

# Positive Handling Policy

2026 - 2027



# Purpose & Principles Of Policy



## Purpose

LCE Academy is committed to maintaining a safe environment for pupils and staff. We recognise that pupils with SEMH needs may experience periods of crisis where behaviour escalates rapidly.

Positive handling is used only as a last resort to prevent harm and is never used as punishment or to enforce compliance.

## Principles

This section outlines the key principles that underpin the Academy's approach to positive handling. It provides a clear framework to ensure that any response to challenging behaviour is consistent, safe, and aligned with the school's values and legal responsibilities. These principles guide staff in making informed, professional judgements in managing behaviour effectively.

- **Prevention and de-escalation are prioritised**
- **Any intervention is lawful, reasonable and proportionate**
- **Dignity and respect are maintained at all times**
- **All incidents are recorded and reviewed**
- **Relationships are restored following incidents**

# Legal Framework

This policy complies with:

- Education and Inspections Act 2006 (s.93)
- DfE Use of Reasonable Force (2024)
- Keeping Children Safe in Education (2025)
- Equality Act 2010
- Independent School Standards Regulations (Part 3)

## Important Note



All use of positive handling must be consistent with this legal framework and applied in a way that is necessary, proportionate, and in the best interests of the pupil. Staff must always consider safeguarding, equality, and individual needs when making decisions, and ensure that any intervention is recorded and reviewed in line with school procedures.

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# 01

## Preventative Practice & Use of Positive Handling





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## 1.1 Preventative Practice

Staff use a range of strategies to prevent escalation, including:

- **calm communication**
- **predictable routines**
- **regulation breaks**
- **trusted adult support**

Staff receive training in trauma-informed de-escalation.

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## 1.2 Use of Positive Handling

Positive handling may be used only to:

- **Prevent injury**
- **Prevent serious damage to property**
- **Remove a pupil from immediate danger**

Intervention must be the minimum necessary and used for the shortest time. All incidents of positive handling are reviewed by senior leaders to identify patterns and reduce future use.

# 02

## Authorisation and Training



## 2.1 Authorisation & Training

Only trained staff may use positive handling to ensure interventions are safe and appropriate. In exceptional circumstances, untrained staff may intervene to prevent harm, but this must be reasonable, proportionate, and recorded and reviewed immediately. Training records are maintained and regularly reviewed to ensure staff remain up to date.

- **Certified training** – Staff receive accredited training in positive handling techniques and de-escalation strategies.
- **Regular updates** – Training is refreshed periodically to reflect current guidance and individual pupil needs.
- **Record keeping** – Accurate records of staff training are maintained and monitored to ensure compliance and accountability.



# 03

## Recording & Parental Communication





## 3.1 Recording & Parental Communication

All incidents are:

- Reported to senior leaders
- Recorded on CPOMS within 24 hours
- Communicated to parents/carers

Patterns are reviewed to inform practice.

## 3.2 Post-Incident Support

Pupils and staff are supported following incidents through debrief and restorative processes. The Headteacher and Governing Board monitor the use of positive handling through regular review of anonymised data.



# CONCLUSION

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LCE Academy is committed to maintaining high standards of behaviour, safety, and pupil wellbeing. Through clear expectations, a preventative approach, and well-defined procedures, the Academy supports staff to manage behaviour effectively while minimising the need for physical intervention.

This policy reflects the Academy's commitment to consistency, professionalism, and safeguarding. Positive Handling procedures work alongside behaviour, safeguarding, and pastoral systems to ensure that all pupils are supported appropriately, and that the school environment remains safe, respectful, and focused on positive outcomes for all.

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## Contact Information

**Phone** 07446417002

**Website** [lceacademy.co.uk](http://lceacademy.co.uk)

**Email** [sam@lifechangingeducation.uk](mailto:sam@lifechangingeducation.uk)

**Social Media** @lifechangingeducation

**Address** Unit 4, Howarth Court  
Oldham Broadway  
Business Park,  
Lancashire, OL9