

Positive Handling Policy

Last reviewed: September 2025

Next review due by: September 2026

We do things differently.....

H.E.R.E

*High Standards
Empathy
Resilience
Emotional Response*

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Aim of this policy

The purpose of this behaviour policy is to:

- promote good behaviour, self-discipline and respect
- prevent bullying
- ensure that pupils complete assigned work
- regulate the conduct of pupils.

The Governing body of Kassia has a duty under paragraph 7 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

The aim of this policy is to promote good behaviour among pupils which links with the Kassia Behaviour and Anti-Bullying policy. This policy sets out the disciplinary sanctions to be adopted if a pupil misbehaves.

This behaviour policy, acknowledges the school's legal duties under the Equality Act 2010 and in respect of pupils with SEN. Punishment must be reasonable and account must be taken of the pupil's age, any special educational needs or disability they may have. (Section 91 of the Education and Inspectors Act 2006)

Staff with Key Responsibility for Behaviour

- Executive Headteacher – Lindsay Regan
- Head of School – Glenn Prime
- Deputy Head – Nic Curran
- Deputy Head – Karl Hanna
- Head of SEND and Inclusion – Jo Taylor
- Inclusion Manager – Lisa Seabrook

Promoting Positive Behaviour

At Kassia we firmly believe that providing our students with imaginative and appropriate teaching and learning experiences is the most effective way of promoting positive behaviour.

We recognise that our ever-changing pupil community present with a varied range of needs and that it is our responsibility to ensure that alongside our whole school code of conduct and school rules we recognise the individuality of each student and their stage of development.

At Kassia we carefully plan learning experiences to match the needs of each child and deal with behaviour issues likewise in a holistic and supportive manner. We recognise that a good behaviour policy reflects the vision of the school and enhances the quality of relationships found in the school, promoting mutual respect, courtesy, esteem, and a preparedness to learn in a safe and effective working atmosphere.

Positive behaviour is always acknowledged and rewarded. Negative behaviour is always dealt with and sanctions issued.

This policy is written in conjunction with our Behaviour and Anti-Bullying Policy to ensure that our pupils are safeguarded against harmful behaviour. Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

This policy also takes into account harmful behaviour as a result of extremism and radicalisation. All staff at Kassia are familiar with the indicators of vulnerability to extremism and radicalisation and the procedure for dealing with concerns. We look out for indicators and report any concerns.

We work to prevent pupils from developing extreme and radical views by embedding spiritual, moral, social and cultural principles throughout the curriculum. We strive to create a learning environment which promotes respect, diversity and self-awareness and equips all of our pupils with the knowledge, skills, attitudes and values they will need to succeed in their future lives.

Spiritual development focuses on an individual's own personal beliefs and values and their resulting behaviours. Through spiritual development, children are able to understand their own feelings and emotions and this enables them to reflect and to learn.

Moral development means exploring, understanding and recognising shared values and considering the issues of right and wrong.

Social development involves learners working effectively together and participating successfully in the school community as a whole. During a pupil's social development, they gain interpersonal skills that allow them to form successful relationships and to become a positive team member.

Cultural development enables learners to develop an understanding of their own culture and of other cultures locally, nationally and internationally. It also means learning to feel comfortable in a variety of cultures and valuing cultural diversity.

(Please see Appendix 1&2 of this Policy)

Use of Positive Handling

There may be times when it is necessary to use of physical intervention in order to keep our students safe. Kassia's policy for the use of Physical Intervention is in line with that of Warrington Local Authority.

The Department for Education (DFE) has issued a 'non statutory' guidance document to support schools in producing policies for the restrictive physical restraint of pupils.

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is 'reasonable' in the circumstances to prevent a pupil from doing any of the following:

- Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- Causing personal injury to, or damage to the property of, any person (including the pupil himself); or
- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.
- The Department of Health clarifies 'restraint' as:

'Positive application with the intention of overpowering the client when using reasonable force.'

Team Teach

At Kassia, all staff have been trained in the use of physical intervention techniques using TEAM-TEACH methods. These techniques and skills are regularly updated and monitored.

Team-Teach uses the term 'Positive Handling' to describe a broad spectrum of risk reduction strategies. Team-Teach is a holistic approach involving policy, guidance, management of the environment, and the deployment of staff. It also involves personal behaviour, diversion, diffusion and de-escalation. Restrictive physical intervention is only a small part of the training framework.

This includes:

- Use of space
- Safe environments
- Comfortable environments
- Diversions
- Calm stances and postures
- Non-threatening facial expressions
- Low tone, volume and pace in communication
- Careful use of words
- Physical reassurance and prompts
- Effective guides and prompts
- Releases and hold with minimum drama and effort.

Aims of Team-Teach

- To promote effective, safe, verbal, non-verbal, positive and protective techniques within a whole school
- setting as a holistic approach to behaviour management.
- To enable acceptable and appropriate responses to serious incidents of 'out of control' behaviour, in a manner that maintains positive relationships and provides safety for all.
- To reduce the number of serious incidents involving physical control.

Rationale for using Team-Teach approach

The Team-Teach approach promotes positive, proactive, non – punitive and protective handling strategies. It stresses that 95% of crisis situations can often be resolved through appropriately calm, controlled, dignified and skilled de-escalation intervention.

Team-Teach acknowledges that there will be times when there is no other alternative, but to “hold” a child. The manner in which this is safely and therapeutically carried out is crucial.

Reasonable Force

The following must be considered when making a judgement whether a restrictive physical intervention is necessary;

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. It will always depend on the circumstances of the case.

The degree of force must be proportional to the incident and the potential consequences of failing to act. It must be the minimum force needed to achieve the desired result.

The age, understanding and sex of the child must be taken into account.

Risk Assessment

At Kassia, it is our aim to only use restrictive physical intervention as a last resort. For those students most at risk of this it is expected that a behaviour profile and subsequent behaviour plan will highlight:

- Typical behaviours which are a cause for concern.
- Situations which are likely to trigger extreme behaviour.
- Preferred strategies which are known to be effective for that individual.

Students who are most at risk of restrictive physical intervention will have a Behaviour Risk Assessment. (Appendix 1)

Where a student is at risk of restrictive physical intervention, strategies and techniques should be planned for and agreed in advance. These should be recorded on a Physical Intervention Risk Assessment Form (see below) and written into the pupil's individual behaviour plan.

Following an incident of restrictive physical intervention, more detailed reports will be completed on Behaviour Watch and must be filled in on the day of the incident and signed by a senior member of staff who has not been involved in the incident.

Additionally, a Physical Intervention Form (see below) which will contain notes on whether any injuries have been sustained by both staff and pupils and whether medical intervention has been offered and accepted needs to be completed and attached to behaviour watch. This ensures that the pupil is not suffering any adverse effects as a result. Parents/Carers will always be informed in the event of any physical intervention. The incident must also be recorded in SIMS using the physical intervention categories.

Reports can also be attached in CPOMS.

Appendix 1: Behaviour Risk Assessment

Pupil Specific Behaviour Risk Assessment (BRA)

Name	
DOB	
Date of Assessment	

Hazard/Behaviour	Opinion Known	Deliberate Accidental Involuntary	Seriousness of Outcome A	Probability of Hazard B	Severity Risk Score
	O/K	D/A/I	1/2/3/4	1/2/3/4	A x B
Harm to Self					
Harm to Peers	K	D	1	2	3
Harm to Staff	K	D	1	2	3
Damage to property	K	D	1	2	3
Harm from Disruption					
Criminal Offence					
Harm from Absconding					
Other Harm (<i>please name</i>)					

Seriousness	
4	Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring psychological support/treatment, or critical property damage
3	Foreseeable outcome is hospitalisation, significant distress, extensive damage
2	Foreseeable outcome is harm requiring first aid, distress or minor damage
1	Foreseeable outcome is upset or disruption
Probability	
4	The Risk of Harm is persistent and constant

3	The 'Risk of Harm' is more likely than not to occur again
2	The 'Risk of Harm' has occurred within the last 12 months, the context has changed to make a reoccurrence unlikely
1	There is evidence of historical risk, but the behaviour has been dormant for over 12 months and no identified triggers remain

Key: score 8 or above in at least ONE section, please complete risk assessment below. Score 7 or below, monitor and review.

Appendix 2 Behaviour Risk Assessment

PUPIL BEHAVIOUR RISK ASSESSMENT

Pupils Name:	
Year Group:	
Risk Assessment Undertaken By:	
Other individuals involved in risk assessment:	

What health and safety hazards arise or could arise from the behaviour of this pupil? (Including trigger points, time of day they may occur and any pattern to behaviour)

Hazard / Risk	Person/s Affected	Risk level before controls are in place			Initial control measures	New / further control measures required	Risk level with controls in place		
		L	M	H			L	M	H

List any activities which cannot be safely managed, as far as it is possible to foresee?

Communicated to all staff?	Yes/No	By:
Forum (e.g., email, debrief)		
Signature of Head of Centre		