



Shardlow Primary School

Aspire Achieve Thrive



Physical Intervention Policy

Approved by:	Local Governing Body
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Review cyc	



Version Control

Version	Date	Author	Changes
V1.2	10.09.2018	K Magner	Updated 'legislation' to reflect DfE, Keeping Children Safe in Education, Sept 2018 Updated responsibilities- Headteacher (9) Staff (5) Replaced 'Positive Behaviour Support Policy' with Physical Intervention Policy; throughout Updated 'What is physical intervention' to be in line with guidance from DfE, Keeping Children Safe in Education, Sept 2018 Updated appendices Improved layout and formatting
V1.3	16.09.2020	MD	Updated appendix 2 Added final sentence in the 'Legislation' section from Keeping Children Safe in Education Sept 2020.
V2	14.03.2023	KM	Change the policy to be in line with Derbyshire County Council's 'Positive Behaviour Support Policy'.
V2.1	Dec 2024	KM	Removed section 7- who may use physical intervention- definition was not practicable against the risk of an unplanned intervention being needed.

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1. Our School

Shardlow Primary School is a **small school with big spirit!** We don't let our small size stop us from providing the best for our children and this is achieved through a shared vision and values amongst all our staff, parents, pupils and the wider school community.

At Shardlow Primary School we want all pupils to **Aspire, Achieve and Thrive** during their time with us and beyond. Our ultimate aims for all of our children are;

Aspire - to develop a long-term love of learning and a desire to achieve

Achieve - to fulfil their potential; achieving their best across the curriculum

Thrive - for all of our children to be happy, healthy and safe.

Our values, the '**Shardlow Spirits**' help us to create an environment where this is possible. Through the Shardlow Spirits our children learn the key characteristics needed to be effective learners and help them to achieve, whilst also understanding how to behave towards one another, maintaining a happy and safe environment so our community can thrive.

2. Policy Statement

The Academy Governing Body of Shardlow Primary School recognise the Local Authority policy and guidance on Positive Behaviour Support (including Physical Intervention) and agree to work within these guidelines, including minimising the use of physical interventions through emphasis on sound behavioural support strategies.

The Governing Body of Shardlow Primary School is committed to ensuring and maintaining a safe working environment for everyone at the school.

The Governing Body is also committed to the Safety and Welfare of all children and young people who attend the school.

To fulfil this commitment the Governing Body has agreed the Shardlow Primary School Behaviour Policy. This Physical Intervention Policy compliments the Behaviour Policy and the two should be used in conjunction.

This policy has been agreed by the Governing Body in the context of the Behaviour Policy and the knowledge, context and requirements of relevant legislation; advice, and guidance. In this respect the Governing Body is aware that Section 93 of the Education and Inspections Act 2006 outlines the powers of "authorised staff" to use reasonable force.

This policy aims to give all members of the school community clear guidance so that any physical intervention that they undertake is carried out in a way that supports the values and principles described above. In particular, it aims to describe the circumstances in which restrictive physical intervention is an appropriate response and how staff at school will fulfil their responsibilities in those circumstances.

The Headteacher will be responsible for ensuring that staff adhere to, and parents are aware of, the policy. They will ensure that any necessary training/awareness-raising takes place so that staff know their responsibilities.

The Governing Body and the Headteacher will ensure that this policy is regularly reviewed to ensure it meets the changing needs of pupils and staff.

3. Roles and Responsibilities

3.1 Responsibilities of the Headteacher

The Headteacher is responsible for the implementation of this policy. This includes ensuring that the culture of the school reflects the overarching policy and guidance.

In order to effectively discharge this responsibility, the Headteacher should ensure that:

1. A school Positive Behaviour Support (including Physical Intervention) policy is in place and approved by the Governing Body, in line with the Local Authority Policy and Guidelines.
2. The school policy is understood and adhered to by all staff.
3. Best practice is kept up to date and modelled by the head teacher.
4. All staff know the physical intervention procedures, including who to report them to and where and how they should be recorded
5. Relevant staff are authorised to carry out Physical Interventions.
6. Adequate resources are available to ensure this policy is implemented.
7. Practice relating to Physical Interventions is monitored.
8. Training is available to staff relating to the use of Physical Interventions.
9. Risk assessments are in place and the use of Physical Interventions is planned wherever possible.
10. All incidents where a physical Intervention has been used are recorded and followed up.

3.2 Responsibilities of the Local Governing Body

The Governing body are responsible for ensuring safe practices are in place and are being followed. Their responsibilities fall into 3 categories; (a) ensuring that there is adequate guidance and resourcing for this issue, (b) monitoring performance and application, (c) dealing with any complaints relating to this issue.

In particular the Governing Body should ensure that:

1. The school has a formally approved policy on the use of Positive Behaviour Support (including Physical Intervention).
2. The policy is adhered to by the whole school community.
3. Ensuring sufficient resources are available to enable the policy to be effectively implemented
4. The policy is reviewed regularly, (at least every 2 years) to ensure it remains valid and meets the needs of both pupils and staff.
5. They receive and act upon reports relating to the implementation of the policy.
6. Regular monitoring of the number and type of incidents recorded is carried out.
7. The policy and its implementation is considered when making decisions relating to the school and its community.

3.3 Responsibilities of Employees

All employees have responsibilities as outlined by the Health and Safety at Work etc Act 1974 and the Management of Health and Safety at Work Regulations 1999 to comply with this policy.

The responsibilities of employees are as follows. Whilst at work all employees will:-

1. Make themselves familiar with and adhere to the schools Positive Behaviour Support (including Physical Intervention) Policy
2. Be aware of safe systems of work and risk assessments, including control measures relevant to their area of work.
3. Point out any shortcomings in the policy to their Headteacher as appropriate.
4. Record any incidents of Physical Interventions.

4. Physical Touch

Statement on the use of physical touch

The Governors at Shardlow Primary School recognise that physical touch is an essential part of human relationships. As such, no touch policies are questionable, and could actually be classed as 'acts of omission'. However, it is appreciated that there are some concerns around safeguarding in some establishments. In our school, adults may well use touch to prompt, to give reassurance or to provide support, but this must be used sensitively and appropriately, in line with our Child Protection protocols and the unique needs, characteristics and preferences of the individual.

To use touch/physical support successfully, staff will adhere to the following principles. It must:

- be non-abusive, with no intention to cause pain, injury or use power,

- be in the best interests of the child and others,
- have a clear supportive purpose for the pupil/young person,
- take account of gender and cultural issues.
- take account of specific known historical experiences of the young person
- be within the principles of the law

Some pupils/young people may find physical touch unwelcome, and this right must be respected. Such sensitivity may arise from the pupil/young person's cultural background, individual needs, personal history, age etc. At our school the DSL team are responsible for ensuring that relevant staff are aware of any pupil who finds physical touch unwelcome, where this is known.

With the above in mind and based on the principle that touch will only be used in appropriate situations in this school the likely situations where touch will be acceptable are:

- To administer first aid
- To administer medicines
- To apply sun cream (in line with school's policy on this)
- To support a pupil/demonstrate a technique within PE or other practical curriculum area
- To deliver personal care to a pupil who requires support as part of a care plan
- To provide emotional support and re-assurance to a pupil
- To carry out physical interventions as necessary

5. Positive Behaviour Support

What Is 'Positive Behaviour Support'(PBS)?

The BILD (British Institute of Learning Disabilities) International Journal of Positive Behaviour Support (Gore et al 2013) has defined positive behaviour support as a framework:

- That enhances the quality of life for the individual and others involved in their life
- For developing an understanding of the challenging behaviour displayed by an individual, based on an assessment of their social and physical environment and the broader context within which it occurs
- That is developed with the full inclusion and involvement of the individual (child or young person) being supported, their family members and/or their advocate
- To develop, implement and evaluate the effectiveness of a personalised and enduring system of support

PBS is an approach which incorporates the safe use of reactive strategies (possibly including restrictive practices) alongside proactive primary and secondary preventative approaches. Reactive strategies are required to make a situation safe and return a person to a state where they can resume their regular activities and lifestyle. A considerable evidence base has emerged over recent decades that shows the clear benefits of PBS as a strategy in terms of improving the quality of life of individuals who use services and in reducing challenging behaviour.

6. Physical Intervention

What Is 'Physical Intervention'?

There is a difference between Physical Intervention and Restrictive Physical Intervention.

In this school these are defined as follows:

Type	Definition	Example
Non-restrictive physical interventions.	Where physical touch is used to support the young person and they have the choice to move away from the touch or where a cause of distress can be removed without the need to touch the young person.	In this school this includes • guiding/shepherding a person from A to B • Removal of a cause of distress, such as adjusting temperature, light or background noise.
Restrictive physical interventions	Where the adult takes control of the young person and their actions to prevent, impede or restrict movement or mobility.	In this school this includes • Isolating a child in a room • Holding a pupil • Blocking a person's path • Interpositioning • Specific interventions as per a child's individual plan (following an audit of need, a risk assessment and person specific training).

Strategies to Minimise the Need to Use Force

It is the *expressed aim of Shardlow Primary School* to avoid the use of force to physically restrain pupils in all but the most extreme circumstances. In order to do

this the school will implement the following positive behaviour support strategies to ensure the use of force is minimised:

- i) Create a calm, orderly and supportive school that minimises the risk of dangerous behaviour. Clear rules are in place, and these are clearly communicated to pupils and consistently, fairly and openly applied.
- ii) There are effective relationships between pupils and staff in which pupils can engage and participate in ideas to create a calm and orderly environment.
- iii) Ensure all staff adhere to the policy regarding the use of force as a last resort.
- iv) Use proactive interventions with individuals or groups who are at risk of involvement in dangerous behaviour.
- v) Develop a whole school approach to developing social and emotional skills. (*Schools may wish to utilise the Social and Emotional Aspects of Learning.*)
- vi) Recognise that challenging behaviours are often foreseeable and have plans in place to deal with these eventualities.
- vii) Monitor all incidents where force is required to ensure any trends are identified. Put plans in place to reduce the risks associated with the use of force.
- viii) Whenever practicable, tell a student that force may need to be used before using it.
- ix) Plan for staff development in behaviour management, including positive behaviour support strategies, so that staff have the confidence and skills necessary to manage potentially dangerous situations.

When May a Restrictive Physical Intervention Be Used

Restrictive physical intervention is rarely used at Shardlow Primary School. However, it may be necessary to use such force as is reasonable in the circumstances in order to:

- prevent a pupil injuring themselves or others, (e.g., rough play, stopping a young person from running towards traffic),
- prevent a young person causing serious damage to property,
- prevent a pupil/young person committing an offence (or for any pupil/young person under the age of criminal responsibility, what would be considered an offence for an older pupil/young person).
- prevent a pupil prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise. ***Being mindful of:***
 - the seriousness of the incident, assessed by the effect of the injury, damage or disorder,

- the chances of achieving the desired result by any other means,
- the relative risks of intervening compared with using other strategies.

Duty of Care

Staff should be aware that their employment imposes upon them a duty of care to maintain an acceptable level of safety. It is acknowledged that the behaviour of children and young people can become dangerous and physical intervention may be required. This is inevitably a high-risk action. Guidelines cannot anticipate every situation and, therefore, the sound judgement of staff at all times is crucial. This may mean not getting physically involved if this would put you at direct risk but could include summoning relevant assistance. It is not acceptable to do nothing.

The Place of Physical Intervention in Shardlow Primary School

Physical interventions will only be used in exceptional circumstances. The school expects that staff will only use force in circumstances where:

- The consequences of not intervening were sufficiently serious to justify the use of force,
- Achieving a safe outcome by other means had either been tried and exhausted,
- The risks associated with not using force outweigh those of using force.

The use of a restrictive physical intervention will be the outcome of professional judgements made according to this policy.

Restrictive physical intervention will *only* be considered if other behaviour management options have proved ineffective or are judged to be inappropriate (or in an emergency situation). Before deciding to intervene in this way, staff will weigh up, the risk of not intervening against the risk of intervening.

NB. STAFF DECIDING THAT NOT INTERVENING PHYSICALLY IS THE SAFEST COURSE OF ACTION FOR THEM SHOULD BE AWARE THAT SIMPLY DOING NOTHING IS NOT AN OPTION. THE EXPECTATION AT Shardlow Primary School IS THAT AS A MINIMUM STAFF SHOULD RAISE THE ALARM AND SUMMON APPROPRIATE ASSISTANCE.

The two types of physical interventions likely to be required in the school are:

Emergency/unplanned interventions	Use of force which occurs in response to unforeseen events. <i>This should always be a trigger for a Risk Assessment and planning once it has occurred.</i>
Planned interventions	Any situation that staff might reasonably expect to occur, in which staff employ, where necessary, pre-arranged strategies and methods which are based on a risk assessment. Planned interventions must be recorded in a Physical Intervention Plan <i>This could be in an individual plan for the management of the behaviour of a specific pupil but could be generic risk assessments and plans for situations which are likely to occur such as a fight in a playground.</i>

a) Individual Behaviour Risk Assessments

These are essential when it is known that a young person may behave in a way that raises the likelihood of a physical intervention being necessary and appropriate, (from records from a previous setting or a history of incidents at the school).

In these cases, the headteacher will ensure that:

- A behaviour risk assessment is in place, taking account of the needs of the pupil and identifying ways of addressing needs.
- Appropriate support services have been consulted and their advice sought (where time suffices).
- The plan and risk assessment are fully communicated to those in direct contact with the pupil.
- The plan identifies triggers and warning signs of the dangerous behaviour.
- The plan includes positive behaviour support strategies to manage the behaviour without the use of physical interventions
- The physical interventions to be used and the points at which they are to be used are specific.
- That parents/carers, staff and pupils (where appropriate) have been involved in drawing up the plan and are clear about the specific actions staff may need to take
- That the pupil's Special Educational Needs (SEN) and/or disability, have been fully considered. This will include seeking medical advice regarding how restraint could affect a pupil with disability or medical condition.

Once the plan has been drawn up and agreed, the headteacher will ensure that:

- The risk assessment is effectively communicated to all those who may be required to use it.
- That all those who may be temporarily authorised to use force (e.g. volunteers on school trips are made aware of the plan and risk assessment as necessary).
- That appropriate training on specific restrictive physical interventions is available
- That appropriate resources are available to ensure the plan is effectively implemented.
- That the plan is reviewed after every intervention, to ensure it is still appropriate.

b) Planned Generic Physical Interventions

The school will attempt to identify situations where these events may predictably occur, (e.g., fights, rough play, serious disruption of teaching), and will put in place agreed risk assessments protocols to deal with such events. These will be communicated to staff and any necessary training will be accessed.

IT IS THE RESPONSIBILITY OF EVERY MEMBER OF STAFF TO ENSURE THEY ACT IN ACCORDANCE WITH THESE PLANS AND RISK ASSESSMENTS. ADDITIONALLY, STAFF SHOULD MAKE THE HEADTEACHER AWARE OF ANY SHORTCOMINGS IN THESE PLANS AND ASSESSMENTS.

c) Unplanned Physical Interventions

These by their very nature are more difficult to deal with and will certainly involve staff making on the spot decisions about if and how to intervene.

In emergency or unplanned situations staff will need to carry out a dynamic risk assessment based on the circumstances at the time, professional judgement, this policy and any training received.

Staff are not expected to intervene physically against their better judgement, nor are they expected to place themselves at unreasonable risk. They must take steps to minimise risks. For example, by removing other pupils and calling for assistance.

ALL STAFF MUST BE AWARE THAT THE SCHOOL DOES NOT CONDONE AND WILL NOT TOLERATE THE USE OF PHYSICAL RESTRAINT TO PUNISH OR DISCIPLINE A PUPIL OR TO DELIBERATELY CAUSE PAIN TO OR HUMILIATE A PUPIL. STAFF MUST NEVER USE PHYSICAL RESTRAINT OUT OF ANGER OR FRUSTRATION.

Risk Assessments

Risk assessments will focus on the significant risks involved in carrying out a Physical Intervention and the actual circumstances, therefore, it is impossible to cover all eventualities in this policy. Risk Assessments will be carried out by competent staff, authorised by the head teacher, and may involve a Behaviour Support Teacher or other specialist staff.

There are many things to consider in both a planned and a dynamic risk assessment and the following are examples of factors which must be taken into account when evaluating the risk and in determining the strategies and if necessary, control measures to be employed. The list is not exhaustive;

- Any known SEN including; social, emotional, communication, physical or medical needs,
- The age, relative physique, and known medical conditions of both the adult and the child or young person;
- The relative genders of staff and child or young person;
- The presence of a second adults available to assist, monitor and witness the physical intervention;
- The availability of a second, or other adult;
- Spectacles, hearing aids, jewellery and clothing worn by the child or young person;
- The adult's capacity to act calmly and systematically;
- The location of the incident and the potential for the physical intervention to be carried out safely;
- The potential outcomes of not intervening;
- Whether other techniques not involving force have been tried
- The presence of other pupils/bystanders who could escalate risk to staff or any child or young person.

The purpose of the risk assessment is to outline the likelihood of challenging behaviour or an incident which may require intervention and/or a significant risk of injury occurring when dealing with such a situation.

Methods of Restrictive Physical Intervention

When a restrictive physical intervention is justified, staff will use "reasonable force". This is the degree of force "warranted by the situation". It will be 'proportionate to the circumstances of the incident and the consequences it is intended to prevent'. Any force used will be the minimum degree and time needed to achieve a safe outcome. The physical intervention must;

- not involve hitting the child or young person,
- not involve "punitive" acts such as deliberately inflicting pain on the child or young person,

- not restricting the child or young person's breathing, e.g. throat or chest holds or pressing the child or young person's face into soft furnishings,
- avoid the genital area, buttocks or breasts of the child or young person;
- avoid the adult putting weight upon the child or young person in any way,
- avoid holding joints or pulling on joints.

During any incident of physical intervention adults must, seek to;

- Minimise the need for, or length of, any physical intervention
- Lower the child or young person's level of anger or distress during the physical intervention by continually offering verbal re-assurance and avoid fear of injury in the child or young person;
- Cause the minimum restriction of movement of limbs consistent with the level of risk to safety and welfare,
- Take account of the potential for accidental injury during the physical intervention by using a method appropriate for the environment in which it is taking place.
- Work together as a team, with one member taking the lead,
- Exclude any other child or young person from assisting with the physical intervention;

The Governing Body recognises that there is no legal definition of reasonable force.

The Governing Body acknowledges:

- The use of physical intervention is unlawful if the circumstances do not warrant the use of physical force. Therefore, physical intervention cannot be justified to prevent a child or young person from committing a trivial misdemeanour, or in a situation that could clearly be resolved without physical intervention;
- The physical intervention must be in proportion to the incident and the seriousness of the potential risk of injury. Any physical intervention should always be the minimum needed to achieve the desired outcome.

The Governing Body recommends that other strategies should be used before resorting to the use of force. These may include:

- Telling the pupil to stop or what you need them to do
- Verbal and non-verbal de-escalation techniques.

In circumstances where force is necessary and there is no alternative, the following basic points should be considered when undertaking a physical intervention;

- Stabilise or redirect as quickly and as safely as possible;
- Hold clothes instead of skin;
- Do not hold on a joint

- Avoid pressure on vulnerable areas such as neck, diaphragm and stomach;
- Avoid pressure on areas which will restrict blood flow;
- Avoiding contact with sexual areas;
- Be sensitive to the child or young person so that control can be returned to her/him as soon as possible.

Staff who have received specific training on physical restraint must always act in accordance with that training.

7. Induction and Training

The Headteacher will ensure all staff know this physical intervention policy, who incidents should be reported to, and where and how they should be recorded.

All new staff appointed to work at the school will be given an explanation of the school's policy on Physical Intervention and be made aware of the ethos of the school as part of their induction programme. The Governing Body believes this is particularly important for Newly Qualified and Supply Teachers.

The Headteacher will ensure that staff receive appropriate training relating to this policy and methods of physical intervention for authorised staff, if required.

8. Recording and Reporting Restrictive Physical Intervention

Recording Events and Actions

The Governing Body acknowledges the importance of ensuring accurate and detailed records of incidents of physical intervention are made and kept for future reference.

Restrictive Physical Intervention Incident Reports

The Governing Body and Headteacher will establish procedures to ensure that all significant incidents of physical intervention are reported and recorded by the member(s) of staff involved as soon as possible after the event (within 24 hours). The recording will be factual include any antecedents to the incident, any proactive and active strategies used and will avoid emotive language. The incident should be recorded on the attached incident report form (Appendix 1). A copy of this form will be kept securely and confidentially at the school and should there be any concerns raised about the incident, the school should contact the Corporate Services & Transformation, Advisory & Specialist Services (previously Children Services) Health, Safety and Wellbeing Team.

The school considers any of the following incidents to be significant and therefore requires that staff complete an incident record:

- a) Any incident which caused injury or distress to a pupil or member of staff (where an injury is involved the school's accident reporting guidance must also be followed);
- b) Any incident which is sufficiently serious in its own right to require an incident record to be completed (even though there was no apparent injury or distress). Any use of restrictive physical interventions will fall into this category.
- c) Any incident where a written record is needed to be able to justify the use of force. (This is relevant where the staff involved feel the judgement was finely balanced).
- d) Any incident where a record will help the school to identify and analyse patterns of pupil behaviour or will help to inform future training.
- e) Any incident which involved other agencies e.g., the police.

The form must be completed by the member(s) of staff concerned. They will sign and date the record of physical intervention.

The Headteacher or a senior member of staff should be informed of any incident of physical intervention as soon as possible.

It is good practice for the member of staff with lead responsibility for safeguarding to check the report and for the member(s) of staff involved to be provided with a copy of their statement.

Witness Statements

Where a physical intervention has been used statements will be taken from witnesses. This will be carried out by the Headteacher or a senior member of staff. This should be carried out as quickly as possible so that witnesses do not have the opportunity to influence each other's statement.

Follow Up Action

All senior staff involved must record details of their involvement at every stage, together with details of all follow-up action.

The children or young people and staff involved in an incident of physical intervention will have an opportunity to discuss the matter with The Headteacher or an appropriate senior member of staff.

Any lessons learned as a result of this discussion will be used by the school to update behaviour and restraint plans and risk assessments.

Parents and carers of children or young people involved in an incident of physical intervention will be informed of what has happened to their child or young person and offered an opportunity to discuss this with the Headteacher or a senior member of staff.

Any member of staff involved in an incident of physical intervention may need time to recover and regain their composure. They will also be given the opportunity to discuss how the incident of physical intervention has affected them personally with an appropriate colleague, friend or Professional Association or Trade Union Representative.

For planned physical interventions the risk assessment should be reviewed. This should result in a number of actions aimed at meeting needs and reducing the risk of incidents and harm to other pupils and staff, such as:

- preparation of individual plans to address a range of needs
- avoidance of known triggers
- addressing environmental factors and teaching skills.

9. Handling Complaints

Complaints about physical contact or intervention will be considered in the light of existing statutory routes of investigation. These are:

- Safeguarding (Local Authority advice);
- Disciplinary Procedures (School policies/Local Authority advice).

The Headteacher or a senior member of staff will consult with the School's Safeguarding Co-ordinator, and Authority's Child Protection Officer.

If there are no grounds for continuing with either of these procedures the complaint will be dealt with through the Governing Body's normal Complaints Procedure.

Monitoring

The Headteacher and Governing Body will review the implementation of the Policy on Physical Intervention at appropriate intervals.

All staff will be involved and asked to contribute to the review.

All staff will be informed of the outcome of the each review.

Appendices

APPENDIX 1

Physical Intervention Reporting Form

Physical Intervention

Incident and Reporting form

Date of Incident:	
Name of School:	

1. Names of those Involved:

Staff:

Others:

Pupil(s):

2. Time of Incident:

Location:

3. Events leading up to physical intervention (including alternative strategies used):

4. Account of actual incident (include details of actions, method of restraint, words used, witnesses, etc)

5. Outcome/resolution of incident:

6. Follow up actions (advice to carers, support for staff and pupils involved etc):

7. Names of witnesses and attached witness accounts (signed by witness):

8. Record if any injury/damage to property:

9. When and how those with Parental Responsibility were informed

10. Has any complaint been logged YES/NO

Report completed by.....	Report checked by.....
Signed.....	Signed.....
Position.....	Position.....
Date	Date

To Be Kept in Pupil Safeguarding File and Pupil File