

# PHYSICAL INTERVENTION POLICY

## Document Summary

|                             |  |
|-----------------------------|--|
| <b>Staff Lead:</b>          | Debbie Fisher                                |
| <b>Link Governor:</b>       | Andrew Norman                                |
| <b>Version Number:</b>      | V3.0   |
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| <b>Date of Next Review:</b> | July 2027                                    |
| <b>Frequency of Review:</b> | 2 Years                                      |
| <b>Model Policy:</b>        | No   |
| <b>Statutory Policy?</b>    | No   |
| <b>On School Website?</b>   | Yes  |

**FYI: Version control should be used for all formal documents and managed as:-**

- ▶ 0.1 (1st draft version)
- ▶ 0.2 (2nd draft and so on..... 0.3. 0.4 etc)
- ▶ 1.0 (Once document has been approved)
- ▶ 1.2 (during review/approval of a lifecycle document i.e. policies) ▶ 2.0 (2nd approved document) and so on.

## Amendment History

| Version | Amendment Date | Author   | Amendment Summary |
|---------|----------------|----------|-------------------|
| V0.2    | 15/12/16       | Mo Jones | Reformatting Only |

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|      |          |               |  |
|------|----------|---------------|--|
| V0.3 | 16/01/17 | Dan Coney     | Reformatting and minor edits/comments                                    |
| V1.0 | 02/02/17 | Dan Coney     | Updated approval status  |
| V1.1 | 20/03/20 | Hannah Hornig | Reviewed policy  |
| V1.2 | 01/05/20 | Ruth Owen     | Updated following confirmation from PB on the legislation and references |
| V1.3 | 22/01/21 | Ruth Owen     | Updated Childrens Act 2004 ref.  |
| V2.0 | 29/01/21 | Ruth Owen     | PB amended links, final updates following governor approval              |
| V2.1 | 03/07/25 | Debbie Fisher | Review of policy, changes added in red for Governor approval             |
| V3.0 | 01/10/25 | Ruth Owen     | Final formatting following FGB approval                                  |

### Aims

Our school Behaviour Policy outlines how staff create and maintain good order and cultivate effective positive relationships between staff and pupils. Our vision is to enable all members of our school community to **become the best we can**, by being an **inclusive, vibrant, aspirational school**. Our school is a place where all individuals are accepted, nurtured, encouraged and celebrated. We aim to achieve a culture within our school where pupils behave well, enjoy learning, feel safe, engage enthusiastically in activity and achieve high standards. Our approaches to supporting pupils to achieve these things are successful in the vast majority of cases.

This policy aims to give all members of the school community clear guidance regarding the use of physical intervention within the school. It supplements the Frampton Cotterell CofE School Behaviour Policy and both should be read in conjunction with the school SEND, Health & Safety and the Safeguarding policies. We are committed to sharing information about our policies and procedures with the parents and carers of pupils at FCCE. To this end we have included a summary of this policy for parents as Appendix A at the back of this document.

It has been written in accordance with the Department of Education guidance 'Use of reasonable force: advice for Headteachers, staff and governing bodies' (DfE, 2013). It also ensures that any physical intervention that members of staff undertake is carried out in a way that supports the ethos and values of our school.

In rare circumstances, and to prevent a child from harming themselves, others or damaging property; staff, using their professional judgement, may use reasonable force.

Force is never used as punishment at Frampton Cotterell CofE Primary School (FCCE) and all staff know that it is against the law to do so.

Physical touch

At FCCE, we believe physical touch can be an essential part of pupil staff relationships. In our school, adults may well use touch to prompt, to give reassurance or to provide support, for example in a PE lesson.

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

- be non-abusive, with no intention to cause pain or injury.
- be in the best interests of the child and others.
- have a clear and positive purpose (e.g. to access the curriculum or to improve social relationships to ensure the safety of all children and staff).
- take account of gender issues.

Class teachers and the SENCO are responsible for ensuring that relevant staff are aware of any pupil who finds physical touch unwelcome. Such sensitivity may arise from a range of reasons including Special Educational Needs, the pupil’s cultural background, personal history, age, etc.

Physical Intervention - definitions

It is helpful to distinguish between:

| Definition   | Description   | Example  |
|--|---|--|
| <p><b>Non-restrictive</b> physical interventions. (As already stated touch/physical contact can be a small but important and natural part of teacher-pupil relationships in our school).</p> | <p>Either where the child’s movement is not restricted or where the child is held supportively but such that they will be released immediately should they so wish.</p>   | <p>For example:</p> <ul style="list-style-type: none"> <li>• guiding/shepherding a person from A to B</li> <li>• removal of a cause of distress</li> </ul>         |
| <p><b>Restrictive</b> physical interventions.</p>  | <p>Any planned or reactive action which limits a pupil’s movement, liberty or freedom to act independently. Restrictive interventions may include use of equipment, medication or seclusion. Restrictive interventions may or may not involve the use of reasonable force. (Taken from. ‘Use of reasonable force and other restrictive interventions in schools Guidance for schools in England’ February 2025)</p> | <p>For example:</p> <ul style="list-style-type: none"> <li>• isolating a child in a room</li> <li>• holding a pupil</li> <li>• blocking a person’s path</li> </ul> |

and between:

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|   |   |
|---|---|
| Emergency/ <b>unplanned</b> interventions | Occur in response to unforeseen events  |
| <b>Planned</b> interventions              | In which staff employ, where necessary, pre-arranged strategies and methods which are based on a risk assessment and recorded in an individual plan for the management of a pupil |

### When is restrictive physical intervention permissible at FCCE?

Restrictive physical intervention may occasionally be used at FCCE. It may be necessary to prevent a pupil injuring themselves or others. [[Section 550A, DFES Circular 10/98](#)].

Section 550A also allows the use of force 'to prevent a pupil from engaging in any behaviour prejudicial to maintaining good order and discipline....'. However, the use of restrictive physical intervention for this purpose is acceptable only when all other behaviour management strategies have been tried. (For example, pupils refusing to leave a classroom and continually disrupting the education of others after repeated warnings; pupils threatening to leave the site)

### **Risk assessment – when should staff intervene?**

Physical intervention will be avoided whenever possible. It will only be used as a last resort to prevent a pupil injuring themselves or others. Before its use, a dynamic risk assessment, based on professional judgement, will be made by staff. They will consider whether the risk of not intervening is greater than the risk of intervening. Any actions will be carried out with the child's best interests at heart. Positive handling will never be used as punishment.

Under DfE guidance (2013), all members of staff have legal power to use reasonable force. The school also acknowledges that staff are not expected to put themselves at unreasonable risk, but they must take steps to minimise risks, for example by removing other pupils and calling for assistance where possible.

### How staff at FCCE might intervene

When the decision to intervene has been made, staff will use the minimum level of restraint required to achieve the desired result and for the shortest amount of time.

Any positive handling (reasonable force) will always be proportionate to the circumstances of the incident, appropriate to the age of the child involved and take into account any Special Educational Needs or disabilities a pupil may have.

During serious incidents, appropriately trained members of staff will use de-escalation techniques and holds specified within Team Teach training unless under exceptional circumstances.

### Who may use restrictive physical interventions?

Under the DfE July 2011 guidance, all members of school staff have a legal power to use reasonable force and no school is allowed to have a “no contact” policy. In FCCE all teachers and support staff are authorised to intervene by the Head teacher who will ensure that all staff are aware and understand what is involved.

Supply staff will not be allowed to use restrictive physical interventions except if they have been specifically authorised by the Head teacher.

Parents, volunteers and visitors in the school are not given authorisation.

### Staff Training

There must always be at least two members of staff on site who have received restrictive physical intervention training. This will be delivered by a qualified trainer using Positive Handling or **Team Teach** techniques and protocols. Training has to be re-accredited on a bi-annual basis, so the Head teacher will review annually which members of staff will undertake training during the current academic year.

### What to do after the use of a restrictive physical intervention

After the use of an unplanned restrictive physical intervention, the following steps will be taken:

- Details of the incident will be recorded on CPOMs.
- The report will include the following:
  - the names of all parties involved
  - when and where the incident took place
  - the names of other people present
  - the reason that physical intervention was necessary
  - how the incident began and progressed
  - the child's response
  - the outcome of the incident with details of any injuries
  - any damage sustained to furniture, fixtures and fittings.
- This will be categorised on CPOMs as physical intervention.
- Reminders of the information required will be share with all staff.
- If staff prefer to complete a written record, they can use the sheet in Appendix C. This will then need to be updated to CPOMs and categorised as 'physical intervention.'
- Recording will be completed within 12 hours of the incident taking place whenever possible. Staff will be offered the opportunity to seek advice from a senior colleague or professional representative when compiling their report.
- Any injuries suffered by those involved will be recorded following normal procedures.
- The Head teacher will check that there is no cause for concern regarding the actions of adults involved. Parents will be informed if Positive Handling has been required.
- Parents/carers will be informed by a member of the school's leadership team on the day of the incident. Parents/carers will be offered the opportunity to discuss any concerns that they may have regarding an incident.
- Support/debriefing will be available for adults and pupils who have been involved in any incident involving restrictive physical interventions. The Head teacher will make sure this is provided.

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- The Head teacher will assess the incident which led to the intervention with the class teacher and plan how the risk of a repetition of the incident can be minimised, documented in an individual Pupil Positive Handling Plan (Appendix B) if necessary.

The SLT will use the records on CPOMS to analyse patterns of behaviour and so decide whether responses are being effective.

### Support from other agencies and professionals

Where necessary, the school will seek support advice from external agencies regarding individual pupils and positive handling plans. When outside professional, local authority approved agencies are working alongside children and families and they deem a risk assessment and /or handling plan to be necessary, we will be led by their professional judgement and implement their plan.

### Complaints procedure

Any complaint will first be considered in the light of the school's Safeguarding Policy. Under the DfE updated guidance July 2011 it should be noted that when a complaint is made, the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably. Suspension should not be an automatic response when a member of staff has been accused of using excessive force. We are obliged to refer to the "Dealing with Allegations of Abuse against teachers and other staff" guidance when a complaint of this nature is made.

### Monitoring and Evaluation

Records of all incidents of restrictive intervention will be reviewed and analysed annually by the governing body. This policy will be reviewed every two years by the School Improvement Committee.

### Reference documents

The Use of Reasonable force – DfE updated guidance July 2013

DCSF, The Use of Force to Control or Restrain Pupils

<https://www.firstforeducation.co.uk/wp-content/uploads/2015/10/Use-of-force1.pdf>

The Violent Crime Reduction Act 2006 (screening and searching of pupils for weapons guidance for school staff), Department for Education and Skills, 2007 –

<https://www.legislation.gov.uk/ukpga/2006/38/contents>

The Education and Inspections Act 2006 - <https://www.legislation.gov.uk/ukpga/2006/40/contents>

Guidance on the use of restrictive physical interventions for staff working with Children who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders, Joint Guidance DfES and DoH, 2002 –

<https://dera.ioe.ac.uk/15434/1/guidance%20on%20the%20use%20of%20restrictive%20physical%20interventions.pdf>

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The Children's and Family Act 2014 <https://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

Physical Interventions: A Policy Framework, John Harris, et al, BILD, 2002

Use of reasonable force and other restrictive interventions in schools Guidance for schools in England: February 2025 [https://consult.education.gov.uk/behaviour-unit/revised-use-of-reasonableforce-guidance/supporting\\_documents/Use%20of%20reasonable%20force%20and%20other%20restrictive%20interventions%20guidance.pdf](https://consult.education.gov.uk/behaviour-unit/revised-use-of-reasonableforce-guidance/supporting_documents/Use%20of%20reasonable%20force%20and%20other%20restrictive%20interventions%20guidance.pdf)

### Associated policy documents

- Behaviour Policy
- Complaints Policy
- Safeguarding Policy
- South Gloucestershire schools guidance on risk assessment

## Physical Intervention- Guidance for Parents and Carers

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This is an area which parents and carers are understandably often concerned about. It is also something which misunderstandings and myths can be built upon. Physical restraint and intervention is a rare occurrence in Frampton Cotterell CE Primary School, but we do understand that parents and carers need reassurance.

Outlined below is a summary of our policy on Physical Intervention.

The Law (1996 Education Act) allows the use of reasonable physical force in relation to pupils and links this to safety. Where the behaviour of a pupil is threatening their own safety, that of others or could cause significant damage to equipment or property, it may be appropriate for staff to intervene physically. The Law also allows for physical intervention to be used where a pupil's behaviour is threatening the "good order of the school" and indicates that this can take place whenever and wherever a teacher is in charge of a group of children or young people (ie even off school premises). It is important that you also understand that whenever possible a range of strategies will have been tried before the need for a physical intervention has arisen. You may also be reassured to know that all staff at the school are trained in a wide range of de-escalation techniques. We use Team-Teach as our core training programme for teaching and support staff at all of our provisions. These interventions follow a *gradient* system where the minimal amount of support to help a pupil regain self-control is used for the minimum amount of time.

1. Where possible, issues and situations will be talked through and pupils will be given clear guidance about their behaviour and the likely consequences of it. This of course is dependent upon the pupil in question being in a receptive state of mind.
2. If a pupil needs physical support this must happen in such a way so as to allow them to feel secure. This helps to reduce anxiety. The support must be made in such a way that it cannot be interpreted as aggression, but for everyone's safety.
3. There are no circumstances under which physical intervention can reasonably include slapping or hitting or striking a pupil.
4. Frequently pupils will often "play" to an audience and as a result of this we do one of two things; remove the pupil from the audience or remove the audience from the pupil. This act also reduces the possibility of youngsters feeling humiliated or embarrassed in front of their peers.
5. Pupils will not be alone in a closed room with one adult whilst physical intervention is in progress. Either the door will be left wide open or other adults will attend the situation. This minimises the risks to all concerned.
6. Whilst all members of staff have the right to defend themselves there is a clear expectation that they will adopt the principles outlined above.
7. Incidents involving physical intervention will always be recorded and, as the parent or carer of the youngster concerned, you will be kept informed.
8. Pupils and staff will be involved in "closing" and debriefing at an appropriate time after physical intervention has taken place.

Please ask us if you would like any further information or would like to discuss our policy further.

**Frampton Cotterell CE Primary School  
Positive Handling Plan**

Pupil name:

Contributing:

Date:

Review:

| <b>Known triggers:</b>  |                             |                           |                             |
|---|-----------------------------|---------------------------|-----------------------------|
| <b>Stage</b>  | <b>Behaviours exhibited</b> | <b>Helpful strategies</b> | <b>Unhelpful strategies</b> |
| <p><b>1 – Anxious</b></p>   |                             |                           |                             |
| <p><b>2 – Defensive</b></p>   |                             |                           |                             |
| <p>Please indicate key adults and/or 'safe places' outside of class</p>   |                             |                           |                             |
| <p><b>3- Crisis</b> Please include physical interventions that have proven helpful or unhelpful (if absolutely necessary)</p> |                             |                           |                             |
| <p><b>4 &amp; 5 – Recovery &amp; Depression</b></p>   |                             |                           |                             |
| <p><b>6 – Debrief: Listen &amp; Learn</b></p>   |                             |                           |                             |

Appendix B

Physical Intervention Report

|  |  |
|--|--|
| <b>Date of Incident</b>  |  |
| <b>Time of Incident</b>  |  |
| <b>Where did the incident take place?</b>  |  |
| <b>Staff Member/s using the Physical Intervention</b>  |  |
| <b>Witnesses</b>   |  |
| <b>Describe the incident. Include the events that led to physical intervention being used. What de-escalation strategies were used prior to physical intervention? What happened after the physical intervention was used?</b> |  |

|   |  |
|---|--|
|   |  |
| <b>What physical intervention was used? Eg: 1 person guide, 1 person escort, 2 person guide, 2 person escort, support</b> |  |
| <b>Obtain the child's voice after the incident</b>  |  |
| <b>Was any first aid required? If so, please describe this.</b>   |  |
| <b>Who informed parents and when did this happen?</b>   |  |
| <b>Name of person completing the form</b>   |  |
| <b>Date and time of the form being completed</b>  |  |

