



Physical Intervention Policy March 2025

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Date approved by Governing Body	March 2025
Governor Approval	W.Wills
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This policy should be read in conjunction with our Behaviour Policy, Safeguarding and Child Protection Policy, Allegations against staff policy,

What is Reasonable Force? (as per *DFE Use of reasonable force July 2013*)

- The term 'reasonable force' covers the broad range of actions used by staff that involves a degree of physical contact with pupils.
- 'Reasonable in the circumstances' means using no more force than is needed.
- Force in schools may be necessary to control or restrain. Control means either passive physical contact, such as standing between children or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Physical Intervention must only be used;

- for the shortest period of time to enable a safe environment to be re-established
- after exhausting all other techniques (depending on environmental factors)
- after issuing a verbal instruction to the child to stop the inappropriate behaviour
- after informing the child of what will happen if they do not stop
- after summoning assistance from other colleagues, if possible.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the Executive Headteacher/Head of School has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When might reasonable force be used?

- Reasonable force might be necessary to:
 - prevent children from harming themselves, other children or adults, or to stop a fight.
 - prevent a child from behaving in a way that disrupts a school event or a school trip;
 - remove children from a classroom where they are displaying unsafe or disruptive behaviour when they have refused verbal instructions to remove themselves;
 - prevent a child from leaving a classroom/space where allowing the child to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Headteachers and authorised staff can also use force (as is reasonable given the circumstances) to conduct a search for prohibited items (knives and weapons, alcohol, drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or any article that has been, or is likely to be, used to commit an offence, cause personal injury or damage to property. Force cannot be used to search for items banned under the school rules.

- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances and take into account the needs of the child and any SEND they may have.
- Children who have shown behaviours which may require physical intervention will have a specific Risk Assessment which will take into account any SEND they may have and the legal duty to ensure that reasonable adjustments are made. Risk Assessments will be considered and changed if necessary following physical intervention.
- Reasonable force will never be used as a punishment for a child.

Recording Physical Intervention

- All incidents of physical intervention will be recorded in a bound book which will be locked in a secure cabinet (See appendix A). Physical Intervention will be logged on the Pupil's behaviour file on ClassCharts.
- All physical intervention records must be signed by the Executive Headteacher, Head of School or most senior member of staff on site that has not involved in the intervention.
- All staff involved in the physical intervention must sign their involvement is accurately recorded.
- Where appropriate, the child will have the opportunity to comment and for these views to be recorded.
- All physical intervention records must be completed within 24 hours.
- Staff and students involved in the incident will receive debriefing with a member of the senior leadership team to give the opportunities to discuss feelings, receive emotional support and discuss reparation of relationships.

Communicating with Parents.

- Parents will always be informed if physical intervention has been needed for their child, this will be done on the day by a senior member of staff. The staff member will document how and when parents have been made aware.
- Parents can request to read the written record.

Staff Training

- The Senior Leadership Teams and Inclusion Teams across the Lightyear Federation have received Team Teach Training – Positive Training Level 1 in January 2025; this training is due to be updated bi-annually and includes a toolkit approach of practical de-escalation and intervention strategies that can be used to minimise risk and conflict safely and respectfully in our settings.

Role of the Governing Body

- A representative from the governing body (Safeguarding Governor/Chair or Vice Chair) will annually review the bound copy of recorded interventions as part of their monitoring role.

Appendix A – Repton Manor Primary School Physical Intervention Record

Name of the child concerned: DOB:.....

Name of the person using the measure:

Name of any other people present:

Name of the person completing this record:

Date: Time: Location:

Details of the behaviour leading up to the measure (what the child was doing or saying):

.....
.....

Details of any methods used to avoid the need to use that measure (what you did, what you said, what you tried):

- | | |
|-----------------------------|--------------------------------|
| • Humour | • Contingent touch |
| • Verbal advice and support | • Calm talking |
| • Firm, clear directions | • Calm stance |
| • Negotiation | • Patience |
| • Limited choices | • Withdrawal offered |
| • Distraction | • Withdrawal directed |
| • Diversion | • Swap adult |
| • Reassurance | • Reminders about consequences |
| • Planned ignoring | • Success reminders |

Why was the measure necessary? - (describe your dynamic risk assessment and why you honestly believed that the measure you chose was in the best interest of the child)

- Risk to self
- Risk to others
- Risk to safe physical environment
- Risk to safe physiological environment
- Prevention of psychological distress
- Prevention of physical harm
- Prevention of criminal offence
- Temporary loss of competence or capacity

A description of the measure used (what you did and what you said):

.....

.....

The effectiveness of the measure:

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.....

Duration of any measure of physical restraint or restriction in minutes and any time intervals between provision of active support:

.....

.....

Any consequences of the use of this measure:

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.....

A description of any injury to the child concerned or any other person (Was first aid offered? Was first aid accepted?)

.....

.....

A description of any medical treatment offered or administered:

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- Confirmation that the person authorised to make the official record has spoken to the child concerned and the person using the measure about the use of the measure and the feelings of both of them.

Specify the justification for the physical intervention (lawful excuse):				
To prevent injury to young person		To prevent injury to others		
To prevent damage to property		To maintain good order		
Please tick techniques used and put start and finish time				
	Tick	Start	Finish	Staff Initials
Elbow Guide				
Help Hug				
Single Elbow Escort				
Two Person Double Elbow				
T Wrap				
T Wrap to Chair				
Single Person Double Elbow				
Seated Single Elbow				
Total Duration of the Intervention:				

Is it possible the child had a desired outcome from the behaviour?			
Avoidance of task		Confrontation	
Unable to express thoughts and feelings		Avoidance of situation	
Seek or avoid attention		Other	
Details if necessary			

Views of the young person and any additional comments:

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Reporting of Physical Intervention	Yes/No N/A	How	When	By Whom
Head Teacher / Senior Staff Member				
Parent/Carer				
Placing Authority / Social Worker				
Details of any other Agencies Informed				

Appendix B – Physical Intervention Record (Greatstone Primary School)

BOUND AND NUMBERED BOOK v 9		39
RISK ASSESSMENT AND SIGNIFICANT INCIDENT / RESTRAINT / RESTRICTION RECORD For Additional Details Refer To Supporting Documentation		
Name of the child or young person concerned: _____		Age: _____
Name of the person using the measure: _____		
Names of any other people present: _____		
Name of person completing this record: _____		
Date: _____	Time: _____	Location: _____
Details of the behaviour leading to the use of the measure (what the child or young person was doing or saying): _____ _____ _____		
Details of any methods used to avoid the need to use that measure (what you did - what you said - what you tried): <input type="checkbox"/> Humour <input type="checkbox"/> Verbal advice and support <input type="checkbox"/> Firm clear directions <input type="checkbox"/> Negotiation <input type="checkbox"/> Limited Choices <input type="checkbox"/> Distraction <input type="checkbox"/> Diversion <input type="checkbox"/> Reassurance <input type="checkbox"/> Planned Ignoring <input type="checkbox"/> Contingent Touch <input type="checkbox"/> Calm talking <input type="checkbox"/> Calm Stance <input type="checkbox"/> Patience <input type="checkbox"/> Withdrawal Offered <input type="checkbox"/> Withdrawal <input type="checkbox"/> Directed <input type="checkbox"/> Swap Adult <input type="checkbox"/> Reminders about Consequences <input type="checkbox"/> Success Reminders		
Why Was The Measure Necessary? - (describe your dynamic risk assessment and why you honestly believed that the measure you chose was in the best interests of the child or young person) <input type="checkbox"/> Risk to Self <input type="checkbox"/> Risk to Others <input type="checkbox"/> Risk to Safe Physical Environment <input type="checkbox"/> Risk to Safe Psychological Environment <input type="checkbox"/> Prevention of Psychological Distress <input type="checkbox"/> Prevention of Physical Harm <input type="checkbox"/> Prevention of Criminal offence <input type="checkbox"/> Temporary Loss of Competence or Capacity		
A description of the measure used (what you did and what you said): _____ _____ _____		
The effectiveness of the measure: _____		
Duration of any measure of physical restraint or restriction in minutes and any time intervals between provision of active support: _____		
Any consequences of the use of the measure: _____		
A description of any injury to the child concerned or any other person: _____		
A description of any medical treatment <input type="checkbox"/> offered or <input type="checkbox"/> administered: _____		
External Agencies Informed and supporting records: _____		
<input type="checkbox"/> Medical Referral	(Date and/or log number)	
<input type="checkbox"/> Social Worker	(Date and/or log number)	
<input type="checkbox"/> Health & Safety Report (RIDDOR)	(Date and/or log number)	
<input type="checkbox"/> LADO	(Date and/or log number)	
<input type="checkbox"/> Safer Schools Partnership Support Officer	(Date and/or log number)	
<input type="checkbox"/> Placing Authority	(Date and/or log number)	
<input type="checkbox"/> Responsible Parent	(Date and/or log number)	
<input type="checkbox"/> Confirmation that the person authorised to make the official record has spoken to the child or young person concerned and the person using the measure about the use of the measure and the feelings of both of them.		
Views of the young person and any additional comments: _____ _____ _____ _____		