

# Hackbridge Primary School

## Positive Handling Policy



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## 1. Policy Statement

An effective Behaviour & Anti-Bullying Policy should secure an orderly and purposeful atmosphere in which service access, activities and learning can take place. There may, however, be rare occasions when staff will need to use 'reasonable force' in order to control or restrain pupils for safety reasons.

Staff at Hackbridge Primary School are trained to look after pupils in their care. Staff have a duty to intervene in order to prevent pupils from hurting themselves or others. There may also be situations in which a child seriously disrupts good order in the school or causes damage to property.

Positive handling is the positive application of force with the intention of protecting the child from harming themselves or others or seriously damaging property. If a member of staff ever needs to intervene physically they will follow the school's Positive Handling Policy. Any parents wishing to view this policy may do so on request.

## 2. Introduction

The term 'positive handling' includes a wide range of supportive strategies for managing challenging behaviour. Included in this policy are a small number of responses which may involve the use of reasonable force to control or restrain a pupil. The term 'physical restraint' is used when reasonable force is used to overcome active resistance. A clear and consistent positive handling policy supports pupils who have social, emotional and behavioural difficulties within an ethos of mutual respect, care and safety.

The school takes seriously its duty of care to pupils, employees and visitors to the school.

- The first and paramount consideration is the welfare of the children in our care.
- The second is the welfare and protection of the adults who look after them.

Staff at Hackbridge Primary School recognise that the use of reasonable force is only one of the last in a range of strategies available to secure pupil safety/wellbeing and also to maintain good order and discipline. Our policy on positive handling should therefore be read in conjunction with our Behaviour & Anti-Bullying and Child Protection & Safeguarding policies.

The policy does not authorise the use of corporal punishment.

## 3. The Legal Framework

Section 550A of the Education Act 1996 and Section 93 of the Education and Inspections Act 2006 enables a school's staff to "*use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following, namely—*

*(a) committing any offence,*

*(b) causing personal injury to, or damage to the property of, any person (including the pupil himself), or*

*(c) prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise."*

*(Section 93, Education and Inspections Act 2006)*

(Examples of possible situations are given in Appendix 1.)

There is no legal definition of when it is reasonable to use force. This is designed to help staff to ensure that any actions they take are reasonable, proportionate and absolutely necessary.

Further guidance for schools is provided in the DfE document "[Use of reasonable force in schools](#)"

Ref: DFE-00295-2013PDF.

## 4. Positive Behaviour Management

All physical interventions at the school are conducted within a framework of positive behaviour management. The school behaviour policy is intended to reward and encourage students to take responsibility for their own behaviour. Part of our preventative approach to reducing risk involves looking for early-warning signs, learning and communicating any factors which may influence poor behaviour and taking steps to divert behaviours leading towards foreseeable risk. Where appropriate, pupils are encouraged to participate in the development

of their own Positive Handling Plans by focusing on positive alternatives and choices. Parents are also encouraged to contribute. However, if problems arise, staff have an additional responsibility to support all pupils when they are under pressure and safely manage crises if, and when, they occur.

### 5. What is Positive Handling?

Positive handling should avert danger by preventing or deflecting a child’s action or perhaps by removing a physical object, which could be used to harm themselves or others. It is only likely to be needed if a child appears to be unable to exercise self-control of emotions and behaviour.

It is not possible to define every circumstance in which positive handling would be necessary or appropriate and staff will have to exercise their own judgement in situations which arise within the above categories. Staff should always act within the school’s policy on behaviour and discipline, particularly in dealing with disruptive behaviour.

Staff should be aware that when they are in charge of children during the school day, or during other supervised activities, they are acting in loco parentis and should, therefore, take reasonable action to ensure pupils’ safety and wellbeing. This extends to school trips and visits.

Failure to positively handle a pupil who is subsequently injured or injures another, could, in certain circumstances, lead to an accusation of negligence. At the same time, staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

Positive handling IS		Positive handling IS NOT
<ul style="list-style-type: none"> <li>• Physically interposing between children.</li> <li>• Blocking a child’s path.</li> <li>• Holding or ‘shepherding’ a child with your hand in the centre of their back.</li> <li>• In self-defence, using agreed, approved restricted holds.</li> </ul>		<ul style="list-style-type: none"> <li>• Holding around the collar or neck.</li> <li>• Restricting a child’s ability to breathe.</li> <li>• Holding face down.</li> <li>• Slapping or hitting.</li> <li>• Twisting or forcing limbs against a joint.</li> <li>• Holding or pulling by hair or ear.</li> <li>• Locking in a room.</li> </ul> <p>Or any other action that may reasonably be expected to cause injury or be considered indecent.</p>

### 6. Alternative Strategies to Physical Controls

There are some situations in which the need for positive handling is immediate and where there are no equally effective alternatives (e.g. a pupil is about to run across a road). However, in many circumstances there are alternatives e.g. use of assertiveness skills such as:

- the broken record in which an instruction is repeated until the pupil complies
- use of a distracter, such as a loud whistle, to interrupt the behaviour (such as a fight) long enough for other methods of verbal control to be effective
- withdrawal of attention (audience) e.g. if an action such as damage to property is threatened
- other techniques designed to defuse the situation, such as the avoidance of confrontation, or use of humour (in these cases the incident can be dealt with later when emotions are no longer running high)
- the employment of other sanctions consistent with the school’s policy on behaviour.

#### Steps to be taken to prevent an incident from escalating before using physical controls

- Be familiar with and identify early warning signs
- Ensure that colleagues know what is happening and call for help.
- Show care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiating and reasoning.

- Remove an audience or take the vulnerable pupil to a safe place
- Use strategies that have been successful before
- Attempt to divert the child or diffuse the situation
- Encourage the pupil to make positive choices and develop self-control
- Give clear directions for the pupil to stop
- Remind the pupil about rules and likely outcomes
- Make the environment safer by moving furniture and removing objects which could be used as weapons
- Use positive guidance to escort pupils to somewhere less pressured

## 7. Help Protocols

The expectation at this school is that all staff should support one another. This means that staff always offer help and always accept it. Help does not always mean taking over. It may mean just staying around in case you are needed, getting somebody else or looking after somebody else's class or group. Supporting a colleague does not only mean agreeing with their suggestions and offering sympathy when things go wrong. Real support sometimes means acting as a critical friend to help colleagues become aware of possible alternative strategies. Good communication is necessary so that colleagues avoid confusion when help is offered and accepted. They need to agree scripts so that all parties understand what sort of assistance is required and what is available.

## 8. Well-Chosen Words

A well-chosen word can sometimes avert an escalating crisis. When pupils are becoming angry there is no benefit in arguing. Telling people to calm down can actually escalate feelings. Pointing out what they have done wrong can make things worse. The only purpose in communicating with an angry person is to prevent further escalation. It is better to say nothing and take time to choose your words carefully than to say the wrong thing and provoke a further escalation.

## 9. The Last Resort Principle

At Hackbridge Primary School we only use reasonable force when there is no realistic alternative. This does not mean that we always expect staff to methodically work their way through a series of failing strategies before attempting an intervention in which they have some confidence. Nor does it mean always waiting until danger is imminent, by which time the prospect of safely managing it may be significantly reduced. National guidance is clear on this point:

*'If necessary staff have the authority to take immediate action to prevent harm occurring even if the harm is expected to happen sometime in the predictable future.'*  
 (Para 10 Page 4 Department of Health – 1997 – “The Control of Children in the Public Care: Interpretation of the Children Act 1989” – London: HMSO)

It does mean that we expect staff to conduct a risk assessment and choose the safest alternative. It also means that we expect staff to think creatively about any alternatives to physical intervention which may be effective.

## 10. Training – Team Teach

It is the policy of the school that identified staff are trained in pro-active and responsive positive handling strategies (see Appendix 2).

*Team Teach* is a recognised “accredited, award-winning provider of positive behaviour management training, equipping individuals and teams in a variety of settings to deal with challenging situations and behaviours in ways that lead to desirable outcomes and positive relationships at work or in daily life.”

<https://www.teamteach.co.uk/about-us/>

Only staff trained in the pre-emptive and responsive positive handling strategy techniques of *Team Teach* will use physical intervention techniques with children when necessary (please see Appendix 2). Further details of the *Team Teach* approach can be found on the *Team Teach* website. The website address is [www.teamteach.co.uk](http://www.teamteach.co.uk)

Identified staff undergo a two-day training course led by qualified trainers at least every three years.

**Although any member of staff may be required to physically intervene with a pupil who is endangering themselves or others, we would expect accredited staff to take over as soon as possible.**

### **11. Restraint**

At Hackbridge Primary School we only use physical restraint when there is no realistic alternative. We expect staff to risk assess and choose the safest alternative. This also means that we expect staff to experiment and think creatively about alternatives to physical intervention which may be effective. The paramount consideration is that the action is taken in the interest of the child and that it **reduces rather than increases** risk. Any response to extreme behaviour should be reasonable and proportionate. Physical restraint must only be in accordance with the following:

- The child should be in immediate danger of harming him/herself or another person or in danger of seriously damaging property.
- The member of staff should have good grounds for believing this.
- Only the minimum force necessary to prevent injury or damage should be applied.
- Every effort should be made to secure the presence of other staff before applying restraint. These staff can act as assistants or witnesses.
- Once safe, restraint should be relaxed to allow the child to regain self-control.
- Restraint should be an act of care and control, not punishment.
- Physical restraint should never be used to force compliance with staff instructions when there is no immediate danger present to people and property.
- The restraint should be discussed with the child, if appropriate, and the parents at the earliest opportunity.

In addition, whilst or before intervention, staff should speak calmly as a way of reassurance e.g. 'I am doing this to keep you safe'.

### **12. Reasonable and Proportionate**

Any response to extreme behaviour should be reasonable and proportionate. Staff should not react in anger. If they feel they are becoming angry they should consider withdrawing to allow someone else to deal with the situation. Where staff act in good faith, and their actions are reasonable and proportionate, they will be supported.

When physical controls are considered staff should think about the answers to the following questions:

- How is this in the best interest of the pupil?
- Why is a less intrusive intervention not preferable?
- Why do we have to act now?
- Why am I the best person to be doing this?
- Why is this absolutely necessary?

If staff can answer these questions it is more likely that a physical intervention will be judged to be reasonable and proportionate.

### **13. Unreasonable Use of Force**

Positive handling should be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control. It should never take a form which could be seen as a punishment.

It is not reasonable to use force simply to enforce compliance in circumstances where there is no risk. Nor is it reasonable to use any more force than is necessary to achieve a reduction in risk. Under no circumstances should pain be deliberately inflicted or should pupils be deliberately subjected to undignified or humiliating treatment (this should not be confused with the unavoidable discomfort associated with some approved techniques for disengaging from assaults). Other than as a one-off emergency measure to protect health and safety, force should never be used to keep a student secluded. Seclusion is only lawful by specific court order and cannot become part of a planned strategy at this school.

## **14. When positive handling becomes necessary...**

### **DO**

- Tell the pupil what you are doing and why
- Use the minimum force necessary
- Involve another member of staff if possible
- Tell the pupil what they must do for you to remove the restraint (this may need frequent repetition)
- Use simple and clear language
- Hold limbs above a major joint if possible e.g. above the elbow
- Relax your restraint in response to the pupil's compliance

### **DON'T**

- Act in temper (involve another staff member if you fear loss of control)
- Involve yourself in a prolonged verbal exchange with the pupil
- Attempt to reason with the pupil
- Involve other pupils in the restraint
- Touch or hold the pupil in sexual areas
- Twist or force limbs back against a joint
- Bend fingers or pull hair
- Hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck
- Slap, punch, kick or trip up the pupil

## **15. Post Incident Support**

Following a serious incident, it is the policy of our school to offer support to all involved. This is an opportunity for learning and time needs to be given for following up incidents so that pupils have an opportunity to express their feelings, suggest alternative courses of action for the future and appreciate other peoples' perspective.

It is difficult to devise a framework of support that meets the need of all staff. As individuals we all vary in how much support we need after an unpleasant incident. Generally a member of senior staff would expect to talk to staff and children involved (if appropriate) in any incidents involving violence. If members of staff need time to rest or compose themselves, then the Headteacher will make arrangements for the class group to be supported.

People take time to recover from a serious incident. Until the incident has subsided the only priority is to reduce risk and calm the situation down. Staff should avoid saying or doing anything which could inflame the situation during the recovery phase. Immediate action should be taken to ensure medical help is sought if there are any injuries which require more than basic First Aid. All injuries should be reported and recorded using the school's systems. It is important to note that injury in itself is not evidence of malpractice. Even when staff attempt to do everything right, things can go wrong. Part of the post incident support for staff may involve a reminder of this, as people tend to blame themselves when things go wrong.

Time needs to be found to repair relationships. When careful steps are taken to repair relationships, a serious incident does not necessarily result in long-term damage. This is an opportunity for learning for all concerned. Time needs to be given to following up incidents so that pupils have an opportunity to express their feelings, suggest alternative courses of action for the future, and appreciate other people's perspective. When time and effort are put into a post incident support structure, the outcome of a serious incident can be learning, growth and strengthened relationships.

If the pupil's behaviour is part of an ongoing pattern, it may be necessary to address the situation through a risk assessment, Positive Handling Plan and/or a Behaviour Support Plan.

## **16. Recording**

- All incidents of unacceptable behaviour must be recorded electronically on *SIMS.net* (our pupil management information system).

- All serious incidents or incidents involving restraint will be recorded in the Bound and Numbered Book which is kept in a locked cupboard in the Headteacher's office. The book will be completed as soon as possible by the Headteacher, Deputy Headteacher or one of the Assistant Headteachers after interviewing the staff member who has restrained a pupil.
- Any staff member who has been involved in a situation of applying restraint or who have acted as assistants or witnesses to this, must write a report of the event for the Headteacher within 24 hours of the incident. The report should contain the following:
  - The full first and surname and class of the pupil involved.
  - Time and location.
  - Names of witnesses.
  - Details of how the incident was triggered and progressed, with details of observed behaviour.
  - Details and outcomes of the steps taken to diffuse the situation.
  - The degree of force used, how applied and for how long.
  - Suggested strategies for assessing risk for the future.
- Staff should:
  - Take time to think about what actually happened and try to explain it clearly.
  - Complete all names in full.
  - Sign and date all forms.
  - Bear in mind these records will be retained and cannot be altered. They will be kept for many years and could form part of an investigation at some time in the future.
- All reports are supporting documentation to the entry in the Bound and Numbered Book. All supporting documents must be saved on the school system in P:\! Children - Information & Parent Contact as well as uploaded to the pupil's profile on *My Concern* (our safeguarding software).

## 17. Monitoring and Evaluation

The Headteacher will ensure that each incident is reviewed and instigate further action as required.

## 18. Parents

When there is concern about a child, parents will be invited to contribute to a risk assessment and Positive Handling Plan. Written parental agreement will form part of this. Parents will be informed of the school's policies. Parents will be informed following serious incidents.

## 19. Health and Safety

If dangerous behaviour presents a significant risk of injury to people, there is a legal Health and Safety issue to be addressed. Dangerous behaviour should be regarded just as seriously as dangerous equipment. Dangerous occurrences should be reported to the Headteacher who will ensure that these are reported to the London Borough of Sutton Corporate Health & Safety personnel.

We all have shared responsibility to identify risk, communicate potential risks and take active steps to reduce risk wherever possible. We recognise that it is not possible to entirely remove risk; sometimes things go wrong even when we make our best efforts to do the right thing. Sometimes we are faced with challenging choices. In these circumstances, we have to try and think through the outcomes of the options available, balance the risks and choose whatever course of action seems to involve the least risk.

As a minimum requirement, in order to comply with Health and Safety legislation, each employee has a responsibility to ensure that they are conversant with the school policy and appendices, and to co-operate to make the school safer. It is also a requirement that they participate in training if they are directed to do so. This does not necessarily mean that all staff can be involved in all the physical activities. The non-physical aspects of positive handling training are crucially important too.

## 20. Risk Assessment

Written risk assessments are required for pupils who exhibit **extreme** behaviour. Responsible staff should think ahead to anticipate what might go wrong.

When considering a pupil's behaviour, staff will think about the following questions:

- Can we anticipate a Health and Safety risk related to this pupil's behaviour?
- Have we got all the information we need to conduct a risk assessment?
- Have we provided a written plan as a result?
- What further steps can we take to prevent dangerous behaviour from developing?

If we become aware that a pupil is likely to behave in a disruptive way that may require the use of reasonable force, we will plan how to respond if the situation arises. Such planning will address:

- Management of the pupil ( e.g. reactive strategies to de-escalate a conflict, holds to be used if necessary)
- Involvement of parents to ensure that they are clear about the specific action the school might need to take
- Briefing of staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance)
- Identification of additional support that can be summoned if appropriate

All pupils who have been identified as presenting a risk should have a Positive Handling Plan.

## **21. Positive Handling Plans (PHP)**

Risk management is regarded as an integral part of behaviour management planning. All pupils who have been identified as presenting a risk should have a Positive Handling Plan. A Positive Handling Plan details any strategies, which have been found to be effective for that individual, along with any particular responses which are not recommended. Any particular physical techniques which have been found to be effective should be named, along with any alerts to any which have proved to be ineffective or which caused problems in the past.

Positive Handling Plans should be considered along with any other planning document relevant to the pupil. This might include a Behaviour Support Plan, Pupil Passport and, in circumstances where applicable, any Education, Health and Care Plan.

Positive Handling Plans should take account of age, sex, level of physical, emotional and intellectual development, special needs and social context.

See Appendix 3 for an example Positive Handling Plan.

The following policies will be incorporated into the care package that is used to address each child's needs, as appropriate:

- Behaviour & Anti-Bullying policy
- Child Protection & Safeguarding policy
- Pupil Mental Health & Wellbeing
- SEND & Inclusion policy

A PHP will be completed for a pupil as the need arises. Records will be updated if new information is given. Records will be updated if new triggers or behaviours are displayed. All staff who work regularly with a pupil who has a Positive Handling Plan will ensure that they have read the plan in place for that pupil.

## **22. Responding to unforeseen emergencies**

Even the best planning system cannot cover every eventuality and the school recognises that there are unforeseen or emergency situations in which staff have to think 'on their feet'. An unforeseen event may require an emergency response. It is not enough to thoughtlessly apply rules without thinking through the likely consequences. The key principles are that any physical intervention should be:

- In the best interests of the child.
- Reasonable and proportionate.

After that event, staff have a duty to plan ahead and consider whether a risk assessment needs to be reviewed/written.

### **23. Complaints and Allegations**

A clear positive handling policy, adhered to by all staff and shared with parents, should help to avoid complaints from parents. It is unlikely to prevent all complaints, however, and a dispute about the use of force by a member of staff might lead to an investigation, either under disciplinary procedures or by the Police and Children's Services under child protection and safeguarding procedures.

The school has a formal Complaints Procedure Policy. This applies equally to pupils, parents and staff. We are an open school and promote transparent policy and practice in order to protect the interests of staff and pupils alike. Any staff concerns regarding the welfare of children must be taken to the Designated Safeguarding Lead. Any safety concerns must be reported to the designated person for Health and Safety.

### **24. Other Relevant Policies**

This policy should be read in conjunction with:

- Behaviour and Anti-Bullying Policy
- Exclusion Policy
- Staff Disciplinary Policy
- Health and Safety Policy
- Child Protection & Safeguarding Policy

## Positive Handling Policy

### Appendix 1

#### When might it be appropriate to use reasonable force?

Though not an exhaustive list, examples of situations that may require restraint are when:

- a pupil attacks, or on making a dynamic risk assessment is deemed to be likely to attack a member of staff, or another pupil
- pupils are fighting
- a pupil is engaged in, or is on the verge of committing deliberate damage or is committing vandalism to property;
- a pupil is causing, or at risk of causing, injury or damage to themselves or others, whether by accident, rough behaviour or by misuse of materials or objects;
- a pupil is running in a corridor or on a stairway in a way in which they might have or cause an accident likely to injure themselves or others
- a pupil persistently refuses to obey an order to leave an area
- a pupil is behaving in a way that is seriously disrupting a lesson, causing distress to the pupils and/or a breakdown of order.
- a pupil absconds from a class or tries to leave school.
- a pupil carrying and/or using weapons.
- behaviour causes significant concern for the health and safety of a group or class.

## **Positive Handling Policy**

### **Appendix 2**

**Staff trained in the *Team Teach* positive handling intervention techniques as at September 2021 are:**

- Emma Walford
- Natalie Robins
- Natasha Edmonds-Chappell
- Andrew Jasper
- Kerry O'Doherty
- Yvonne Adnyana
- Sharon Prior

**Positive Handling Policy**

**Appendix 3**

**Individual Pupil Risk Assessment**

Proforma for assessing and managing foreseeable risks for young people who present challenging behaviours.

<b>School:</b>	
<b>Name of young person:</b>	
<b>Year Group:</b>	
<b>Class Teacher:</b>	

<b>IDENTIFICATION OF RISK</b>	
<b>Describe the foreseeable risk:</b>	
<b>Is the risk actual or potential?</b>	
<b>List who is affected by the risk.</b>	

<b>ASSESSMENT OF RISK</b>							
<b>In which situations does the risk usually occur?</b>							
<b>How likely is it that the risk will arise?</b>	<b>Certain</b>	<b>Very Likely</b>	<b>Likely</b>	<b>Even Chance</b>	<b>Unlikely</b>	<b>Very Unlikely</b>	<b>Impossible</b>
<b>If the risk arises, who is likely to be injured or hurt?</b>							
<b>What kinds of injuries or harm are likely to occur?</b>							
<b>How serious are the adverse outcomes?</b>							

<b>Assessment completed by:</b>	
<b>Date:</b>	
<b>Reviewed:</b>	

<b>RISK REDUCTION OPTIONS</b>			
<b>Measures</b>	<b>Possible options</b>	<b>Benefits</b>	<b>Drawbacks</b>
<b>Proactive interventions to prevent risk</b>			
<b>Early interventions to manage risk (when behaviour begins to manifest itself)</b>			
<b>Reactive interventions to respond to adverse outcomes</b>			

<b>AGREED BEHAVIOUR MANAGEMENT PLAN &amp; SCHOOL RISK MANAGEMENT STRATEGY</b>		
<b>Focus of measures</b>	<b>Measures to be employed</b>	<b>Level of risk</b>
<b>Proactive interventions to prevent risk</b>		
<b>Early interventions to manage risk (when behaviour begins to manifest itself)</b>		
<b>Reactive interventions to respond to adverse outcomes</b>		

<b>Agreed by</b>	<b>Relationship to child</b>	<b>Date</b>

Positive Handling Policy

Appendix 4

POSITIVE HANDLING PLAN (PHP)

Name of child:		Date of birth:	
Class:		Year Group:	
Date plan started:		Date plan discontinued:	

**TRIGGER BEHAVIOURS:** (describe common behaviours/situations which are known to have led to Positive Handling being required. When is such behaviour likely to occur?)

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**TOPOGRAPHY OF BEHAVIOUR:** (describe what the behaviour looks/sounds like)

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**PREFERRED SUPPORTIVE AND INTERVENTION STRATEGIES:** (other ways of calming such behaviours. Describe strategies that, where and when possible, should be attempted before positive handling techniques are used)

Chill out time	Distraction	State alternatives/choices/limits	Praise partial compliance
Give space	Reassurance	Transfer adult (help protocol)	Repeat request
Talk calmly	Give a count	Planned ignoring	Remove stimulus
Verbal advice and support	Negotiation	Contingent touch	Humour
Success reminder	Consequences		

Other strategies?

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**PRAISE POINTS/STRENGTHS:** (areas that can be developed and built upon). Please state at least three bridge-builders.

<p>1.</p> <p>2.</p> <p>3.</p>
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**Any Medical Conditions that should be taken into account before physically intervening (i.e. asthma, brittle bones)**

**Preferred handling strategies: (describe the preferred holds – standing, sitting, ground, stating numbers of staff, what “get outs” that can be used when holding, etc.)**

**Friendly hold (arm around shoulder)**

**Walking**

**Single Elbow**

**Standing**

**Chair**

**Double Elbow**

**Ground**

**Beanbag**

**Other:**

**‘Get outs’ that can be used when holding:**

**De-briefing process following incident: (what is the care to be provided? Space, talk through etc.)**

**Recording and notifications required:**

**Positive Handling Plan agreed between:**

**Pupil (where appropriate):**

**Name:**

**Signature:**

**Date:**

**Parent/Legal Guardian:**

**Name:**

**Signature:**

**Date:**

**Parent/Legal Guardian:**

**Name:**

**Signature:**

**Date:**

**Headteacher:**

**Name:**

**Signature:**

**Date:**

**Date plan written:**

**Review date:**