



# Lighthouse | Positive Handling & Restrictive Physical Intervention Policy

## 1. Purpose and Scope

This policy outlines the approach to positive handling and the use of restrictive physical intervention within Lighthouse Tuition South-West.

Lighthouse Tuition South-West is committed to:

- Minimising the need for physical intervention
- Promoting positive, proactive behaviour support
- Ensuring the safety and dignity of all children and adults

Physical intervention is used only as a last resort and in line with safeguarding and legal guidance.

This policy applies to:

- All tutors, staff, and contractors
- All settings including home tuition, hubs, school settings, and community-based provision

This policy should be read alongside the Behaviour Policy, Safeguarding procedures, and Health and Safety Policy

## 2. Legal Framework

This policy is informed by:

- Children Act 1989 & 2004
- Education and Inspections Act 2006 (Section 93 – use of reasonable force)
- Keeping Children Safe in Education (2025)
- Working Together to Safeguard Children (2018)
- Human Rights Act 1998
- Equality Act 2010

## 3. Principles

Lighthouse Tuition South-West adopts a preventative, relational, and trauma-informed approach.

We believe:

- Behaviour is a form of communication
- De-escalation is always the priority
- Physical intervention should be avoided wherever possible
- Children must be treated with dignity and respect at all times

We recognise that many children we support, particularly those with SEND, may:

- Experience dysregulation
- Communicate distress through behaviour
- Require adapted responses

## 4. Definition

Positive Handling refers to a range of supportive strategies used to manage behaviour, including:





- Verbal de-escalation
- Distraction and redirection
- Creating space
- Removing triggers

Restrictive Physical Intervention (RPI) refers to any physical contact that restricts a child's movement or liberty.

#### 5. Use of Physical Intervention

Physical intervention must only be used:

- As a last resort
- When there is an immediate risk of harm to the child or others
- When it is reasonable, proportionate, and necessary

It must be:

- The least restrictive option
- Used for the shortest possible time
- In the best interests of the child and others present

#### 6. Prohibited Practices

The following are not permitted under any circumstances:

- Physical punishment
- Use of force as a behavioural sanction
- Techniques that restrict breathing or cause pain
- Holding a child face down (prone restraint)
- Any form of degrading or humiliating treatment

#### 7. Prevention and De-escalation

All tutors must prioritise prevention by:

- Building positive relationships
- Understanding individual triggers and needs
- Using consistent routines and expectations
- Adapting approaches for SEND and neurodivergence

De-escalation strategies include:

- Calm, neutral communication
- Reducing demands
- Allowing space and time
- Offering choices
- Removing audience or environmental triggers

These approaches should be used before any consideration of physical intervention.





## 8. Individual Risk and SEND Considerations

For some children, particularly those with SEND, behaviour may escalate quickly due to:

- Sensory overload
- Anxiety or trauma
- Communication differences

Tutors must:

- Follow any individual behaviour or risk management plans
- Recognise behaviours such as swearing, tics, or vocalisations as possible communication rather than intentional aggression
- Adjust responses accordingly

A child's needs must always inform the approach taken.

## 9. Responding to Risk

In situations where behaviour presents a risk:

- Tutors must prioritise safety
- Create space and reduce risk where possible
- Remove other individuals from the area if needed
- Seek support immediately

Where physical intervention is unavoidable:

- It must be proportionate to the risk
- It must stop as soon as it is safe to do so

## 10. Recording and Reporting

Any incident involving physical intervention must be:

- Reported to Sophie Hocking (Director & DSL) immediately
- Recorded in writing within 24 hours

The report should include:

- What led to the incident
- What de-escalation strategies were used
- The nature and duration of the intervention
- Outcome and any injuries
- Reflection on how future incidents may be prevented

Records will be stored securely in line with the GDPR and Data Protection Policy

## 11. Post-Incident Support

Following any incident:

- The child should be supported to regulate and reflect (when appropriate)
- Tutors should reflect on their practice
- Risk assessments and support strategies should be reviewed
- Parents/carers will be informed

The focus is always on repair, learning, and prevention, not punishment.





### 12. Training and Competence

- Tutors are not expected to use restrictive physical intervention unless appropriately trained
- Lighthouse Tuition South-West promotes a non-restrictive approach wherever possible
- Tutors should seek support if they feel a situation may escalate beyond their control

### 13. Roles and Responsibilities

Tutors must:

- Prioritise de-escalation
- Follow this policy at all times
- Maintain professional judgement and dynamic risk assessment
- Report all incidents

Lighthouse Tuition South-West will:

- Provide guidance and support
- Review incidents and implement improvements
- Ensure policies reflect current legislation and best practice

### 14. Policy Review

This policy will be reviewed annually or following any significant incident or change in legislation.

Name of Tutor: \_\_\_\_\_

Signed by Tutor: \_\_\_\_\_

Date: \_\_\_\_\_

Signed on behalf of Lighthouse Tuition (South-West)

Director Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

