



**Excalibur Academies Trust**  
Using Team Teach –  
Positive Handling Policy

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**Document Control Page**

Revision	Date	Change	Origin of Change
2	March 2026	Updated link to latest guidance  Updated reference to the definition of seclusion and record keeping	Updated DfE guidance <a href="#">Use of reasonable force and other restrictive interventions guidance</a>
3	May 2026	Separated Policy and Procedure	To ensure both are efficient after feedback from leaders

Other Policies and Documents Associated
Behaviour policy Child Protection and Safeguarding policy Anti-Bullying policy Intimate Care policy Staff Code of Conduct

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## 1. Policy Statement and Principles

This policy should be read in conjunction with our Behaviour and Child Protection and Safeguarding Policies. It details how we will implement guidance provided by DfE, Team Teach and other relevant advice.

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

Staff have a duty to intervene to prevent students from hurting themselves or others, damaging property, or to maintain good order and discipline. Furthermore, the school takes seriously its duty of care to students, employees and visitors to the school.

- 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 will be trained to look after students 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 this policy.

## 2. Legal Framework

Section 93 of the Education and Inspections Act 2006 (the Act) enables school staff to use such force as is reasonable. There is no legal definition of when it is reasonable to use force.

DfE guidance also states that in addition to the general power to use reasonable force, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for "prohibited items". Force cannot be used to search for items banned under the school rules.

In March 2019 the Equality and Human Rights Commission published the guidance document, 'Human rights framework for restraint'. This guidance sets out key principles of articles 3, 8 and 14 of the European Convention on Human Rights (ECHR), incorporated into domestic law by the Human Rights Act 1998, which govern the use of restraint across all settings.

The DfE guidance document 'Use of reasonable force and other restrictive interventions guidance' (dated 1st April 2026) provides the framework for this policy.

## 3. Scope and Application

DfE guidance and the Act make it clear that school staff have a legal power to use reasonable force. However, wherever possible, only staff trained in the pre-emptive and responsive positive handling strategy techniques of Team Teach will use physical intervention techniques with children, and only when necessary.

Although any member of staff may be required to physically intervene with a student who is endangering themselves or others, damaging property or to maintain good order and discipline, we would expect accredited staff to take over as soon as possible.

**Key Principles:**

- Physical intervention will only be used when there is no realistic alternative
- It must be reasonable, proportionate and necessary
- It must be for the shortest amount of time possible
- It is an act of care and control, NOT punishment

## 4. Team Teach Approach

Team Teach is accredited through ICM (Institute of Conflict Management). Staff undergo a 6 hour or 12-hour course (depending upon the needs of the children they are working with) led by two qualified trainers with a refresher course undertaken every year or every two years depending on the level of the course. E.g. Level 2 trained staff must complete an annual reaccreditation course, Level 1 trained staff must complete a reaccreditation course every two years.

The school and trust will keep a list of staff qualified to use Team Teach.

Further details of the Team Teach approach can be found at <https://www.teamteach.co.uk/>

## 5. Seclusion

Page 8 of the latest guidance Use of reasonable force and other restrictive interventions guidance defines seclusion as a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.

Seclusion should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the pupil is not acting with intent.

**Key Safeguards:**

- Seclusion should not be implemented by staff through threat of punishment
- The place to which the pupil is confined should be safe and not feel threatening or intimidating to the pupil
- The pupil should be always supervised during the period of seclusion
- As soon as the immediate risk of harm has reduced, the pupil should be allowed to leave

An incident involving the use of seclusion must be recorded and reported in accordance with the trust procedures listed in the reporting section.

## 6. Risk Assessment and Positive Handling Plans

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

An individual risk assessment is essential for students whose SEND are associated with:

- Communication impairments that make them less responsive to verbal communication

- Physical disabilities and/or sensory impairments
- Conditions that make them fragile, such as haemophilia, brittle bone syndrome or epilepsy
- Dependence on equipment such as wheelchairs, breathing or feeding tubes.

Risk management is regarded as an integral part of behaviour management planning. All students who have been identified as presenting a risk, should have a plan.

## 7. Recording and Monitoring

We record positive handling onto our cpoms system. The incident form captures the areas listed in the guidance on pages 14 and 15.

All incidents where friendly guides and escorts are used are to be recorded as a safeguarding incident following school policy. Within these recording strategies, all details must be recorded within 24 hours of the incident and signed by the teacher involved and the DSL. Parents will receive a full account of incident.

The Principal and DSL will ensure that each incident is reviewed and instigate further actions as required. This information will be quality assured by the Head of safeguarding.

The Principal will regularly review the use of intervention to avoid unintended discrimination.

## 8. Complaints

Any complaints will follow the school's Complaint Procedure.

Please also refer to our positive handling procedures as detailed here. [Positive handling procedures May 2026.docx](#)