



Physical Intervention Policy

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Where possible we offer translation or explanation of written communication. Please contact the school office if you require forms/paperwork in any other format.

Rationale

Physical intervention is the reasonable use of force in order to maintain the safety of pupils and staff.

The Keeping Children Safe in Education 2023-Guidance states:

‘There are circumstances when it is appropriate for staff in schools and colleges to use ‘reasonable force’ to safeguard children. The term “reasonable force” covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. “Reasonable” in these circumstances means “using no more force than is needed.” The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil’s path, or active physical contact, such as leading a pupil by the arm out of the classroom.

The decision on whether or not to use ‘reasonable force’ to control or restrain a child is down to the professional judgement of the staff concerned within the context of the law and should always depend on individual circumstances. When using ‘reasonable force’ in response to risks presented by incidents involving children with SEND, mental health problems or with medical conditions, schools and colleges should, in considering the risks, carefully recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010 ‘.

We aim to support all pupils in learning to manage their own behaviour through systematic support and advice. Occasionally pupils may require physical intervention to prevent serious incidents and to enable them to return to a calm state.

We also use the term ‘positive handling’ to describe physical intervention in order to reflect the positive strategies used.

Aims

- To ensure that all members of staff working with pupils who are at risk of restrictive intervention are supported in understanding their responsibilities and liabilities. HM Government guidance [‘Reducing the need for restraint and restrictive intervention’](#) gives further advice.
- To ensure that all school staff are fully aware of the use of appropriate force and physical contact and intervention with pupils.
- To ensure that all staff are familiar with the legal framework about the [use of reasonable force in schools](#)
- To ensure that all staff who carry out physical intervention (positive handling) are trained in the appropriate technique; Team Teach.

Objectives

This policy should be read in conjunction with the DfE Guidance on the use of reasonable force 2013 found [here](#) and the Keeping Children Safe in Education Guidance. The policy is intended to provide clear and consistent procedures for supporting the management of seriously high risk behaviours within the school and in particular within the SEMH ARP.

Physical intervention can be used to prevent a pupil from doing, or continuing to do any of the following:

- causing injury to himself/herself
- causing injury to another person
- disrupting the maintenance of good order and discipline at school during a teaching session or otherwise
- causing serious damage to personal or school property

The use of physical intervention (positive handling) will always be;

- reasonable
- proportionate
- necessary
- in the best interests of the pupil

In all cases, only the minimum force for the minimum time needed will be used to support a pupil in regaining control and there may be minimal discomfort with some disengagement techniques. Parents of pupils attending the SEMH ARP will be made fully aware of the procedures that will be applied to achieve this through '**The SEMH Nurture Provision (Conifer Class) Behaviour Support Plan**'*.

*A pupil will not be admitted to the SEMH ARP unless their parent or carer signs in agreement to the use of this plan.

Minimising The Use Of Physical Intervention

Every effort will be made to reduce the risk of escalation and thereby to reduce the need to use physical intervention (positive handling).

Parents/carers will be consulted to ensure that pupils with a history of violence do not have a medical condition that would make them particularly vulnerable to injury (e.g. asthmatics). A Positive Handling (Risk Reduction) Plan (PHP) will be completed for children entering the SEMH ARP which outlines triggers/experiences at each stage of a crisis, strategies to de-escalate a situation and physical intervention techniques that should be used or avoided. For children not in the SEMH ARP, a PHP will be completed by key staff supported by a Team Teach trained member of staff as soon as higher risk behaviours are observed and strategies beyond those that work for the majority of pupils are needed. This plan will be updated after the first incident of physical intervention. PHPs will be reviewed termly.

Staff at Silsoe Lower School are trained in the Team Teach method of positive behaviour management. This method focuses on 95% positive behaviour management and de-escalation techniques and 5% physical intervention when absolutely necessary and in the best interests of the child.

The following actions will be applied by staff in a situation with a pupil who has lost control of their behaviour and are in an escalating situation that is placing themselves or others at risk of harm;

- calming oneself using learnt/personal strategies
- calm and appropriate language expressed in a positive and quiet tone
- non-threatening body language
- de-escalation, diversion, distraction techniques
- listening and counselling
- negotiating where appropriate
- asking onlookers to leave the scene
- respecting the dignity of all concerned
- taking the problem seriously
- creating a calm environment that minimises the risk of incidents
- application of the strategies outlined on the pupil's PHP (Risk Reduction Plan) where appropriate

The Decision To Use Physical Intervention

The judgment on whether to use physical intervention will always be dependent on the circumstances of each case and on the information available about the individual pupil. The decision to use physical intervention will be made following a dynamic risk assessment by trained staff and must be **necessary, in the pupil's best interests, proportionate and reasonable**. The following are examples of situations that call for a dynamic risk assessment:

- a pupil attacks a member of staff or another pupil
- a pupil is engaging in self-injurious behaviours or is indicating they may
- pupils are fighting, causing risk of injury to themselves or others
- a pupil is committing or on the verge of committing deliberate, serious damage to property
- a pupil is causing, or at risk of causing, injury or damage by accident; by rough play, or misuse of dangerous materials or object
- a pupil is behaving in a way that seriously disrupts a lesson
- a pupil is behaving in a way that seriously disrupts a school sporting event or school visit

Staff Authorised To Use Physical Intervention

All members of school staff have a legal power to use **reasonable force**. This power can also apply to people whom the Head Teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

Members of staff with up to date Team Teach training are authorised to use physical intervention. These members of staff have been authorised by the Head Teacher to have control over the pupils at Silsoe Lower School and therefore automatically have the power to use physical intervention.

All members of staff whose contract is to work within the SEMH ARP will receive Team Teach training upon appointment and will update their training at least bi-annually. The Head of Inclusion is a trained Intermediate level tutor. Dynamic risk assessments will be completed to ensure the safety of both pupils and staff.

All staff given this responsibility, by the Head Teacher, must be fully briefed by studying this document, the school's Behaviour for Learning Policy, Conifer Class Behaviour Support Plan, DfE Guidance on the use of reasonable force 2013 and the DfE's Keeping Children Safe in Education Guidance.

Each classroom has a list of staff authorised to use physical intervention.

Monitoring, Recording and Reporting Incidents

Detailed records must be kept of all significant incidents where physical intervention (positive handling) was used.

The accuracy and detail of these reports are vital to ensure that members of staff are not wrongly accused of abuse.

The Bound & Numbered book and an incident entry on CPOMS must be completed as soon as possible after the incident but no later than 24 hours after the event. Those involved will be given time to recover after an incident and will write their record when they feel calm. All incident records are signed and dated. The information in the report should include:

- the pupil's name
- the date and time when the incident occurred
- where the incident occurred
- why physical intervention was necessary
- the de-escalation and physical intervention techniques used members of staff who used the intervention to support the pupil
- how long the intervention lasted
- anyone else who was present during the intervention
- any marks or injuries noted on the pupil or member(s) of staff as a result of the incident and how it occurred
- any administration of first aid
- details of damage to property and how it occurred
- details of debrief of pupils and staff
- how and when parents/carers were informed of the incident

The Head of Inclusion and/or the Head Teacher must be informed of any incident requiring physical intervention.

Parents/carers will be informed either verbally, via email or via a Home/school communication book if physical intervention has been necessary and if appropriate may be asked to attend the school to support the pupil in regaining control.

Where injury has occurred as a result of violence, aggression or use of physical intervention, it should be reported in accordance with the instructions laid down in the LA Health and Safety Manual Section L and using the Central Bedfordshire Accident and Incident Reporting Form. This form is kept in the School Office.

The SLT and LA will monitor the need to use physical intervention and staff will be supported in developing revised behaviour plans to support the needs of pupils exhibiting violent behaviour. External agencies will be consulted as required.

Post-Incident Support

Following an incident involving physical intervention, these actions should be taken:

- appropriate medical attention should be given to all involved parties. A first aid trained member of staff will undertake this responsibility and seek professional support if necessary.
- a debriefing with staff should be provided by the Head of Inclusion or the Head Teacher, which should include emotional support beyond the immediacy of the incident.
- a trained member of the SEMH ARP staff (within the provision) or a member of staff familiar to the child (within mainstream) should 'work through' the incident with the pupil concerned at an appropriate time. This should be done in a supportive and constructive manner to help the pupil to identify the causes of their behaviour and to discuss ways of preventing a similar situation in the future. This debrief/reflection should be recorded.
- Occupational Health services may be contacted if required to give additional support to staff. The Head Teacher or Teacher in the SEMH ARP seek this support if necessary.
- The Head Teacher should advise staff members to contact their trade union/professional association.

The school strongly advises all members of staff who may be involved in physical intervention to join a trade union because the local authority is not able to support a member of staff in court.

Complaints Procedure

The Complaints Policy is available via the school website or a copy can be obtained via the school office. Initial complaints should be made to the Class Teacher and if this is not resolved to the Head Teacher. Please refer to this policy for further clarification on the complaints process.

See also;

Behaviour for Learning Policy
Safeguarding and Child Protection Policy
SEND Policy
SEMH Nurture Provision Policy
SEMH Nurture Provision Integration Policy
Complaints Policy
Health and Safety Policy