The Chantry School

POSITIVE HANDLING POLICY

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Contents

AIMS 2
Dynamis Positive Handling Training 2
Before using physical interventions 2
Use of Restraint 3
Responding to unforeseen emergencies (Dynamic Risk Assessment) 3
Positive Handling Plan (including risk assessment process) 3
Post Incident Debrief 3
Recording 4
Monitoring and Evaluation 4
Complaints and Allegations 4
Other physical contact with pupils 4
Equality Impact 4
Appendix 1 5
Appendix 2 8

1 AIMS

This policy should be read in conjunction with the school's Behaviour, Safeguarding and Child Protection, and SEND policies. It details how we implement guidance provided by the Department for Education (DfE), Dynamis Training, and other relevant statutory and non-statutory advice.

The term 'positive handling' includes a wide range of supportive strategies for managing challenging behaviour. A clear and consistent positive handling policy supports all pupils, including those with social, emotional and behavioural difficulties, within an ethos of mutual respect, care and safety.

Staff have a duty to intervene in order to prevent pupils from hurting themselves or others, damaging property, or in order to maintain good order and discipline. 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 The Chantry School are trained to look after pupils in their care and aim to focus on de-escalation techniques wherever possible. If a member of staff ever needs to intervene physically, they will follow the school's Positive Handling Policy.

The DfE non-statutory guidance document 'Use of reasonable force and restrictive practices in schools' (latest version) provides advice for headteachers, staff and governing bodies.

2 Dynamis Positive Handling Training

Dynamis Training is an accredited provider of positive handling and conflict management training. Selected staff (ordinarily from the Teaching Assistant and Pastoral Teams) undertake a course led by an accredited trainer, with refresher training undertaken in line with recommended intervals. Regular opportunities to refresh knowledge and discuss the techniques involved are provided during team meetings.

Further details of the Dynamis Training approach can be found at: https://www.dynamis.training/

3 Before using physical interventions

We take effective action to reduce risk by:

- Showing care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiation and reasoning.
- Giving clear directions for pupils to stop.
- Reminding the pupil about rules and likely outcomes.
- Removing an audience or taking vulnerable pupils to a safe place.
- Making the environment safer by moving furniture and removing objects which could be used as weapons.
- Using positive guidance to escort pupils to somewhere less pressured.
- Ensuring that colleagues know what is happening and call for help.

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

4 Use of Restraint

'Physical restraint' is used when force is applied to prevent harm or maintain safety.

- Restraint will only be used as a last resort when there is no safe alternative.
- Only the minimum force necessary will be used, for the shortest possible time.
- Wherever possible, two Dynamis-trained members of staff will be present.
- Restraint must be reasonable, proportionate and necessary.
- Restraint is an act of care and control, not punishment.
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After the event, the restraint should be discussed with the child, if appropriate, and the parents at the earliest opportunity.

5 Responding to unforeseen emergencies (Dynamic Risk Assessment)

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 with a dynamic risk assessment. After that event, staff have a duty to plan ahead and prepare a risk assessment in the form of a Positive Handling Plan (PHP).

6 Positive Handling Plan (including risk assessment process)

Risk assessments are required for pupils who exhibit challenging behaviour. Responsible staff should think ahead to anticipate what might go wrong. Parents will be involved with the writing of the risk assessment.

When considering a pupil's behaviour, staff and parents 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 the risk assessment?
- Have we provided a written plan?
- What further steps can we take to prevent dangerous behaviour from developing?

Staff may also need to make an individual risk assessment where it is known that force is more likely to be necessary to restrain a particular pupil, such as a pupil who is considered to be at greatest risk of needing positive handling interventions due to their special educational need (SEN) or disability.

7 Post Incident Debrief

After any incident a full debrief should take place so that learning can inform practice. Following an incident, it is the policy of the school to offer support to all involved.

8 Recording

All incidents involving physical restraint will be recorded in a digitally protected spreadsheet and CPOMS.

- Date, time, place of incident
- Names of all involved
- Description of events and interventions used
- Outcome, including any injuries
- Signatures of staff involved

9 Monitoring and Evaluation

The Headteacher will ensure that each incident is reviewed and instigate further actions as required. Incident data will be analysed termly

10 Complaints and Allegations

Any complaints will follow the school's Complaints Procedure.

11 Other physical contact with pupils

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school
- When comforting a distressed pupil
- When a pupil is being congratulated or praised
- To demonstrate how to use a musical instrument
- To demonstrate exercises or techniques during PE lessons or sports coaching
- To give first aid

12 Equality Impact

School Behaviour, Safeguarding, Anti Bullying policies etc will be incorporated into the care package which is used to address each child's needs

The school's responsibilities towards promoting equality, diversity and inclusion have been considered when drafting this policy.

Appendix 1

Positive Handling Plan template (to be completed for individual pupils).

Positive Handling Plan

Child's Name: **Date of Plan:** **Review date:**

What does the behaviour look like?		
Stage 1 Anxiety Behaviours	Stage 2 Defensive Behaviours	Stage 3 Crisis Behaviours

What are common triggers for …?

	Try	Avoid	Notes
Verbal advice and support	☐	☐	
Giving space	☐	☐	
Reassurance	☐	☐	
Help scripts	☐	☐	
Negotiation	☐	☐	
Choices	☐	☐	
Humour	☐	☐	
Consequences	☐	☐	
Planned ignoring	☐	☐	
Take up time	☐	☐	
Transfer adult	☐	☐	
Success reminded	☐	☐	
Simple listening	☐	☐	
Acknowledgement	☐	☐	
Apologising	☐	☐	
Agreeing	☐	☐	
Removing audience	☐	☐	

Other: _____

Any medical conditions to be taken into account before using physical interventions:

Preferred method of physical intervention

Intermediate	Try	Avoid	Notes
Friendly hand	☐	☐	
Single elbow 'Figure of four'	☐	☐	
Double elbow	☐	☐	
Single elbow in seats	☐	☐	

Advanced

Front Ground Recovery Back	☐	☐	
Ground Recovery	☐	☐	
Shield	☐	☐	

How should we record incidents and who should we inform?

All incidents will be recorded as per the Positive Handling Policy. Parents will receive a written report via Arbor Incident will be recorded in medical record book. A CPOMS entry will be made

Parent/Carer	Print name:	Signature:
Child/Young Person	Print name:	Signature:
SENCO:	Print name:	Signature:
Pastoral team:	Print name:	Signature:
Other (state role)	Print name:	Signature:

Incident report to be added to CPOMS

Appendix 2

Incident Report template for parents and school records.

The Chantry School INCIDENT REPORT FOR PARENTS	
DATE OF INCIDENT:	TIME OF INCIDENT:
NAME OF PUPIL INVOLVED:	
NAME/S OF STAFF INVOLVED:	
BRIEF DESCRIPTION OF INCIDENT (including reason that restraint was necessary):	

Parent's Signature _____ Date _____

Print name _____

Incident report to be added to CPOMS