

Rise Multi Academy Trust: Positive Handling Policy 2026-2027



Date of Policy: 2026-2027

Approved by the Trust Board: 18 March 2026

Review Date: March 2027

Signed: 

Introduction

This policy sets out the framework for how we support children in moments of dysregulation. It has been developed to comply with current statutory guidance and to follow recommended practice from Team Teach.

Rise Multi Academy Trust is committed to schools being safe and nurturing learning environments and recognises that positive behaviour support must be prioritised. Restrictive interventions are a last resort to ensure the safety of everyone in our schools.

This policy will be kept under review and updated bi-annually or in response to a change in statutory guidance.

Key Principles

The Trust recognises its responsibilities under relevant legislation, including the Equality Act 2010, the Education and Inspections Act 2006, the Children Act 1989 and 2004, and the Human Rights Act 1998 and will ensure that all behaviour support and physical intervention is in line with Keeping Children Safe in Education.

The Trust promotes positive behaviour support that is based on relationships and knowing our pupils well. Restrictive interventions will therefore always be a last resort. The use of force and/or seclusion must be:

- Necessary
- Proportionate
- Reasonable
- For the shortest time possible

Throughout all behavior support, the dignity, safety and rights of pupils are paramount.

Definitions

Restrictive Intervention is any act that prevents or restricts a pupil's movement. Restrictive intervention describes both physical and non-physical actions aimed to restrain pupils in different ways.

Reasonable force is the minimum force necessary to prevent harm to self or others, prevent serious damage to property and to maintain safety and good order.

Significant incident is any incident where the use of force goes beyond appropriate physical touch contact between pupils and staff such as when physical force is used to implement a restrictive intervention.

Seclusion is a non-disciplinary intervention that involves keeping a pupil confined to a place, away from others, and preventing them from leaving either by physical obstruction or blocking.

Seclusion is used only in response to immediate risk of serious harm. It must never be used as a punishment and requires continuous supervision for the pupil involved. Seclusion must be reported and recorded.

Restraint is a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact.

Interactions with Pupils

All pupils are individuals and need to be treated in a way that best meets their needs. It is therefore essential that an equitable individualised approach to behaviour support for those children with additional needs.

All interactions with pupils should:

- Be respectful and clear
- Promote dignity
- Avoid escalation

Staff should prioritise:

- Calm communication
- Emotional regulation support
- Relationship building

Positive Behaviour Management

To promote positive behaviour, it is recognized that a preventative approach be taken to pro-actively meet the needs of each child. To do this, staff will:

- Identify triggers and early warning signs of dysregulation
- Use de-escalation strategies to support regulation
- Promote positive experiences
- Reinforce positive behaviour

To understand the purpose of behaviour, staff will work collaboratively to identify what a child is communicating through their actions. By responding to behaviour as a method of communication, staff are able to resolve the cause.

Before any restrictive intervention, staff must use identified and appropriate de-escalation strategies to support that individual. These could include:

- Calm verbal support
- Distraction and re-direction
- Reassurance
- Offering choices
- Withdrawal / quiet space (not seclusion)
- Change in adult or environment

Risk Assessment and Physical Intervention Plans

At times, some of our pupils present behaviours that risk their safety or the safety of those around them. It is vital that we adopt the correct approach to dealing with these behaviours for the individual and then implement these plans consistently. To ensure this, the class teacher, in conjunction with those people who know the individual best, will assess the risks posed by the behaviours and record this in a personalised risk assessment.

The risk assessment is part of, and will inform, the Physical Intervention Plan (PIP). A Physical Intervention Plan will contain:

- Identified triggers and early warning signs that indicate dysregulation for this child

- Pre-agreed strategies that are known to support the child in regulation and avoid crisis or further escalation
- Pre-agreed physical intervention strategies that are known to support the child regulate and maintain safety
- Support strategies the child needs following dysregulation to support re-connection and stability

Physical Intervention Plans should be shared with parents and/or carers. Parents should be asked to sign to say that they have read and understood the PIP.

Use of Restrictive Intervention

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

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

Staff may need to use a restrictive intervention in specific circumstances and it is expected that individual situations will be assessed and guidance will be followed. To make this assessment, the member(s) of staff should consider the following:

Is it necessary?

- Where possible and applicable, staff should have used all other effective, less restrictive ways to manage a situation including de-escalation strategies
- Staff should consider if restrictive intervention will reduce risk or would it escalate the situation further or cause more harm than the behaviour itself

Is it proportionate?

- Staff must use the least amount of force or least restrictive intervention necessary for the least amount of time required
- If the intervention is escalating the situation, staff should consider if an alternative approach could be more successful
- Staff should consider the personal circumstances of the individual child including medical conditions, special educational needs or other vulnerabilities, their age and size, and must consider relevant equality implications

Have you considered the pupil's welfare?

- Staff should consider the impact on the pupil's overall welfare, balanced against any actions taken. For example, pupils who have experienced an adverse life event, with diagnosed or undiagnosed medical conditions or sensory impairments, past trauma or neglect, communication difficulties, or other needs, may find the use of restrictive interventions particularly distressing.

- Staff should seek to maintain respect for a pupil's dignity. This may include, where possible, considering the location and environment where any intervention is used, such as in front of their peers.
- Where possible, staff should clearly and calmly communicate to the pupil what is happening, why, and explain what the pupil needs to do.
- For pupils with difficulties with speech, language and communication, or with English as an additional language, verbal and/or non-verbal strategies should be used to ensure the pupil understands what is happening and has adequate time to process information and respond.
- Staff should seek to understand how the pupil is feeling and use this information to determine whether the restrictive intervention should be, or continue to be, applied, reduced or stopped.

The trust recommends that, where staff are more likely to need to use reasonable force and/or other restrictive interventions, staff should be adequately trained in safe and lawful use in preventative strategies and physical intervention. This training will support staff in making the above decisions and knowing when it is appropriate to use restrictive intervention.

Use of Reasonable Force to Search Pupils

Headteachers and members of staff have a statutory power to search a pupil of their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item under the Violent Crime Reduction Act 2006.

It is recommended that, where possible, the person conducting the search is of the same gender as the pupil and two members of staff are present when searching a pupil or their possessions. The student cannot be required to remove any clothing other than outer clothing.

If a search reveals any offensive weapons, or evidence in relation to an offence, the school must inform the police.

Seclusion

Seclusion should only be used in situations where the child is experiencing high levels of emotional or behavioural dysregulation that poses a threat to safety.

The place that a pupil is confined should be safe and un-threatening. The pupil should be supervised at all times and as soon as risk of harm has reduced, the pupil should be allowed to leave.

Seclusion must not be used as a punishment or implemented by staff through threat of punishment.

Recording and Reporting

Incidents that have resulted in restrictive intervention must be recorded as soon as is practicable to do so after the event. It should be recorded by the staff member(s) involved and it should be done the same day where possible.

When a physical intervention plan is in place, incidents should continue to be logged.

The headteacher or school leader should be made aware of any incident that

has resulted in restrictive intervention.

Records should include:

- Full names of pupils and staff involved
- Any relevant needs or individual circumstances, including if the pupil has SEND
- Time, date, location and approximate duration of the restrictive intervention
- Brief account of the incident including what events led to the dysregulation of the child, identified or potential triggers, any de-escalation strategies used and what type of reasonable force was applied.
- Any injuries to any persons involved as a result of the incident
- Brief account of why the use of force was assessed as necessary in that instance
- What post-incident support was needed.
- When and how parents were notified

Following any incident, there should be a debrief for staff to review current provision and risk assessment to make any necessary amendments or changes to proactively support the pupil.

Logs of restrictive intervention should be monitored by the headteacher to identify patterns to inform reasonable steps to reduce the need for continued physical intervention.

Post-incident Support

Following all incidents that lead to restrictive intervention, an emphasis on recovery and relationships is important for both pupils and staff. Children and staff must be given time to regulate and process the incident before being expected to participate in any restorative or reflective activities.

As individuals, pupils may require different levels of support after an incident. As part of a Physical Intervention Plan, there should be a record of activities and support strategies that are helpful to the individual child following restrictive intervention.

It is also expected that staff may need time to regulate following an incident of this manner. Headteachers and senior leaders should liaise with staff to ensure support and time is given.

As part of an evaluation of the incident all staff should consider how the situation was handled and whether improvements could be made to improve actions in the future and reduce the need for further restrictive intervention.

Team discussions to review and update PIPs take place as and when behaviours change but at least on an annual basis.

Data Protection

Data will be processed to be in line with our requirements and protections set out in the UK General Data Protection Regulation, Data Protection Act as amended by the Data (Use and Access) Act 2025.

Appendix A – Physical Intervention Record

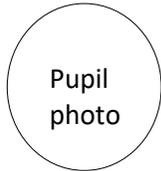
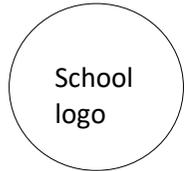
Physical Intervention Record					Incident No:
Name of child:					
Date of birth:			Class:		
Name of Adults involved:					
Date:		Location:		Time:	
Details of behaviour leading to the use of measure (be factual: what did the child say and/or do?)					

De-escalation strategies used:					
Humour		Verbal Support		Clear instructions	
Choices		Distraction		Diversion	
Reassurance		Planned ignoring		Contingent touch	
Calm talking		Patience		Change of environment	
Change of adult		Reminder of expectation		Success reminders	
Why was restrictive intervention necessary?					
Risk to self		Risk to others		Risk to safe physical environment	
Risk to safe psychological environment		Prevention of physical distress		Prevention of physical harm	
A description of restrictive intervention (be factual: what did you say and/or do?)					

Duration of measure:		Did any injury occur:	If so, to whom:	Description of injury:	
Who has been informed?					
Social worker		Health and Safety Record		LADO	
Parent/Carer		Headteacher		Any other	

This is the RISE MAT Physical Intervention Record Form, which needs to be completed after staff members use restrictive intervention. This needs to be completed, shared with SLT to then be placed in the record book with a copy uploaded to CPOMS.

Appendix B – Risk Assessment and Physical Intervention Plan Template



Pupil name – Year _ – E/K- R+
 Diagnosed or identified need
 Medical diagnoses



What behaviours I show and why: <ul style="list-style-type: none"> • • 	What I might do when I begin to dysregulate: <ul style="list-style-type: none"> • • 	What helps me to feel safe and calm: <ul style="list-style-type: none"> • •
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Early De-escalation	When in Crisis	Recovery	De-brief / Restoring Relationships
<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

Reporting and Recording

- Inform parents by phone including any need for first aid
- Record in school's Physical Intervention record book and upload to CPOMS incident
- Inform SLT where necessary
- Make any changes to PIP and risk assessment after team de-brief

Hazard Identification and Risk Assessment

Write down all behaviours the child shows in the appropriate boxes below depending on the frequency they occur and the risk of harm/injury they present. Prioritise behaviours which happen often and pose most risk of harm/injury.

Prioritize an action plan for behaviours which occur in the darker boxes.		Risk of harm/injury		
		3 = Low risk of harm / minor injury	2 = Medium risk of harm / significant injury	1 = High risk of harm / serious injury
Likely frequency	C) Low once or twice per month or less frequent			
	B) Medium = several times per week			

<i>I confirm that I have read this Positive Handling Plan</i>	
Signature of Head Teacher:	Date:
Signature of Parents:	Date:
Signature of Pupil:	

	A) High = likely to happen daily and often throughout the day			
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This document has been read by:			
Staff name	Signature	Date	Team Teach Trained (yes or no)
