



Positive Handling Policy

Tree of Life Educational and Therapeutic Input Ltd

Review date- 11/09/2025

This policy should be read in conjunction with:

- Education and Inspections Act 2006
- DfE Use of Reasonable Force Guidance (2013)
- Tree of Life Educational and Therapeutic Input Ltd Behaviour and Support Policy
- Tree of Life Educational and Therapeutic Input Ltd Safeguarding Policy
- Safer Working Practice for those working with Children and Young People in Education Settings (February 2022)

1. Introduction

At [Tree of Life Educational and Therapeutic Input Ltd](#), we have a well-established culture of nurturing our pupils and treating everyone—pupils and staff alike—with respect. All staff follow the Behaviour and Support Policy when pupils require support with any challenges they experience.

If used at all, the application of **reasonable force** to support pupils is carried out within the context of a respectful and supportive relationship with the child.

2. Definition of Positive Handling

Positive handling uses the minimum degree of force necessary for the shortest period of time to ensure minimal risk of injury to pupils and staff.

The scale and nature of any physical intervention must be proportionate to both the behaviour of the pupil and the nature of the potential harm they might cause to themselves or others.

Positive handling encompasses a broad spectrum of risk reduction strategies, including:

- Policy and guidance

- Management of the environment
- Deployment of staff
- Personal behaviour management
- Diversion, diffusion, and de-escalation techniques

It is recognised that the majority of pupils respond positively to limit-setting practices, which ensures the well-being and safety of all pupils and staff.

Everyone attending or working at the provision has a right to:

- Be treated with respect and dignity
- Learn and work in a safe environment
- Be protected from harm, violence, assault, and acts of verbal abuse
- Recognition of their unique identity

It is also acknowledged that, in exceptional circumstances, staff may need to act where the use of **reasonable, proportionate, and necessary force** may be required. This is a small but essential part of the whole-setting approach to supporting pupils.

The Education and Inspections Act 2006 allows reasonable force to be used to prevent a pupil from doing, or continuing to do, any of the following:

- Self-injuring
- Causing injury to others
- Causing deliberate damage to property
- Leaving the premises, where this would entail serious risks to themselves or others

3. Use of Positive Handling

Handling a pupil should **always be a last resort**. As a general rule, no one has the right to touch, move, hold, or contain another person.

Staff with a **duty of care** may operate in exceptional circumstances where acting outside the norm is necessary.

Before using positive handling, staff must:

1. Engage the pupil in a calm and measured tone
2. Clearly explain expectations and boundaries
3. Offer as many options as possible for the pupil to remain within boundaries
4. Follow any pre-agreed strategies from team discussions, briefings, or staff meetings
5. Offer an alternative place, activity, or staff member as a space to regulate

Only after all the above strategies have been exhausted should staff consider using positive handling.

4. Key principles when using positive handling:

- The intervention must always be proportionate to the level of risk
- Reduce physical intervention at the earliest opportunity
- The overriding consideration must always be reasonableness and proportionality

5. Staff are required to:

- Report any use of positive handling to the pupil's parent/carer
- Record all details on the provision's logging system (**CPOMS**)