

Green Lane School



Positive Handling and Use of Reasonable Force Policy

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1. Introduction

At Green Lane we strive to create a safe, secure and supportive environment for all our pupils and staff.

There are times when the use of restrictive interventions, including reasonable force, is lawful and necessary to keep people safe. However, we understand that the use of restrictive interventions can have a significant impact on pupils, staff and parents/carers. In our school, they are only ever considered as a last resort, once all other prevention and de-escalation strategies have been exhausted.

This policy aims to:

- Minimise the need to use restrictive interventions, through early support, prevention and de-escalation strategies
- Help school staff feel confident in knowing how to use restrictive interventions safely, appropriately and lawfully, when they are necessary
- Clearly set out the steps for recording and reporting incidents of reasonable force, seclusion and restraint
- Protect the safety, wellbeing and dignity of all pupils and staff, and help create a positive and safe place for everyone at school

Positive Handling refers to the range of positive behaviour support strategies employed by staff at Green Lane School which emphasise de-escalation, risk and restraint reduction.

We acknowledge that at times some of our pupils display behaviours that could put themselves or others at risk and that we need to intervene to reduce this risk.

At Green Lane we believe that the use of positive touch is a vital aspect of our nurturing role and that adult physical contact is not only inevitable but desirable. Some pupils will require positive touch as part of their everyday routines, such as holding hands, linking arms or being guided in the correct direction.

We understand that at times, Physical Intervention is required as the last resort. This will usually be when other de-escalation attempts have been unsuccessful and physical intervention is required to keep people or property safe. All restrictive physical intervention is used as an absolute last resort.

Physical Intervention and restraint is an emotive topic and the experience of physical intervention can be stressful for all concerned. For this reason, key principles of any use of physical intervention should be that it is:

Reasonable, Proportionate, Necessary and in the best interests of the person (s).

Staff need to be clear why physical intervention and the type of intervention used were reasonable (ie: best interests of the child), proportionate (ie: was used as a last resort and not as a first point of call), and necessary (ie: to prevent people or property from coming to harm.)

2. Legislation and guidance

This policy is based on the Department for Education (DfE) guidance on restrictive interventions, including the use of reasonable force, in schools. It also meets the requirements of:

- Section 93 of the Education and Inspections Act 2006
- Section 93A of the Education and Inspections Act 2006, inserted by the Apprenticeships, Skills, Children and Learning Act 2009
- Section 550ZA and section 550ZB of the Education Act 1996
- Equality Act 2010
- Health and Safety at Work etc. Act 1974 and associated regulations
- Human Rights Act 1998
- Keeping Children Safe in Education
- The Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025
- Department for Education guidance on searching, screening and confiscation
- Behaviour and discipline in schools
- Use of reasonable force in schools

3. Definitions

The terms we use in this policy are defined as follows. These definitions are based on the Department for Education's guidance on restrictive interventions.

- **Restrictive interventions** are used to prevent, restrict or subdue movement of the body or part of the body. This policy uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

Example of restrictive interventions could include:

- Supervision of a pupil in an area away from others, where the pupil is prevented from leaving for their own safety and/or the safety of others
- Passive physical contact, such as a staff member blocking a pupil's path if they're running towards danger (like a busy road), or staff standing between pupils to prevent a fight

- **Reasonable force** refers to the broad range of actions used by staff that involve a degree of physical contact to restrain children, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.

Examples of the use of reasonable force could include:

- A staff member guiding a pupil to safety by the arm
- Staff breaking up a fight between pupils
- A staff member restraining a pupil to prevent injury to the pupil, or others

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

Examples could include:

- A staff member holding a pupil's arms to their sides when the pupil is attempting to harm themselves or others
- **Seclusion** is a non-disciplinary intervention that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others. Seclusion requires statutory powers, where a person is forced to spend time alone, however can be used in extreme and significant circumstances.
- A **significant incident** is any incident where the use of force goes beyond appropriate physical contact between a member of staff and a pupil. This includes when physical force is used to implement a non-physical restrictive intervention.

4. Appropriate physical contact with pupils

Our school does not have a 'no contact' policy. We do not grant any requests by parents/carers or staff members not to use reasonable force and/or other restrictive interventions.

There are circumstances when it is appropriate for staff to have some physical contact with pupils which does not give rise to any question over the use of reasonable force or other restrictive interventions.

Examples include:

- Providing first aid to a pupil
- Guiding or escorting a pupil through the school building or on a school trip by holding their hand
- Comforting a pupil who is upset
- Offering congratulations or praise, such as with a pat on the back or handshake
- To demonstrate how to use a musical instrument
- When demonstrating exercises or techniques during PE lessons or sports coaching

In assessing whether physical contact is appropriate in any given situation, staff should use their professional judgement, and have regard to:

- Our school's child protection and safeguarding policy
- The specific circumstances, such as whether there are other adults present
- Factors including, but not limited to:
 - The pupil's age
 - Any known vulnerabilities, including SEND
 - Whether any alternative strategies that don't involve physical contact can be used

5. Seclusion

As defined above, seclusion is a non-disciplinary intervention that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others. Seclusion requires statutory powers, where a person is forced to spend time alone, however can be used in extreme and significant circumstances.

Seclusion would only be used as a safety measure when a pupil is experiencing high levels of emotional or behavioural dysregulation, there is an immediate high risk to others and there is no other

option. Seclusion is not used as a threat or punishment. Seclusion is not a disciplinary response to deliberate or wilful misbehaviour. Please see our behaviour policy for information on our response to misbehaviour and dysregulation support.

In an extreme circumstance where seclusion has to be used:

- The pupil will be secluded in a safe place that does not feel threatening or intimidating to them .
- The pupil will be supervised at all times, by at least 1 member of staff
- As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave.

Any incident involving the use of seclusion will be recorded and reported in accordance with the procedures.

The use of the Quiet Room is to be treated as seriously as the use of other restrictive physical interventions. Its use should be assessed against each individual pupil, as pupils may respond differently to these types of supportive spaces. A pupil's past experiences should also be explored/discussed prior to its planned use to avoid any previous or new traumas. With that in mind, any pupil making use of the Quiet Room should have that information recorded on their Behaviour Smart Plan and or Behaviour Support Profile (BSP). It should also include clear information on how this room is to be used with the pupil in question, including timings, how to monitor, de-escalation strategies, and how to avoid getting to the point where the rooms use is needed.

When considering the use of the Quiet Room, important legal definitions include:

- Seclusion – forcing individuals to spend time alone against their will;
- Time out – restricting positive reinforcement as part of a planned behavioural programme;
- Withdrawal – removed from the situation but observed and supported until they are ready to resume.

The Quiet Room at Green Lane is part of a holistic approach to behaviour management. Its use should always be planned for and the aim is to support pupils in learning to regulate their own behaviour. Its use in this way, should be explicitly taught proactively through co-regulation strategies and in a positive way. It is a space where pupils can withdraw themselves to, or be directed to in order to self-regulate. Pupils using the Quiet Room must be closely monitored at all times. A member of staff should be present at all times. Although there is no door on the school's quiet room, this guidance also applies to other classrooms and spaces in and around the school site. A member of staff should always be present in the immediate space/room, unless it is unsafe or jeopardises the regulation of the pupil in question. No pupil should ever have a door or gate closed on them, so that they are then forced to be secluded in a room or space, unless it is an absolute emergency. In any such emergency, the PH co-ordinator and or another member of SLT should be notified immediately. Pupils may choose to close a door or gate to support their own regulation, which should be monitored at all times, however this should be avoided. No pupil should be forced to stay in such a room or space, unless in an emergency and or if they are risk of harm to themselves, others, property, and or 'good order' of the school.

Due to its location on the corridor, the Quiet Room is sometimes a suitable place to withdraw a pupil who is posing a significant risk of harm to themselves or others, where they can be safely supported using PH techniques. The Quiet Room should not be the "go to" location for this, but it may be the nearest available space other than supporting the pupil on the corridor. In such situations staff should remain with the pupil in the Quiet Room throughout the course of the intervention and beyond. Any repeated or prolonged use of this room should be reported immediately. The Headteacher or PH co-ordinator should be informed if the Quiet Room is being used in this way so that they can monitor its use.

When using the quiet room, behaviour/observation will be logged every 5 - 10 minutes on a quiet room log document. The doorway should not be blocked unless it is reasonable, proportionate and necessary and or in the best interests of the pupil. Pupils should ALWAYS be supervised and there

should be a clear exit plan to the room. If used as part of a significant incident, an incident should be logged on Behaviour Smart. If used as part of a planned or sporadic low level regulation space, a Behaviour Smart log is not deemed necessary unless the staff member feels it is appropriate.

6. Roles and responsibilities

The governing board

The governing board is responsible for:

- Reviewing and approving this policy
- Ensuring that a procedure is in place for recording and reporting each:
 - Significant incident involving force
 - Seclusion incident
 - Restraint incident
- Taking all reasonable steps to ensure that the procedures for recording and reporting the use of force, seclusion and restraint are followed
- Regularly reviewing and interrogating data on the use of restrictive interventions in our school
- Supporting and challenging school leaders to identify where changes may be needed to practice. For example:
 - If approaches have been used for some time but haven't been effective
 - If there is any disproportionate use of restrictive interventions, including in relation to pupils who share protected characteristics or have SEND or other types of vulnerabilities

The Headteacher

The Headteacher is responsible for:

- Overall implementation and oversight of this policy
- Making sure that appropriate and high-quality training on preventative strategies and the safe and lawful use of restrictive interventions is provided for staff who need it, based on our school's individual context and needs
- Ensuring adequate staffing levels to support positive behaviour management
- Monitoring incidents involving restrictive interventions, including regular review of incidents to refine and improve processes
- Ensuring compliance with recording and reporting requirements
- Authorising staff to search a pupil or their belongings if they have good reason to think the pupil has a prohibited or banned item
- Following the procedures set out in our complaints policy to deal with any complaint about the use of restrictive interventions
- Following the statutory safeguarding guidance Keeping Children Safe in Education if an allegation regarding inappropriate use of force and/or other restrictive intervention is made against a member of staff

All staff

All members of staff are responsible for:

- Making sure they have read and understood the principles of this policy and any other linked policies
- Using de-escalation techniques and positive behaviour management strategies to try to minimise and prevent the need for restrictive interventions
- Accurately recording every seclusion incident, restraint incident and significant incident involving force that they are involved in
- Reporting these incidents to the Assistant Headteacher (Behaviour & Pastoral)
- Recording any injuries that occur as part of an incident involving restrictive intervention, and following our health and safety policy to ensure these are reported to the Health and Safety Executive where necessary
- Taking part in training on preventative strategies and the safe and lawful use of restrictive interventions, if relevant to their role (this may include additional training appropriate to their responsibilities)
- Engaging in follow-up conversation(s) to debrief and reflect on incidents involving restrictive intervention that they were involved in, to help us understand what happened and why

Assistant Headteacher (Behaviour & Pastoral)

The Assistant Headteacher (Behaviour & Pastoral) is responsible for:

- Ensuring every seclusion incident, restraint incident and significant incident involving force is communicated to each parent/carer of the pupil involved
- Making sure records are kept securely and in accordance with safeguarding and data protection procedures
- In accordance with the Headteacher and DSL, contacting the local authority in cases where informing a pupil's parent/carer of the use of reasonable force, seclusion or restraint on their child would put that child at risk of significant harm. Working with pupils, parents/carers and relevant school staff to develop and review behaviour support plans and risk assessments for any pupils with SEND where it's been identified that there is an increased likelihood of the need to use restrictive interventions
- Ensuring staff are aware of individual pupil needs and associated behaviour support strategies
- Working with staff who know pupils well, to identify and manage risk (such as trigger points when challenging behaviour is more likely to occur)
- Working with pupils, parents/carers, staff and other relevant professionals to develop prevention and de-escalation strategies
- Advising on reasonable adjustments for any pupils with disabilities when considering prevention and de-escalation strategies
- Participating in the review of restrictive intervention incidents, including using data to support actions.
- Providing advice and support on the application of this policy
- Contributing to staff training on SEND and behaviour management, including the use of restrictive interventions

7. Acceptable uses of force

All our school staff have a legal power to use reasonable force in certain situations.

Staff can use reasonable force to prevent or stop a pupil from:

- Hurting themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils, in or out of lessons

While all staff have this power, some staff, especially those who work closely with pupils who might show challenging behaviour, are more likely to need to use it than others.

We will ensure staff are adequately trained and that risk assessments are carried out where necessary.

Any significant incident involving the use of force will be recorded and reported in accordance with the school's procedures.

8. Unacceptable use of force

It is illegal to use force on a pupil for the purpose of punishment. We never use force as a sanction, threat or deterrent.

Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

The following uses of force are **never acceptable**:

- Staff using force for the purpose of punishment
- Staff restraining a pupil in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
- Staff using restrictive force on the ground (unless it is part of an Advanced Team Teach response). If a pupil is unintentionally held on the ground, staff should release their hold or move into a seated or safer position as quickly as possible

9. Using reasonable force to search pupils

The Headteacher and any member of staff authorised by the Headteacher have a statutory power to search a pupil or their belongings if they have reasonable grounds to suspect that the pupil may have a prohibited item (as listed in the DfE's [searching, screening and confiscation guidance](#)) or an item banned under our school rules.

They **can** use reasonable force to search for prohibited items (as listed in the DfE's searching, screening and confiscation guidance), such as knives, weapons, stolen items or illegal drugs. They **cannot** use reasonable force to search for items that are banned under our school rules only, such as mobile phones.

The decision to use reasonable force to carry out a search should be made carefully, on a case-by-case basis and taking into consideration the level of risk to pupils and staff.

10. Prevention and de-escalation strategies

Restrictive intervention is used only when necessary. We aim to minimise its use as much as possible, using both whole-school and individual approaches.

Our whole-school approach includes:

- Consideration of how our school and classroom environment can support all pupils to achieve and thrive
- Sharing best practice for whole-class behaviour management, and for managing communal spaces such as corridors and playgrounds
- Training staff in effective communication strategies, such as using appropriate tone of voice and empathy to aid de-escalation
- Development of working staff-pupil relationships and trust
- Recording and analysing data on the use of restrictive interventions to inform improvement planning

The individual approaches we use include:

- Working closely with parents/carers to support individual pupils
- Strategies to support individual pupils based on their identified needs, including:
 - a. The development of behaviour support plans
 - b. Strategies to help pupils regulate before their behaviour / dysregulation escalates
 - c. Making 'reasonable adjustments' to help them participate in school life as fully as possible

De-escalation when a situation arises

When a staff member is faced with a situation where a restrictive intervention may need to be used, they should consider using de-escalation techniques first, wherever possible. Techniques that could be used in these situations include:

- Having open body language and being aware of a pupil's personal space
- Taking a pupil away from an 'audience' – speaking to them on their own rather than in front of a group of other pupils or staff
- Using empathy – asking the pupil to help you understand their feelings
- Distraction techniques
- Offering a calm space for the pupil to go to so they can self-regulate
- Verbal warnings – calmly reminding the pupil of the consequences of their behaviour

11. Deciding when the use of restrictive interventions is appropriate

Use of Physical Intervention

All staff have a legal duty of care to act appropriately to keep all pupils safe. Where physical intervention is deemed necessary, a permanent, Team Teach-trained member of staff should take the lead in supporting the pupil. However, we recognise that at times pupils may be supported by agency or temporary staff. In situations where there is an immediate risk of harm and a permanent Team Teach-trained staff member is not available, any staff member must act within their duty of care, which may include the use of physical intervention.

In such instances, a request for a permanent, Team Teach-trained staff member should be made immediately, and that staff member will take over the intervention as soon as it is safe and practical to do so.

Necessity and proportionality

The decision on whether to use restrictive interventions is down to the professional judgment of the staff member and will always depend on the individual circumstances of each situation.

Staff should always consider whether there are other ways to manage the situation, such as the de-escalation techniques and/or seeking assistance from a colleague. However, there may be times when staff have no other choice but to use restrictive interventions, to reduce the risk of harm to the pupil and/or others.

When assessing whether a restrictive intervention is required, staff should always consider:

- **Is it necessary?**
 - a. Are there other more effective, less restrictive ways to manage the situation?
 - b. Is a restrictive intervention likely to successfully reduce the risks, or could its use escalate the situation further or cause more harm than the behaviour itself?
- **Is it proportionate?**
 - c. Staff should use the **least** amount of force or the **least** restrictive intervention for the **least** amount of time required to reduce the risks
 - d. If the intervention itself is escalating the situation, staff should reconsider their approach and attempt an alternative strategy
 - e. Staff should consider the individual circumstances of the pupil, such as their age, size and any medical conditions, SEND or other vulnerabilities

Responding to Unforeseen Emergencies

The school recognises that there are unforeseen or emergency situations which may cause the need for a physical intervention. The key principles are that any physical intervention should follow a dynamic risk assessment and be:

- in the best interest of the child;
- reasonable and proportionate;
- intended to reduce risk;
- the least intrusive and restrictive of those options available which are likely to be effective.

Following any emergency responses, a positive handling incident form must be completed in the usual way. Following this, the positive behaviour plan should be created or adapted to respond to the new intervention, and a review meeting may be called to review health and safety.

12. Pupil and staff welfare

Pupil welfare

The most important consideration when using a restrictive intervention is the safety and wellbeing of the pupil involved, as well as the safety of other pupils and staff. Staff should always consider the potential impact on the pupil's welfare balanced against any actions taken. For example, staff should bear in mind that pupils who have experienced adverse life events, trauma or neglect, or who have diagnosed or undiagnosed medical conditions or sensory differences, communication difficulties or other needs, may find the use of restrictive interventions particularly distressing.

If a restrictive intervention is needed, staff should always aim to maintain respect for a pupil's dignity. This includes consideration of the location and environment where any intervention is used, such as in front of their peers.

Staff should, wherever possible, clearly and calmly communicate to the pupil what is happening, why, and what the pupil needs to do, including using verbal and non-verbal strategies where needed, and giving time for the pupil to process information and respond where appropriate.

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.

Support following an incident

As soon as possible after any use of restrictive intervention, our school will evaluate the incident to understand why restrictive intervention was used, the impact on pupils and staff, any patterns and trends, and how another incident could be avoided in the future.

Our school will make sure each pupil and staff member involved get the right support, including a first aid assessment and treatment if needed, and an opportunity to reflect on and talk through the incident.

This follow-up conversation(s) will be part of the overall debriefing process to understand what happened during the incident and why, based on separate reflections from all parties involved. Conversations should also aim to repair and rebuild relationships through dialogue.

Wherever possible, this process will be facilitated by a staff member who was not involved in the incident. It may also include the presence of an additional person to ensure impartiality and support. The school will continue to monitor pupil and staff wellbeing and provide additional support if needed.

Depending on the circumstances, support may also be offered to those who witnessed the incident.

Post incident learning and recovery

At Green Lane, post-incident learning and recovery are essential components of our positive handling approach. We recognise that every pupil is unique, and therefore all post-incident learning is tailored to the individual needs of each child. This may be differentiated through the use of visual supports,

personalised language scripts, and other appropriate communication tools to ensure accessibility and understanding.

Post-incident learning plays a vital role in helping pupils reflect on and understand their behaviour, supporting the development of emotional literacy and contributing to improved self-regulation. It also informs staff planning for future support, ensuring a proactive and personalised approach to behaviour management.

All post-incident learning is recorded on the Behaviour Smart online system and reflected in the pupil's individual Smart Plan, ensuring a consistent and informed response across the school team.

13. Considerations for SEND

We understand that pupils with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Pupils who have difficulty communicating verbally might show their needs and discomfort through their actions.

Our school is committed to understanding what might trigger dysregulated behaviour and provide the right support and an inclusive environment.

We will carry out risk assessments for pupils, where we identify that there is an increased likelihood of needing to use reasonable force and/or other restrictive interventions. Our school is aware of its duty under the Equality Act 2010 to make reasonable adjustments for pupils with disabilities to avoid disadvantage and ensure they can take part in school life as fully as possible.

We will utilise staff who know individual pupils well to help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur, and develop proactive strategies to reduce the likelihood of restrictive interventions being used. We will also work with the pupil, their parents/carers and other professionals to develop prevention and de-escalation strategies.

These strategies might include:

- Removing stimuli that may be causing distress to the pupil
- Staff members changing how they communicate with the pupil, such as being more mindful of body language, facial expressions and/or tone of voice
- Helping the pupil express their emotions before getting overwhelmed
- Engaging the pupil in activities to help them regulate their emotions
- Distracting the pupil with familiar objects or activities to redirect their attention

Where appropriate, we will create individual behaviour support plans for pupils. The plan will be reviewed regularly, and following any significant incident, with the pupil and parents/carers, where appropriate, to make sure it's still working well. The plan will:

- Outline any adjustments, such as to address aspects of the school environment which the pupil finds challenging
- Explain the best ways to communicate with the pupil
- In some cases, specify when increased physical contact with staff might be appropriate. These situations will be discussed with everyone involved and clearly written down in the plan

14. Training and risk assessments

Our school will make sure that all staff who are likely to need to use reasonable force and/or other restrictive interventions are adequately trained in their safe and lawful use and in preventative strategies.

We also have a duty to ensure the health, safety and welfare of our staff. Therefore, we carry out risk assessments to ensure that staff who regularly work alongside pupils where the use of reasonable force and/or other restrictive interventions may be required can do so as safely as possible.

At Green Lane, we are committed to providing a safe, supportive, and inclusive environment for all pupils and staff. To ensure the highest standard of behaviour support, we have invested in the training of five in-house Team Teach tutors—three Advanced-level and two Intermediate-level. This in-house expertise enables us to deliver proactive and reactive support of the highest quality across the school.

Having our own accredited Team Teach tutors allows us to deliver initial training, refresher sessions, and targeted workshops regularly throughout the academic year. All permanent staff receive Team Teach training as part of their induction, with annual updates in line with Team Teach reaccreditation protocols.

To further support staff practice, we offer workshops throughout the year for those who are already accredited, focusing on both physical and non-physical techniques. As physical interventions are rarely used at Green Lane, these workshops ensure staff remain confident, competent, and current in their knowledge and application of appropriate strategies.

In addition, we offer wider professional development through Teaching and Learning Clinics, which are scheduled across the year and promote reflective practice and continuous improvement in behaviour support strategies.

The core aim of Team Teach training is to enhance staff understanding of behaviour and equip them with a range of de-escalation and risk-reduction strategies, underpinned by a holistic, person-centred approach. The training promotes 95% focus on de-escalation and only 5% on physical intervention/risk reduction, ensuring that the emphasis remains on prevention and positive relationships. This ethos is embedded throughout the culture of Green Lane.

15. Advanced Team Teach Techniques (Ground Recovery Supports)

We currently have three staff members trained as Advanced Team Teach tutors, qualified to deliver training in the use of ground recovery support techniques. While the use of ground holds is considered an extreme emergency-only response, a small, designated group of staff have been trained in these techniques for specific pupils whose behaviour plans require such strategies.

The decision to implement an advanced ground support or recovery technique must be authorised by a senior leader who is also an Advanced Team Teach tutor. This includes the Headteacher, Deputy Headteacher, Assistant Headteachers (Advanced Tutors). These techniques may only be delivered or directed by Advanced Tutors and advanced trained staff.

In an emergency, where an Advanced Tutor is not immediately available, other Team Teach-trained staff (Intermediate Tutors or Level 2 accredited staff) may assist under the direction of an Advanced Tutor. If this is also not feasible, staff must still act within their duty of care to ensure the safety of all involved.

Further training will be delivered as needed, based on evolving pupil needs and risk assessments.

16. Planning

Any child requiring positive handling should have a Behaviour plan (Behaviour Smart Plan), which is created on the Behaviour Smart software. This should include information on:

- Background of the child – what information do we have about the child that could colour their feelings and emotions upon arriving in school and affect their ability to be a successful learner
- Warning Signals/Trigger behaviours – what behaviour or characteristics does the child display when they are unsettled or anxious – the early stages of a crisis
- Our responses – how do we respond to the child when they are displaying these initial behaviours? What de-escalation techniques do we try to attempt to calm the situation?
- Appropriate holds – what holds have proved effective in the past? Are there any holds inappropriate to use with this particular child for medical or other reasons?

All behaviour plans are regularly reviewed by class teams and is a 'working document'. In addition to this:

- Class teams and other relevant staff will have read this document.
- These plans are reviewed by M. Gaskell (Assistant Headteacher), as well as other relevant members of SLT.
- After any 'crisis' incident or use of any physical intervention, plans are reviewed immediately, including any updates.
- These plans highlight how positive behaviour support is implemented and how a 'crisis'/physical intervention should be supported and avoided.
- If appropriate to the individual, these plans state how any physical or restrictive intervention is an absolute last resort and how supports should be followed to prevent this from being needed.
- Staff are trained to follow Team Teach principles and protocols, with a focus on de-escalation.
- The 'Regulate, Relate, Reason' approach is followed by all staff.
- Incidents are recorded on Behaviour Smart and monitored and analysed by M. Gaskell (Assistant Headteacher) as well as other relevant members of SLT.
- Incidents are discussed with parents/carers, including any physical or restrictive intervention.

We also need to consider what happens after physical intervention. We need to:

- Outline strategies to help the child recover
- Record what we should do if the child is depressed or worried following an incident – how can we support them through this stage?
- Rebuild the relationship – relationships can be improved, damaged or stay the same after physical intervention. We want to improve the relationship so it is vital that we take the time to explain why physical intervention was necessary and help the child to find more appropriate ways of expressing their feelings in future.

17. Recording and reporting arrangements

We have a legal duty to record and report all:

- Significant incidents involving force
- Seclusion incidents
- Restraint incidents

All incidents where restrictive Physical Intervention and the quiet room use (significant incident) is used, must be recorded on the schools Positive Handling/Behaviour Incident Form on Behaviour Smart. This should detail exactly why and how positive handling techniques were applied with specific reference to the holds used. Staff involved should be tagged and sent a copy (via automated email) of the form on Behaviour Smart and the form is to be kept indefinitely in school records. Our school has a clear process in place for recording the incidents listed above.

Staff must record incidents in writing, as soon as possible after the event, and should endeavour to do this on the same day. Staff should do this even if the use of restrictive interventions is agreed as part of a pupil's behaviour support plan.

For significant incidents involving force, restraint or seclusion we will record:

- The names of the pupil and staff members directly involved
- Any relevant needs or circumstances of the pupil
- The time, date, location and approximate duration of the intervention
- A clear and brief description of what happened, including:
 - What led up to the incident
 - Any known or potential triggers for the behaviour
 - Any preventative or de-escalation strategies used
 - The type and degree of reasonable force used
 - Details of any physical injuries sustained, if applicable
- A brief explanation of why using force was assessed as necessary in that situation
- Details of any support given after the incident, such as medical help or emotional support

Completed reports will be kept securely and retained in line with our data protection procedures.

Reporting of Injuries following extreme dysregulation / physically challenging behaviour

It is good practice for a member of staff to check the pupil in question for any injuries, marks or scratches after extreme dysregulation, physically challenging behaviour incident or PH incident. Any marks, scratches or injuries sustained during the course of a Positive Handling incident or physically challenging behaviour/dysregulation incident, should be recorded and the injured party should be seen by a first aider once calm. At Green Lane the care and safety of pupils is our paramount concern however we recognise the working realities when individuals are involved in incidents involving the use of force. "Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that the service user remains safe." (George Matthews, Team Teach Chairman).

Recording and protocols for the use of ground recovery / support techniques (Advanced Team Teach)

All incidents that have required the use of ground recovery / hold techniques will follow the process below:

- A ground recovery technique can only be authorised by the Headteacher, Deputy, Assistant Heads (Advanced TT tutors). Should the above staff be unavailable, and in extreme circumstances, staff have a legal duty of care to keep themselves and other safe and should act in the best interests the pupil and others. All responses should be reasonable, proportionate and necessary to the situation.
- A staff member with at least a basic first aid qualification will monitor the pupil during an active ground recovery, including the positioning, breathing and colouring of the pupil.
- A staff member, where possible, will keep time of the length the technique is in place.
- Where possible, a ground recovery technique should not go beyond 12 minutes. Where a ground recovery technique is in place for 12 minutes, staff should seek to release initially, before engaging again, should they need to. Other techniques options should also be assessed for use at this point.
- There should be a clear dynamic plan to reduce the length of a ground recovery technique.
- Where possible, at least one staff member actively involved in the ground recovery (ideally the observer) should be trained to a minimum of basic first aid (1 day).
- Should there be any concerns linked to health during the restraint, such as; *Struggling to breathe; Complaining of being unable to breathe; Evidence of vomiting or report of feeling sick; Swelling, redness or blood spots to face or neck (petechiae); Blue tinge to lips, nose or skin (cyanosis); Marked expansion of the veins in the neck; Subject becoming limp or unresponsive; Loss of or reduced levels of consciousness; Respiratory or cardiac arrest, the restraint should be stopped immediately and further medical attention should be sought.*
- Following the incident, the pupil should be closely monitored, including checks by a first aider.
- Checks will also be completed 5, 30 and 60 minutes after the incident by a staff member who holds a minimum of a basic first aid qualification. This should be recorded on a 'Ground Recovery Medical Team Teach Checks' document, as per protocols set out by Team Teach. These will be uploaded to CPOMS for records.
- The incident will be recorded on Behaviour Smart.
- All incidents will be discussed with parents/carers.
- All risk assessments and positive behaviour plans will be reviewed automatically and dated for reference. These will be shared with staff and uploaded to CPOMS.
- All incidents and supporting documents will be monitored and reviewed by the schools Behaviour Lead (Advanced TT tutor/SLT) as well as the Headteacher, Deputy and Assistant Head.
- As per Team Teach protocols, the number of ground recovery holds will be reported to Team Teach every 8 weeks, using the Team Teach connect platform.

18. Reporting incidents to parents/carers

We are committed to maintaining clear, transparent, and timely communication with parents and carers, and we pride ourselves on the strength of these partnerships. Following any incident involving positive handling or restrictive physical intervention (RPI), parents/carers will be informed by a member of the class team. This communication may take place in person, via telephone, or through the pupil's home-school communication book/diary.

In instances where the RPI is deemed to be more serious, the communication will be led or supported by the Assistant Headteacher (Advanced Team Teach Tutor) or another member of the Senior

Leadership Team (SLT). All incidents and subsequent communication will be fully documented using the school's online positive handling reporting system.

Where stationary RPI (i.e., where a pupil has been held in a fixed position) has been necessary, a formal letter will be sent home to parents/carers. This letter will be reviewed and signed by a member of SLT. Parents/carers will be encouraged to return the signed letter and indicate whether they are satisfied with the support their child is receiving, or if they wish to discuss the incident further.

We will inform parents/carers about an incident as soon as we can after it happens and will endeavour to do this on the same day. We will do this even if the use of restrictive interventions is agreed as part of a pupil's behaviour support plan.

There are 1 exception to this:

- If a member of staff thinks that telling the pupil's parents/carers would likely result in significant harm to that pupil. In these cases, we will report the incident to any parent(s)/carer(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority where the pupil ordinarily resides.

When we report **significant incidents involving force** to parents/carers, we will include the following details:

- The time, date, location and approximate duration of the intervention
- A brief explanation of why the intervention was assessed as necessary in that situation
- A short description of the type and degree of force that was used
- Details of any physical injuries sustained, if applicable

When reporting to parents/carers, we will have regard to data protection requirements when deciding what information to share. For example, we will not include any identifying details of any other pupil.

Following up with parents/carers after an incident

It's best practice to invite parents/carers to have a follow-up discussion about the incident, where appropriate.

- Any behavioural triggers or warning signs of an impending incident
- Whether any agreed behaviour support plans were followed
- What de-escalation strategies were used and how effective they were
- What might be done differently in the future

19. Reporting incidents to the local authority

In cases where we have assessed that an incident needs to be reported to the local authority where the pupil ordinarily resides, this report will include all the information that we would normally share with the pupil's parents/carers, as well as the reasons why we thought it was unsafe to tell the pupil's parents/carers directly.

In cases where a pupil has parents/carers and is the subject of a care order under section 31 of the Children Act 1989 or is being accommodated under section 20 of the Children Act 1989, we will report the incident to the relevant local authority in addition to the parents/carers (unless we deem it unsafe to inform the parents/carers).

20. Complaints and allegations

Any complaints about the use of restrictive interventions will be handled through our school's complaints policy, which you can find on the school website.

We take any allegation of inappropriate use of force and/or other restrictive interventions made against a member of staff very seriously. We will deal with allegations in line with the statutory safeguarding guidance [Keeping Children Safe in Education](#).

21. Monitoring and review

This policy will be reviewed annually by Assistant Headteacher (Behaviour & Pastoral).

At every review, this policy will be approved by the full governing board.

Once a positive handling incident form has been completed it automatically alerts the pupil's key stage leader and the senior leadership team. Senior Leaders and Team Teach co-ordinators will then monitor incident forms and instigate further action as required. All positive handling forms will be electronically signed off by the Headteacher, Deputy Headteacher or Assistant Headteachers.

22. Links with other policies

This policy links to the following policies and procedures:

- Positive Behaviour and Relationships policy
- Child protection and safeguarding policy
- Complaints policy
- Health and safety policy

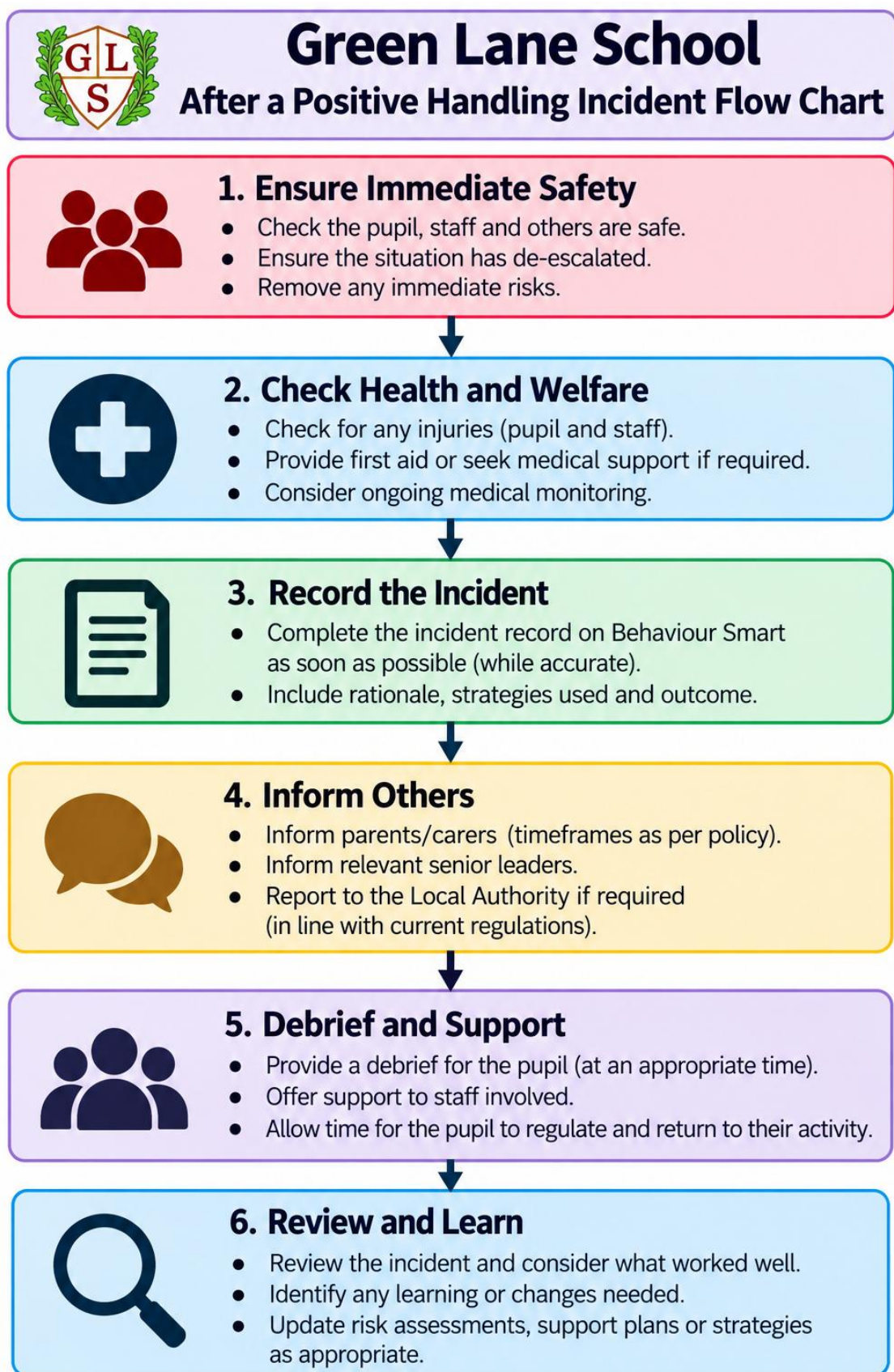
Reviewed and updated by: M. Gaskell (Assistant Headteacher)

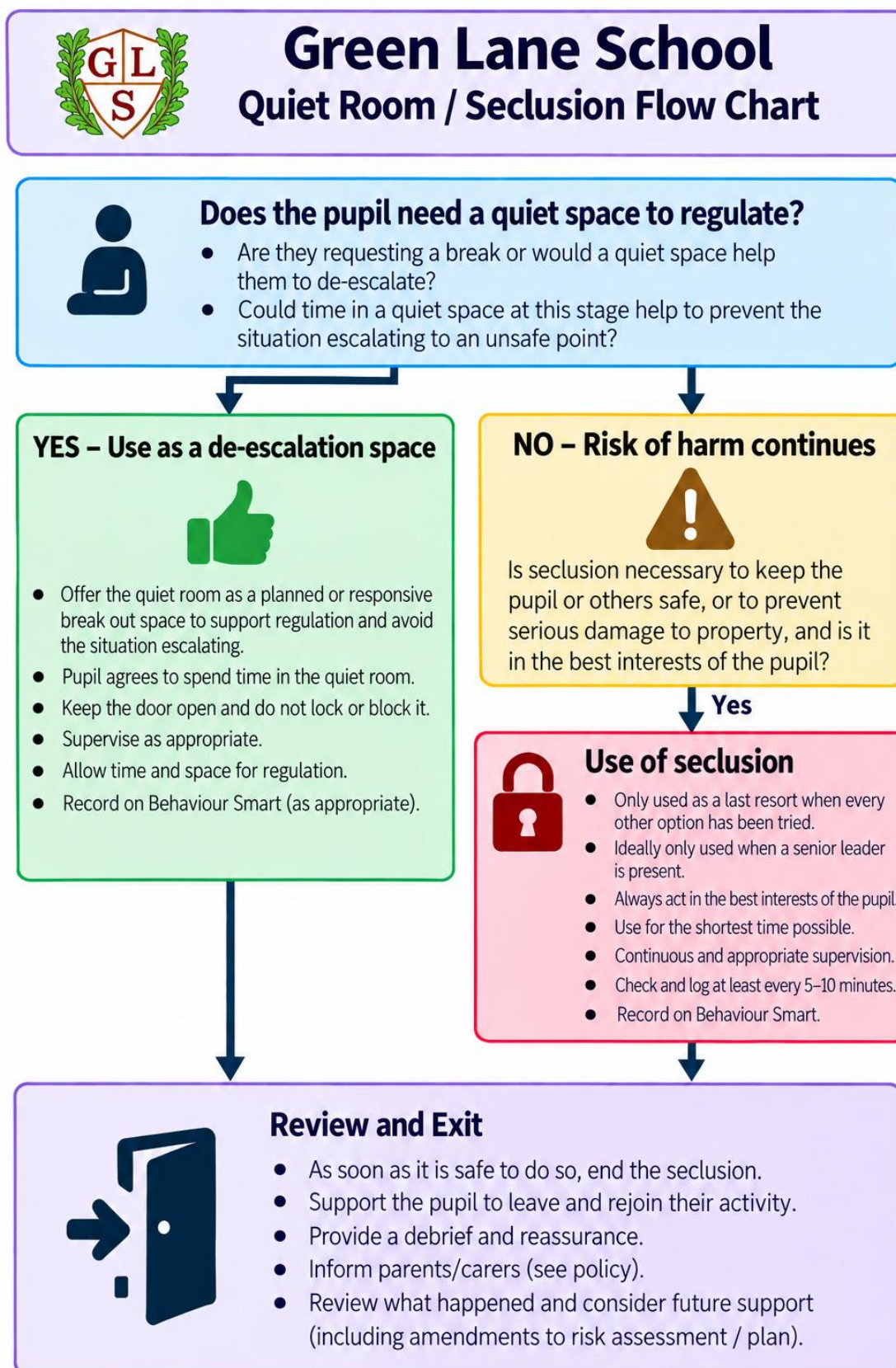
Date: September 2026

To be reviewed: September 2027

Appendix 1 – Use of reasonable force flow chart







Appendix 4 – Advanced Team Teach (ground recovery techniques)

