

Salisbury Manor

Positive Handling Policy

This policy document contains:

1. Introduction
2. Statutory Framework and other guidance
3. Links to other policies
4. Key principles
5. Roles and responsibilities
6. Implementation

Date of last review	February 2026	Review period	2 years
Date of next review	February 2028	Author	
Type of policy	Statutory (part of Behaviour for Learning policy)	Approval	Principal
SLT members responsible for Behaviour			

1. Introduction

- 1.1 At Salisbury Manor nothing is more important to us than pupils learning – there are no excuses or barrier to learning. Pupils learn best in a safe environment, free from disruption.
- 1.2 At Salisbury Manor, we have a duty of care to all pupils. This means that we keep all pupils safe and secure, at all times.
- 1.3 On the rare occasions when a pupil puts themselves or others at risk of harm, we have a duty to ensure everyone is safe. On these occasions we use a range of strategies to limit the risk; this Use of Restraint policy sits within an approach of gradual and graded techniques, with and preference for the use of de-escalation strategies being used and exhausted before the use of restraint.
- 1.4 Assessing and managing risk is central to the process of deciding whether to use restrictive physical intervention and ensuring that it is both reasonable and proportional to the circumstances.

2. Statutory Framework and other guidance

- 2.1 The Salisbury Manor Use of Physical Restraint Policy is written in line with the following areas of legislation and guidance:
 - Education Act 2002
 - Education and Inspection Act 2006
 - Equality Act 2010
 - Education Act 2011
 - Behaviour and Discipline in Schools – DfE Guidance 2012, 2013
 - Guidance on Use of Reasonable Force – DfE July 2013
 - Guidance on the use of restrictive physical interventions for pupils with severe behavioural difficulties – DfE Guidance 2003
 - Reducing the need for restraint and restrictive intervention DfE Guidance 2019
 - Section 550A of the Education Act 1996 recognises that, in certain specific circumstances, necessary **reasonable** force can be used by teachers and others authorised by the head teacher to control or restrain pupils.

3. Links to other policies

- 3.1 The Use of Restraint Policy should be read in conjunction with the following areas of School policy:
 - Single Equality Plan
 - Behaviour for Learning Policy
 - Safeguarding and Safer Recruitment Policy

4. Key principles:

- 4.1 The use of restrictive physical interventions should always be considered within the wider context of other measures. These include establishing and maintaining good relationships with children and using diversion, de-escalation, diffusion and negotiation to respond to difficult situations.
- 4.2 Use of physical force that is unwarranted, excessive or punitive is not acceptable. Failure to comply with this principle, when considering or using physical force, should be dealt with under school disciplinary procedures.

- 4.3 In a situation when restraint is required, ‘reasonable force in the circumstances’ should be deployed.

What is reasonable force?

- 4.4 Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 4.5 ‘Reasonable in the circumstances’ means using no more force than is needed.
- 4.6 School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil

5. Roles and Responsibilities for the Positive Handling Policy

Pupils	<ul style="list-style-type: none"> Expected to take responsibility for their own behaviour and follow the school expectations at all times.
Parents	<ul style="list-style-type: none"> Work in partnership with the School to maintain excellent standards of behaviour and inform the School about any changes at home that could impact learning or behaviour in School.
All staff	<ul style="list-style-type: none"> Responsible for ensuring the policy is implemented in a fair and consistent manner. Act as role models in every interaction. Ensure their own response is in accordance with training received.
SEN/Inclusion	<ul style="list-style-type: none"> Responsible for ensuring staff are trained as appropriate in the use of physical restraint. Quality assuring the application of the policy in all areas of the School. Ensuring that staff are trained in reporting incidents of physical restraint Tracking and monitoring the use of restraint, and ensuring support is given to pupils and staff as appropriate. Responsible for completing and sharing risk assessments for pupils who present severe behavioural difficulties.
Principal	<ul style="list-style-type: none"> Responsible for the implementation and day-to-day management of the policy and procedures Reports records of serious incidents to LGB on a termly basis
Local Governing Body	<ul style="list-style-type: none"> Responsible for ensuring the Behaviour for Learning policy (including physical restraint) is in place, meets all statutory requirements, and is clearly communicated to all stakeholders.

7. Implementation

Staffing and training

- 7.1 The Inclusion manager identifies staff training needs, and SLT reviews this on an annual basis, or when the need arises. SLT is responsible for ensuring that sufficient numbers of staff are trained in different areas of the school.

- 7.2 Identified staff receive 'Team Teach' certified training in the methods of de-escalation and use of physical restraint. Records of this training are kept on individuals' HR files and are retrained in accordance with Team teach guidance.
- 7.3 All members of school staff have a legal power to use reasonable force. At Salisbury Manor, where possible, only trained staff use techniques of physical restraint with children.
- 7.4 This legal power applies to any member of staff at the school. It can also apply to people whom the Principal has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.
- 7.5 The inclusion Manager and Pastoral Manager both have undertaken Team Teach Train the Trainer training so that staff are trained in using Team teach de-escalation methods or where necessary physical restraint

Carrying out restraint

- 7.6 The adult involved must constantly assess the level of risk involved for both the pupil and others in the environment.
- 7.7 All other methods of de-escalation should be attempted, and exhausted, before restraint is considered. These include (depending on the age of the pupil) distraction, re-direction, persuasion, removal of items that could cause harm, removal of other pupils from a room or area.
- 7.8 Restraint should be carried out according to the techniques taught in 'Team Teach'. Where possible, staff must always be supported by an additional adult during a restraint. The second adult, if trained, can assist with the restraint method. If the second adult is not trained, they can offer support to the adult and child involved or call for further assistance if needed.
- 7.9 Suitable adjustments should be made to the methods involved in the case where the pupil has an identified SEND. The Inclusion Manager is responsible for ensuring all relevant staff are trained as appropriate and that staff are aware of triggers and suggested de-escalation techniques through a positive handling plan.

After the restraint

- 7.9.1 After the restraint has been carried out, the member of staff should complete the Bound and Numbered Book (which is kept in the Inclusion Manager's office).
- 7.9.2 The standard restraint letter should be given to the parent on the same day as the incident, along with an explanation of the situation that lead to the restraint and any follow-up necessary. Staff should write in the restraint book that a letter has been issued. Letters should not be put in bags without a conversation. Where it is not possible to see the parent on the same day, a phone call must be made.
- 7.9.3 The incident should also be logged on CPOMS (the school's behaviour logging system) along with the number of the Bound and Numbered Book entry.
- 7.9.4 The Bound and Numbered Book is checked by the Principal or Inclusion Manager on a weekly basis.
- 7.9.5 Following the restraint, both the adult and the child should be checked for injuries and debriefed according to the process in Team Teach.
- 7.9.6 Where it is known that a pupil is likely to present severe behavioural difficulties, a Positive Handling Plan should be carried out by the Inclusion Manager to assist staff in judging the benefits and risks of any proposed intervention for staff, the pupil concerned and others. This should be shared with all relevant staff.
- 7.9.7 Where there is a pattern of incidents that lead to restraint, the Inclusion Manager must ensure that a suitable investigation takes places into the triggers that are leading to

incidents. For example, by arranging assessments by the Local Authority's Inclusion team, Education Psychologists and meetings with parents.