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# Ribby With Wrea Endowed C.E. Primary School

## Positive Handling and Physical Intervention Policy

Dated: March 2026  
Reviewed : **March 2027**

Designated Safeguarding Lead: Mrs S Robson Head Teacher

Deputy Designated Safeguarding Lead: Mr M Hall, Deputy Head

Named Governor with lead responsibility: Mrs N Hunt

## Mission Statement

**To encourage all children to develop as confident lifelong learners , to be curious about the world around them and to achieve their full potential within our safe and caring Christian School Family.**

This policy should be read in conjunction with:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- SEND Policy
- Health and Safety Policy
- Staff code of conduct
- Complaints Procedure

## Statement of Intent

At Ribby with Wrea Primary School, we are committed to providing a safe, nurturing, and inclusive environment where all children can learn and develop. We promote positive behaviour and emotional wellbeing through supportive relationships and consistent practice.

We understand that behaviour is often a means of communication which may signal a need for support, we will take a proactive approach to anticipating, managing and minimising potential triggers that may cause harm.

Physical intervention will only ever be used as a **last resort** and in line with safeguarding principles, to prevent harm to a child, others, or property.

## Purpose

This policy aims to:

- Promote positive behaviour management strategies
- Provide clear guidance on the use of physical intervention
- Ensure the safety and dignity of all children and staff
- Ensure consistency in practice across the setting

## Roles and Responsibilities

The governing Body is responsible for :

Monitoring the overall implementation of this policy

Evaluating regularly any instances of physical intervention to analyse how and when reasonable force is used

Reviewing this policy on an annual basis

Responding to any complaints in liaison with the Headteacher regarding this policy

The Headteacher is responsible for :

Deciding if members of staff require additional training to enable them to carry out their responsibilities, considering the needs of the pupils

Ensuring all staff understand the correct conduct in terms of positive handling

Handle any allegations in line with the code of conduct

Maintain records of any incident relevant to this policy

Respond to any complaints in a timely manner with reference to this policy and the complaints policy

## Scope

This policy applies to:

- All staff and volunteers
- All children attending the school
- All situations where behaviour may present a risk

## Legal Framework

This policy is informed by:

- Early Years Foundation Stage (EYFS) Framework
- Department for Education guidance on the use of reasonable force
- Safeguarding and child protection legislation
- Education Act 2011
- Equality Act 2010
- DfE working together to Safeguard Children
- DfE KCSIE 2025
- Children Act 1989

## Definitions

### **Positive Handling:**

A holistic approach to behaviour support, including de-escalation, calming strategies, and supportive physical contact.

### **Physical Intervention:**

Any physical contact used to manage behaviour or ensure safety.

### **Reasonable Force:**

The minimum force necessary to prevent harm.

### **Restraint:**

A more restrictive intervention used only when absolutely necessary to prevent immediate danger.

### **Significant incident :**

In which the use of force exceeds appropriate physical contact between pupils and staff.

## Seclusion:

A non-disciplinary intervention in a quiet space to restrict the pupil from leaving.

## Principles

- Children are treated with dignity, respect, and care
- Behaviour is understood as a form of communication
- De-escalation strategies are always used first
- Physical intervention is proportionate, reasonable, and necessary
- The least restrictive option is always used
- All incidents are recorded, reported, and reviewed

## Preventative Approaches

Staff will:

- Build strong, trusting relationships with children
- Use calm, consistent communication
- Provide clear routines and expectations
- Support emotional development and self-regulation
- Identify triggers and adapt the environment
- Use distraction, redirection, and choice
- Always consider a less restrictive way to handle a situation
- Communicate efficiently with other staff to understand broader risks
- Consider the impact of any actions on the pupil's welfare and dignity
- Always explain what is happening and why

## When Physical Intervention May Be Used

Physical intervention may be used when a child is:

- At risk of harming themselves
- At risk of harming others
- Causing serious damage to property
- At risk of running into danger
- Committing a criminal offence

## Acceptable Forms of Physical Intervention

In all classes at Ribby with Wrea School, this may include:

- Holding a child's hand to guide them
- Blocking a child's movement to prevent danger
- Gently guiding or escorting a child
- Providing comfort and reassurance

## Unacceptable Practice

Staff must never:

- Use force as punishment
- Cause pain, injury, or distress
- Restrict breathing or hold a child face down
- Use prolonged restraint
- Humiliate or degrade a child

## Procedures for Managing Behaviour

Staff will follow a stepped approach:

1. Calm verbal request and reassurance
2. Offer choices and support
3. Clear explanation and warning
4. Warning of physical intervention (if appropriate)
5. Physical intervention as a last resort

## Procedures for Specific Situations

### Physical Intervention in Extreme Circumstances

In exceptional circumstances, staff may need to physically intervene to move a child:

- Wherever possible, **two members of staff** should support the child
- The child must be moved in a **safe and controlled manner**
- Intervention must be **reasonable, proportionate, and necessary**

Following intervention:

- An **RF1 form must be completed**
- Parents/carers must be informed the same day

If the child cannot be moved safely:

- A staff member will remain supervising
- Parents/carers will be contacted
- Staff will **not place themselves or the child at risk**

### Children Climbing on Furniture

- Staff will **encourage the child verbally** to get down safely
- If the child persists or is at risk:
  - One or two staff members will **assist or lift the child safely**

Parents/carers will be informed at the earliest opportunity.

If this behaviour is repeated:

- Staff will meet with parents
- A behaviour plan will be agreed
- **Written consent** will be obtained for physical support

## Child Refusing to Enter the Setting

- Staff will encourage the child calmly
- Staff may **hold the child's hand and escort them**

If unsuccessful:

- The child may remain outside under supervision
- A **behaviour plan** will be developed with parents

## Child hurting another child

- Staff will **encourage the child verbally** to stop immediately
- Staff may act as a barrier between the two children
- If the child persists or is at risk:
  - One or two staff members will **assist or move the child safely**

Further Action

- Parents will be informed and a Behaviour plan developed

## Child Within the Classroom (Blocking Access)

If a child is near an entrance and cannot be moved safely:

- Staff will supervise the child
- Alternative doors will be used
- Intervention will only occur if there is immediate risk

(This is not an exhaustive list and there will be other scenarios where similar actions will need to be taken)

## Recording and Reporting

- All incidents must be recorded on our Safeguarding system
- Parents/carers must be informed the same day
- Senior leaders will review incidents
- Patterns of behaviour will be monitored

## Supporting Children After an Incident

Staff will:

- Help the child to calm and feel safe
- Use simple language to reflect on the situation
- Support emotional understanding
- Review strategies to prevent recurrence

## Staff Training

The school will:

- Provide training in positive behaviour management
- Ensure staff understand safe handling techniques
- Regularly update training
- Access training and support from the District 4 Inclusion Hub

## Roles and Responsibilities

### Headteacher / Senior Leaders

- Ensure policy implementation
- Monitor incidents and practice

### Designated Safeguarding Lead (DSL)

- Oversee safeguarding aspects
- Respond to concerns

### Staff

- Follow the policy
- Use de-escalation first
- Record and report incidents

### Pupils with SEND

School will always consider how a child with SEND may react. Staff will be trained to identify triggers and respond appropriately. The SENCo will ensure the stipulations of the Equality Act 2010 are adhered to in relation to reasonable adjustments, non discriminations and the Public Sector Equality Duty.

## Partnership with Parents/Carers

The school will:

- Inform parents of incidents
- Work collaboratively to support behaviour
- Develop individual behaviour plans where needed

## Monitoring and Review

This policy will be reviewed annually and updated in line with guidance and best practice.

