



**Physical Intervention Policy  
March 2023**

Policy lead	Hannah Ferris
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Governor signature	
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## The Use of Physical Intervention

### What is Reasonable Force?

- The term 'reasonable force' covers the broad range of actions used by staff that involves a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to restrictive physical intervention.
- 'Reasonable in the circumstances' means using no more force than is needed.
- 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 telling 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 Head Teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

### When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder within the school.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- 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 there will be reasonable adjustments 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). **The Physical Intervention will be logged on the Pupil's behaviour file on ClassCharts.**
- All physical intervention records must be signed by the Head Teacher or most senior member of staff on site, 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 management 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 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.

### **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):

- |  |   |
|--|---|
| <input type="checkbox"/> Humour                    | <input type="checkbox"/> Contingent touch             |
| <input type="checkbox"/> Verbal advice and support | <input type="checkbox"/> Calm talking                 |
| <input type="checkbox"/> Firm, clear directions    | <input type="checkbox"/> Calm stance                  |
| <input type="checkbox"/> Negotiation               | <input type="checkbox"/> Patience                     |
| <input type="checkbox"/> Limited choices           | <input type="checkbox"/> Withdrawal offered           |
| <input type="checkbox"/> Distraction               | <input type="checkbox"/> Withdrawal directed          |
| <input type="checkbox"/> Diversion                 | <input type="checkbox"/> Swap adult                   |
| <input type="checkbox"/> Reassurance               | <input type="checkbox"/> Reminders about consequences |
| <input type="checkbox"/> Planned ignoring          | <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 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:

.....  
 .....

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:

.....  
 .....

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:

.....  
 .....

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:

.....

.....

.....

.....

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)**

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**BOUND AND NUMBERED BOOK v 9**

**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):  
 Humour  Verbal advice and support  Firm clear directions  Negotiation  Limited Choices  Distraction  Diversion  
 Reassurance  Planned Ignoring  Contingent Touch  Calm talking  Calm Stance  Patience  Withdrawal Offered  Withdrawal Directed  Swap Adult  Reminders about Consequences  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)  
 Risk to Self  Risk to Others  Risk to Safe Physical Environment  Risk to Safe Psychological 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: \_\_\_\_\_

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  offered or  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)

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: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_