



RESPECT. RESILIENCE. INTEGRITY.

Positive Handling **and** Physical Intervention Policy

DATE APPROVED

24 September 2026

NEXT DOCUMENT REVIEW

July 2027

Policy Owner:	Luke Barlow, Behaviour Lead; Ben Corless, Deputy Behaviour Lead
Confirmed by	Life Changing Education Ltd, acting through Krystian Liptrot, Chair of the proprietor board and company
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Date Implemented:	24 September 2026
Next document review	July 2027 (governors advise; proprietor decides)
Applies to:	All 108 pupils aged 11-16, staff and school-led activity associated with the registered site at Unit 4, Howarth Court, Oldham Gateway, Gateway Crescent, Chadderton, Oldham, OL9 9XB.

LCE ACADEMY

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Purpose and scope

LCE Academy protects pupils and adults through prevention, calm de-escalation and individualised support. A restrictive intervention is used only when it is lawful, necessary and proportionate. Staff use the least restrictive response for the shortest possible time, preserve dignity and stop as soon as the immediate need has ended. Force, restraint or seclusion is never used as punishment, to cause pain, to humiliate a pupil or merely to secure compliance.

This policy applies at the registered school site, during school-led transport and educational visits, and wherever LCE Academy staff are lawfully responsible for a pupil. A commissioned provider must have compatible lawful arrangements, but its staff follow their employer's approved policy unless a written agreement states otherwise. LCE Academy remains accountable for placement suitability, safeguarding and review.

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Legal and guidance framework

- Education and Inspections Act 2006, sections 93 and 93A.
- Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025.
- DfE Restrictive interventions, including the use of reasonable force, in schools, effective from 1 April 2026.
- Education (Independent School Standards) Regulations 2014, as amended, including paragraphs 16A and 32A.
- Keeping Children Safe in Education 2026 and Working Together to Safeguard Children 2026.
- Human Rights Act 1998, Equality Act 2010 and Health and Safety at Work etc. Act 1974.

The proprietor must have regard to the statutory recording and reporting guidance issued under section 93A. The remainder of the DfE restrictive-interventions guidance is followed unless a recorded, lawful and pupil-specific reason justifies a different approach.

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Definitions

Term	Meaning used in this policy
Restrictive intervention	A physical or non-physical action that prevents, restricts or subdues movement of all or part of a pupil's body.
Reasonable force	No more force than is necessary, used for the least amount of time in the circumstances.
Significant incident	Any use of force that goes beyond ordinary appropriate physical contact between a pupil and staff.
Restraint	A non-disciplinary intervention that immobilises a pupil or limits movement, with or without direct physical contact.
Seclusion	A non-disciplinary intervention that keeps a pupil away from others and prevents them leaving by physical obstruction, blocking or a belief that leaving will be punished.
Regulation space	A supportive space a pupil chooses or is encouraged to use and remains free to leave. If staff prevent departure, the arrangement may be seclusion and must be treated accordingly.

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Roles and accountability

Role	Responsibility
Krystian Liptrot, Chair of the proprietor board and company	Ensures compliant procedures exist, receives assurance, reviews data and records challenge and action.
Sam Gray, Headteacher	Authorises the operational system, ensures staffing and training, reviews serious incidents and makes safeguarding or employment decisions.
Luke Barlow, Behaviour Lead	Leads implementation, coaching, incident quality assurance, pupil-plan review and reduction work.
Ben Corless, Deputy Behaviour Lead	Provides operational cover, supports review and checks that agreed actions are implemented.
All staff	Use prevention and de-escalation, act only within law and competence, summon help, protect welfare and complete required records.

5 Prevention and individual planning

The Academy reduces foreseeable need for restrictive intervention through small classes, predictable routines, explicit expectations, communication matched to need, access to trusted adults, movement and sensory breaks, voluntary regulation spaces, curriculum adjustment, relational practice and timely multi-disciplinary support. Regulation spaces include the gym, fenced outdoor area, social areas and sensory room. They are not internal-exclusion rooms and pupils are not routinely prevented from leaving.

Where restrictive intervention is foreseeable, Lindsey Drews as SENDCO and the Behaviour Lead coordinate an individual support and risk plan with the pupil, parent or carer and relevant professionals. The plan records communication needs, health and trauma factors, sensory profile, known triggers, early signs, preventative adjustments, preferred de-escalation, approaches that must not be used, emergency response, post-incident support and review arrangements. The plan informs practice but never gives blanket authority to use force, restraint or seclusion.

6 Lawful decision making

All school staff have the statutory power to use reasonable force only to prevent or stop a pupil from:

- causing injury to themselves or another person;
- committing a criminal offence;
- damaging property; or
- causing disorder among pupils at school, during a teaching session or otherwise.

Before acting, the member of staff considers whether the intervention is likely to reduce the risk, whether a less restrictive response is available, the seriousness and immediacy of the risk, the pupil's age, size, health, SEND, communication, trauma and protected characteristics, and the risk that intervention itself will escalate harm. Staff explain what is happening in language the pupil can understand where time allows. They continually reassess and reduce or stop the intervention as soon as possible.

Only the Headteacher or a member of staff specifically authorised under the Behaviour Policy may search a pupil. LCE Academy permits force in a search only where the item is one for which the law permits force and there is an immediate safety need. Force is never used to search only for an item banned by school rules.

7 Prohibited and high-risk practice

- Force must never be punitive, retaliatory, humiliating or intended to cause pain.
- Staff must not obstruct the airway, breathing or circulation; cover the mouth or nose; or apply pressure to the neck or abdomen.
- Ground restraint is avoided. If a pupil is unintentionally held on the ground, staff release or reposition the pupil safely as quickly as possible.
- Staff do not improvise techniques or use equipment as a restraint unless a clinically led, lawful plan specifically requires it.

- Seclusion is never a sanction or routine behaviour strategy and must not be created through threat of punishment.
- A pupil is never left alone during seclusion. The space must be safe and the pupil must be allowed to leave as soon as immediate risk has reduced.

8 Training, competence and deployment

Staff whose planned role may involve restrictive intervention receive practical external training in deescalation and positive handling and school-specific instruction in prevention, de-escalation, SEND, communication, individual plans, safeguarding, first aid, recording and parent reporting. Luke Barlow and the senior leadership team maintain a competence register showing the provider, course, date, assessed competence, restrictions, renewal date and any supervised practice. Only staff recorded as currently competent are deliberately deployed to a planned restrictive-intervention role.

An unforeseen emergency must not be allowed to continue solely because a trained colleague is not present. Any staff member may use no more force than is necessary and proportionate within their lawful power. The Headteacher reviews any emergency action by a staff member who is not practically trained before that person resumes a foreseeable intervention role.

9 Immediate and post-incident response

- 1 Make the area safe, summon appropriate assistance and end the intervention as soon as the immediate risk has reduced.
- 2 Check the pupil, staff and witnesses for injury or distress. Provide first aid, call emergency services when indicated and arrange medical assessment after any breathing concern, ground incident, injury or other clinical risk.
- 3 Inform the Headteacher or duty senior leader and the Behaviour Lead. Notify the DSL immediately where there may be abuse, neglect, an allegation against an adult, child-on-child harm or another safeguarding issue.
- 4 Preserve relevant evidence and obtain separate factual accounts. Staff must not investigate a safeguarding allegation beyond what is necessary for immediate safety.
- 5 Offer the pupil, staff and affected witnesses a separate, child-centred debrief when they are ready. Restorative work is optional and must not be used to require an apology or minimise a complaint.
- 6 Review the individual plan, risk assessment, reasonable adjustments, staffing, environment and training and record actions, owners and deadlines.

10 Recording and parent reporting

Every significant incident involving force and every incident of seclusion or restraint, including non-contact restraint, is recorded in writing as soon as practicable. The staff member involved should complete the approved record on the same day. Arbor is the secure incident register and holds or links to the full mandatory record. CPOMS is used only for safeguarding information and does not replace the restrictive-intervention record.

The written record includes, as a minimum:

- the pupil and staff directly involved, relevant SEND status, health, communication and contextual information;
- date, time, location and approximate duration;
- what happened beforehand, known or possible triggers and prevention or de-escalation attempted;
- why intervention was assessed as necessary and proportionate, and the type and degree of force or restriction;
- injury, distress, medical assessment, treatment and other post-incident support;
- pupil and witness accounts where obtainable without pressure, parent reporting and follow-up actions; and
- safeguarding, health and safety, RIDDOR, LADO, police or other referral decisions and rationale.

Parents are informed in writing as soon as practicable and the Academy aims to do so on the same day. The report states when and where the incident happened, its duration, why the intervention was necessary, the type and degree of intervention and any injury. The duty applies even where an intervention appears in an agreed pupil plan. Where reporting to a parent is likely to cause significant harm to the pupil, the DSL records the assessment and reports to another safe parent or, if there is none, to the local authority in whose area the pupil ordinarily resides. The same information is not duplicated where one incident meets more than one reporting category.

11 Safeguarding, complaints and allegations

A concern about the way an intervention was used may be raised through the Complaints Policy, but the complaints route never delays safeguarding action. An allegation or concern about an adult is managed under Keeping Children Safe in Education 2026, the Safeguarding and Child Protection Policy and the Staff Code of Conduct. Concerns about a staff member go to Sam Gray; concerns about Sam Gray go to Krystian Liptrot; concerns about Krystian Liptrot go directly to the Oldham LADO. The case manager consults the LADO on the same working day where the harm threshold may be met or advice is required.

12 Monitoring and reduction of use

Luke Barlow quality assures every record. Sam Gray and Krystian Liptrot review anonymised data at least termly, including frequency, duration, reason, location, intervention type, injury, repeat use, pupil need, SEND and protected characteristics, staff involvement, parent reporting, complaints and action closure. They test for disproportionality and for practice that has continued without benefit. Small numbers are interpreted cautiously, but any individual welfare concern is acted on immediately.

Repeated intervention for a pupil triggers a multi-disciplinary review of unmet need, communication, reasonable adjustments, curriculum, placement, staffing and environment. A pattern involving a member of staff triggers supervision, competence review and safeguarding or disciplinary action where appropriate. The policy is reviewed annually in July and after any serious incident, statutory change or identified weakness. The next scheduled document review is July 2027.

13 Implementation evidence

Before pupil admission and throughout operation, the Headteacher maintains the approved policy; certificates for external training in deescalation and positive handling and the competence register; individual support and risk plans; the Arbor incident register and mandatory forms; CPOMS safeguarding records where relevant; written parent reports; first-aid and medical records; debrief records; referral and complaint records; and termly anonymised analysis with recorded proprietor challenge. A missing mandatory control prevents the affected planned practice until it is resolved.

Authoritative sources

DfE: Restrictive interventions, including the use of reasonable force, in schools: <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

DfE: Keeping Children Safe in Education 2026: <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

DfE: Independent school standards guidance, April 2026.

Oldham Safeguarding Children Partnership LADO route: <https://www.olscb.org/professionals/lado/>