safeguarding Policy and Trafford LA's procedures. The Headteacher must be informed immediately. If the allegation involves the Headteacher, the Chair of Governors (**Helen Johnson**) must be informed directly.

Whistleblowing

Any member of staff who has concerns about the use of physical intervention by a colleague is encouraged and supported to raise those concerns. Whistleblowing concerns are handled confidentially and in accordance with the school's Safeguarding Policy. No member of staff will be penalised for raising a genuine concern in good faith.

Monitoring for safeguarding patterns

The Headteacher and DDSL review all incident records to identify any patterns that may indicate a safeguarding concern — including disproportionate use of restraint with particular children, or incidents involving the same member of staff. Any such patterns are acted upon immediately.

Section 15: Equality, Inclusion, and the SEND Code of Practice

Kingsway Primary School is committed to ensuring that physical intervention is never used disproportionately with any group of pupils. We recognise that nationally, children with SEND, children from certain ethnic backgrounds, and boys are statistically more likely to be subject to restraint — and we are determined that this school will not replicate those patterns.

Monitoring by protected characteristic

The school monitors the use of physical intervention by protected characteristic, including:

- SEND status (including type of need)
- Ethnicity
- Gender
- Age / year group

This data is reviewed by the Headteacher and reported to the Governing Body termly. Any disproportionality is investigated and acted upon.

Reasonable adjustments

For pupils with SEND, the school makes reasonable adjustments to ensure that the risk of physical intervention is minimised. This includes adapted environments, personalised de-escalation strategies, and Individual Behaviour Support Plans developed with specialist input. The school works in accordance with the SEND Code of Practice (2015) and the Equality Act 2010.

Dignity

Every child has the right to be treated with dignity. Physical intervention is always carried out in a way that respects the child's dignity, minimises distress, and avoids unnecessary exposure or humiliation. Staff are reminded that the child's experience of the intervention is as important as its physical safety.

Section 16: Monitoring and Review

Headteacher review

The Headteacher (**Kate Baskeyfield**) reviews all incident records on the same day they are submitted. She considers whether the intervention was necessary, proportionate, and in accordance with this policy; whether the recording is complete and accurate; and whether any follow-up action is required — including support for the child, support for staff, or a review of the child's IBSP.

Governing Body oversight

The Governing Body receives a termly report on the use of physical intervention, including:

- The total number of incidents
- A breakdown by year group, protected characteristic, and type of intervention
- Any patterns or trends identified
- Actions taken in response

The Designated Governor for Safeguarding and Behaviour (**Helen Johnson**) has specific oversight of this data and may request additional information or a meeting with the Headteacher at any time.

Annual policy review

This policy is reviewed annually by the Headteacher and presented to the Full Governing Body for adoption. The review takes account of any changes in legislation or DfE guidance, any significant incidents during the year, and any feedback from staff, parents, or pupils. As a statutory policy, annual review is required by DfE guidance (*Use of Reasonable Force in Schools*, 2013) and *Keeping Children Safe in Education* (current edition).

A full Document Review Record — including the policy version history, a summary of changes made at each review, and the next review date — is set out in Appendix 4 at the end of this document.

Section 17: Unacceptable Practice

Using force as a punishment

Physical intervention is never used to punish a child or to enforce compliance with a routine instruction.

Using force to cause pain or humiliation

No technique that deliberately causes pain or humiliation is ever permitted.

Face-down (prone) restraint

Absolutely prohibited in all circumstances.

Restraint that restricts breathing

Any technique that restricts the airway or chest movement is absolutely prohibited.

Holding by the neck or hair

Never permitted.

Physical intervention by untrained staff

Only Team Teach trained staff may use physical intervention techniques.

Physical intervention without same-day recording

Every incident must be recorded on CPOMS and on the Incident Record Form on the same day.

Physical intervention without parental notification

Parents must be informed on the same day.

Using force against a child who poses no immediate risk

Force is only ever used to prevent imminent harm.

Threatening a child with physical intervention

The possibility of physical intervention is never used as a threat or a behaviour management tool.

Section 18: Confidentiality and Data Protection

All records relating to the use of physical intervention are confidential and are handled in accordance with the school's obligations under the **UK GDPR** and the **Data Protection Act 2018**.

- Incident records are stored securely on CPOMS and are accessible only to authorised staff
- Paper copies of the Positive Handling Incident Record Form are stored in a locked file in the Headteacher's office
- Records are retained for the period specified in the school's Records Retention Schedule — a minimum of seven years, or until the child's 25th birthday where the incident involves a child with SEND
- Parents and carers have the right to request access to records relating to their child, subject to the school's Subject Access Request procedure
- Information is shared with external agencies (including Trafford LA, the police, or health professionals) only where there is a lawful basis for doing so — including where sharing is necessary to protect a child from harm

 Staff are reminded that discussing incidents in public spaces — including staffrooms, corridors, or social media — is a breach of confidentiality and may constitute a disciplinary matter.

Section 19: Complaints

Any parent, carer, or pupil who has a concern about the use of physical intervention has the right to raise it. Kingsway Primary School takes all concerns seriously and will respond promptly, fairly, and with compassion. This section sets out how concerns and complaints should be raised. For the full complaints procedure, please refer to the Inspiring Learners Multi Academy Trust Complaints Policy, available on the school website (www.kingswayprimary.co.uk) or from the school office on request.

The difference between an informal concern and a formal complaint

An informal concern is a worry or question that you would like to raise with the school — something you would like to talk through, seek clarification on, or resolve quickly through a conversation. Most concerns about the use of physical intervention can and should be raised informally in the first instance, and the school will always try to resolve them at this stage.

A formal complaint is a written expression of dissatisfaction that has not been resolved informally, or that is serious enough to require a formal investigation and written response. Formal complaints must be submitted in writing using the Inspiring Learners Trust Complaints Form, available on the school website or from the school office. Anonymous complaints cannot be considered.

How to raise a concern or complaint about physical intervention

Please raise concerns at the earliest opportunity. The school's complaints pathway for concerns relating to this policy is:

1. **Class Teacher** — raise your concern informally in the first instance
2. **Key Stage Lead** — if the concern is not resolved at class teacher level
3. **Deputy Headteacher (Claire Lowe)** — if the concern remains unresolved
4. **Headteacher (Kate Baskeyfield)** — if the concern is still not resolved

If a concern cannot be resolved through this internal pathway, it may be escalated further in accordance with the Inspiring Learners Multi Academy Trust Complaints Policy. Full details of the escalation procedure beyond school level are set out in that policy, available on the school website at www.kingswayprimary.co.uk or from the school office.

Safeguarding complaints

Where a concern relates to a safeguarding matter — including an allegation that a child has been harmed by a physical intervention — it is not handled through the standard complaints process. It is referred immediately to the Designated Safeguarding Lead (Kate Baskeyfield) and handled in accordance with the school's Safeguarding and Child Protection Policy and Trafford LA's procedures. If the concern involves the Headteacher, it should be referred directly to the Chair of Governors (Helen Johnson).

Further information

The full Inspiring Learners Multi Academy Trust Complaints Policy — including the complaints form, timescales for each stage, and the procedure for escalation to the Trust Board — is available on the school website at www.kingswayprimary.co.uk or from the school office. Printed copies are available on request.

Quick Reference Summary

Action	Permitted?
Using de-escalation strategies as the first response	Always — this is our primary approach
Calling for support from a trained colleague before intervening physically	Always — a two-person approach is preferred
Using Team Teach techniques by a trained member of staff to prevent imminent harm	Yes — proportionate, necessary, minimum required
Guiding a child away from danger using a gentle hold	Yes — where necessary and proportionate
Physically separating children who are fighting	Yes — where necessary and proportionate
Recording every incident of physical intervention on the same day	Mandatory — on CPOMS and Incident Record Form
Informing parents on the same day as any physical intervention	Mandatory
Informing the Headteacher on the same day as any physical intervention	Mandatory
Offering a restorative conversation to the child after an incident	Always
Offering a debrief to staff after an incident	Always
Using force as a punishment	Never — absolutely prohibited
Using force to cause pain or humiliation	Never — absolutely prohibited
Face-down (prone) restraint	Never — absolutely prohibited
Restraint that restricts breathing	Never — absolutely prohibited
Holding by the neck or hair	Never — absolutely prohibited
Physical intervention by untrained staff	Never — except emergency minimum contact only
Using the threat of physical intervention as a behaviour management tool	Never — absolutely prohibited
Physical intervention without same-day recording	Never — absolutely prohibited

Appendix 1: Positive Handling Incident Record Form

Field	Detail (to be completed by staff)
Date	
Time	
Location	
Child's Name	
Year Group	
Staff Present	
Description of Behaviour Leading to Intervention	
De-escalation Strategies Used	
Why De-escalation Was Not Sufficient / Reason Physical Intervention Was Necessary	
Technique(s) Used	
Duration of Physical Intervention	
Any Injuries — Child	
Any Injuries — Staff	
Parent/Carer Informed — Time and By Whom	
Headteacher Informed — Time and By Whom	
Follow-up Actions Agreed	
Staff Signature	
Date	
Headteacher Signature	
Date	

This form must be completed on the same day as the incident and submitted to the Headteacher. A copy is retained on CPOMS and in the pupil's file. Parents/carers have the right to request a copy.

Appendix 2: Individual Behaviour Support Plan and Risk Assessment Template

Section	Detail (to be completed)
Pupil Name	
Date of Birth	
Year Group	
Class Teacher	
SEND Status / EHC Plan Reference (if applicable)	
Date of Plan	
Review Date	
Plan Completed By	
Known Triggers	
Early Warning Signs (behaviours that indicate the child is becoming dysregulated)	
De-escalation Strategies Known to Be Effective for This Child	
Environmental Adjustments That Help	
Circumstances in Which Physical Intervention May Be Necessary	
Permitted Techniques (Team Teach) — in order of preference	
Staff Authorised to Use Physical Intervention with This Child	
Two-Person Approach — Named Staff	
Post-Incident Support Arrangements	
Communication Arrangements with Parents/Carers	
Links to EHCP / IHCP / Other Plans	
Parental Consent and Involvement	
Pupil Voice (where appropriate)	
Signatures — Class Teacher	
Signatures — Parent/Carer	
Signatures — Headteacher	
Signatures — Paul Walker (AHT for Inclusion)	
Signatures — Elizabeth Dunstan (Pastoral Lead)	
Next Review Date	

Appendix 3: Team Teach Trained Staff Register

Name	Role	Training Level	Date of Training	Renewal Due
Paul Walker	AHT for Inclusion / Small Specialist Class Teacher	[Level to be confirmed]	[Date]	[Date]
Gareth Dale	Relational Behaviour Lead / Small Specialist Class Teacher	[Level to be confirmed]	[Date]	[Date]
Bethany Jones	Class Teacher / DDSL	[Level to be confirmed]	[Date]	[Date]
Sadie Pennell	Class Teacher	[Level to be confirmed]	[Date]	[Date]
Carmel Leigh	Mainstream Teaching Assistant	[Level to be confirmed]	[Date]	[Date]
All small specialist class Teaching Assistants	Teaching Assistant	[Level to be confirmed]	[Date]	[Date]

This register is maintained by the Headteacher and updated as further staff complete Team Teach training. Team Teach certification must be renewed every three years. Names of small specialist class Teaching Assistants to be inserted by school as further staff complete training.

Sources and References

- Education and Inspections Act 2006, s.93
- Education Act 1996, s.550A
- Children Act 1989, s.3
- Equality Act 2010
- Health and Safety at Work etc. Act 1974
- Human Rights Act 1998 (Articles 3 and 8)
- UK GDPR and Data Protection Act 2018
- Keeping Children Safe in Education (current edition) — DfE
- DfE: Use of Reasonable Force in Schools (July 2013)
- DfE: Behaviour in Schools — Advice for Headteachers and School Staff (2024)
- DfE: Suspension and Permanent Exclusion Guidance (2023)
- SEND Code of Practice (2015)
- Team Teach Positive Handling Framework and Guidance
- Kingsway Primary School: Relational Approach to Positive Behaviour Policy (April 2026)
- Kingsway Primary School: Safeguarding and Child Protection Policy
- Kingsway Primary School: SEND Policy
- Kingsway Primary School: Behaviour Policy
- Kingsway Primary School: Complaints Policy
- Kingsway Primary School: Moving and Handling Policy
- Kingsway Primary School: Intimate Care Policy

Appendix 4: Document Review Record

This record is maintained by the Headteacher and presented to the Full Governing Body at each annual review. It provides a complete version history of this policy and a summary of changes made at each review point.

Version	1.0
Date	April 2026
Review Type	First adoption
Reviewed By	Kate Baskeyfield (Headteacher)
Approved By	Full Governing Body
Summary of Changes	First policy adopted by Kingsway Primary School following conversion to academy status and joining of Inspiring Learners Multi Academy Trust (September 2025). Written to reflect the school's relational and trauma-informed approach to behaviour and to meet statutory requirements under the Education and Inspections Act 2006 (s.93) and associated DfE guidance. All 19 sections and 3 appendices drafted from new.
Next Review Due	Summer Term 2027

Version	1.1
Date	September 2026
Review Type	First annual review
Reviewed By	Kate Baskeyfield (Headteacher)
Approved By	Full Governing Body
Summary of Changes	Two sections revised: (1) Section 19 (Complaints) — fully rewritten to align with the Inspiring Learners Multi Academy Trust Complaints Policy (May 2024). Now distinguishes between informal concerns and formal complaints; sets out the school's local escalation pathway (Class Teacher → Key Stage Lead → Deputy Headteacher → Headteacher); maps onto the Trust's five-stage procedure; signposts readers to the Trust Complaints Policy on the school website; and clarifies the separate safeguarding complaints route. (2) Section 16 (Monitoring and Review) — updated to reference this Document Review Record (Appendix 4) and confirm the annual review requirement. No other substantive changes made.
Next Review Due	Summer Term 2027

Version	2.0
Date	[To be completed]
Review Type	Second annual review
Reviewed By	[To be completed]
Approved By	[To be completed]
Summary of Changes	[To be completed]
Next Review Due	Summer Term 2028

Note: This policy is a statutory document. Annual review is required by DfE guidance (Use of Reasonable Force in Schools, 2013) and Keeping Children Safe in Education (current edition). The Headteacher is responsible for ensuring the