

Emmanuel Junior Academy



'Be Respectful, Be Courageous, Be Safe'

Physical Intervention Policy 2025-2026

Last reviewed: October 2025
Next review due by: October 2026



THE
DIOCESE OF
SHEFFIELD
ACADEMIES
TRUST

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1. Statement of Principles

Pupils:

We all have a right to work, play and learn in a friendly, safe and helpful school

Teachers:

We all have a right to teach in a friendly, safe and satisfying school which is supported by the school community.

Parents:

We all have a right to feel welcome and to know that our children work, play and learn in a friendly, safe and helpful school.

2. Vision and Ethos

To create a welcoming Christian community where every child is viewed as a special person created and loved by God. Every member of our school community is valued for who they are and empowered to be the best they can be. We support every child to develop into lifelong learners who are resilient, socially skilled and successful in all aspects of their lives.

'Start children off on the way they should go, and even when they are old they will not turn from it.'
(Proverbs 22:6)

We strive to be respectful, courageous and safe at all times, understanding that God is with us.

To achieve our vision we expect every member of our school community to:

*"Do all the good you can,
By all the means you can,
In all the ways you can,
In all the places you can,
At all the times you can,
To all the people you can,
As long as ever you can."
— John Wesley*

At Emmanuel Junior Academy, we have high expectations for all of our children and believe, wholeheartedly, that happy children learn. For this reason, we foster a warm, caring and inclusive environment and keep our children's interests at the heart of all we do. This includes promoting and expecting the highest standards of behaviour among our pupils including developing core values of respect, ambition, equality, kindness and love. Safeguarding pupil and staff welfare is of the utmost importance to us. In keeping with this vision and ethos, at Emmanuel Junior Academy, we aim to develop a culture based on building relationships rather than a culture based on sanctions. The Physical Intervention Policy is central to developing this 'relational' culture.

3. What is physical intervention ('reasonable force')?

The use of force is illegal if the physical circumstances do not warrant it. The force used should always be the minimum needed to regain and ensure safety and control for everyone involved or present. The Positive Intervention Policy should therefore be read in conjunction with our Behaviour Policy and Safeguarding & Child Protection Policy.

Restrictive physical interventions may include:

- Bodily contact - where the physical presence of one or more people is used to control a pupil, e.g physically interposing between pupils; blocking a pupil's path; holding or 'shepherding' a pupil; using agreed, approved restricted holds

- Environmental – where a change is applied within the environment for example shutting a door or the use of locks or key pads to prevent access to a particular area.

4. Framework

The '[Use of Reasonable Force in schools](#)' guidance published by the Department for Education in 2013 (updated July 2015) states that;

- 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 headteacher has temporarily put in charge of pupils, such as unpaid volunteers or parents accompanying students on a school organised visit
- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- The DfE states that reasonable force can also be used during searches for prohibited items.
- 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.

The application of any form of physical intervention places staff in a vulnerable situation. It can only be justified according to the circumstances described in this policy. Staff, therefore, have a responsibility to follow this policy and to seek alternative strategies wherever possible in order to prevent the need for physical intervention.

Staff need to be aware that they are responsible for:

- Assessing risks (dynamic risk assessment) related to individual circumstances which may arise in the course of their day-to-day duties
- Making judgements about when the use of physical intervention is necessary and the degree of restriction which may be regarded as necessary to manage a situation.

Staff are required to justify their decisions in writing through the recording and reporting procedures outlined later in this document.

Physical intervention will only be used as a last resort when all other behaviour management strategies have failed. This includes those highlighted in the school's Behaviour Policy, as well as any individualised plans for pupils that may be in place.

Physical intervention will only be used when the risks involved in doing so are outweighed by the risks involved in not intervening/using physical intervention.

Staff within Emmanuel Junior Academy Primary School may use physical intervention with a pupil when;

- there is risk of injury/harm to self
- there is risk of injury/harm to others
- there is risk of significant damage to property

5. The Legal Context

No legal definition of reasonable force exists, however, for the purposes of this policy and its implementation in school:

- Physical intervention uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming themselves, others or property.
- The scale and nature of any physical intervention must be **proportionate** to both the behaviour of the individual to be supported, and the nature of the harm they might cause.

The Department for Education states that: *"No legal definition exists, but it means using no more force than is needed."*

1. Physical Contact

Situations in which proper physical contact occurs between staff and pupils, e.g. in care of pupils and in order to support their access to a broad and balanced curriculum.

2. Physical Prompt

This may be used to support a pupil to take a preferred action, for example safe touch to remind them of a given task/instruction, when the pupil is compliant.

3. Physical Guides

This may be used to divert a pupil from a destructive or disruptive action, for example, guiding or leading a pupil by the arm or shoulder where there is less compliance and a small degree of resistance.

3. Physical Control/Restraint

This will involve the use of restrictive physical intervention when there is an immediate risk to pupils, staff or property. It is important to note that the use of restrictive physical intervention should be seen as a last resort. It should only be used in incidents where there is no compliance from the pupil and there is no other available option to keep them/others safe. All such incidents **must** be recorded and be stored in an accessible way. Following an incident, a Physical Intervention Report Form (Appendix C) must be completed and uploaded to CPOMs along with a log of the incident. There is also a Bound and Numbered Book where incidents of physical intervention can be logged. This is stored in the school's safe. A copy of the report completed in here must also be scanned and added to the child's CPOMs chronology too.

The use of force is likely to be legally defensible when it is required to prevent self-harming, injury to other children or staff, damage to property or when an offence is being committed.

If a child is doing any of the below, the trained staff at Emmanuel Junior Academy may use reasonable force to:

- Prevent a pupil behaving in a way that disrupts a school event or a school trip/ visit
- Prevent a pupil from attacking a member of staff or another pupil.
- Restrain a pupil at risk of harming themselves through physical outbursts.
- Prevent a pupil from placing themselves or others in danger

6. Training/Support

The staff in school who have received training in Team Teach Positive Behaviour Level 2 Training are: Mark Backhouse (Head of School), Valerie Albutt (Deputy Head of School), Jennifer Shepherd (Deputy Head of School), Rebecca Cottam (Deputy Designated Safeguarding Lead), Jessica Berrow (Higher Level Teaching Assistant) and Shelly White (Learning Mentor).

This training is updated annually following guidance and expectations of our school's trust.

The aim of the Team Teach risk reduction method along with its guidelines and approaches are incorporated in this policy.

- ❖ Staff understand the core principle that any physical intervention should be:
 - in the best interests of the child
 - be the minimum force for the shortest time
 - prevent injury pain or distress as far as is practicable
 - maintain dignity
 - be reasonable and proportionate
 - the action should be necessary and as (where appropriate) last resorts after all other strategies have been exhausted.
- ❖ The physical techniques are based on providing the maximum amount of care, control and therapeutic support.
- ❖ There is no legal definition of reasonable force. The use of force can only be regarded as reasonable if the circumstances of the particular incident warrant it and the degree of force employed is proportionate to the level of challenging behaviour presented of the consequences it is intended to prevent.

- ❖ It is essential that any discussion of physical intervention is set in the wider context of education and behaviour management; it should not be seen as an isolated technique. The use of physical intervention is embedded within a framework of de-escalation in order to encourage the promotion of socially acceptable behaviours for all concerned.
- ❖ If physical intervention is taking place another member of staff will ask:
 - Do you need some help? At this point the person carrying out the physical intervention will respond.

Following this, the member of staff could say:

 - I am here to help? At this point they would replace the member of staff carrying out the physical intervention.

7. Recording, Reporting and Monitoring

Where restrictive physical intervention has been used, a record of the incident **must** be kept.

Following an incident of physical intervention, the staff member involved must make a record of the incident using the Physical Intervention Report Form (Appendix C). This will be completed in conjunction with any other staff members present during the incident **and/or** a member of the senior leadership team (or a designated safeguarding lead). This will be uploaded to CPOMs. There is also a Bound and Numbered Book where incidents of physical intervention can be logged. This is stored in the school's safe. A copy of the report completed in here must also be scanned and added to the child's CPOMs chronology too.

A health and safety accident/incident form will be completed and returned to the Local Authority in situations where injury has occurred to either members of staff or pupils.

If a child has two significant incident reports within 6 months, a 'Positive Intervention Plan' (Appendix B) may be written outlining individualised techniques appropriate to support the child in order to reduce the need for physical intervention in future. These will be devised by school staff in collaboration with the child, parents/carers and any relevant agencies.

Following an incident requiring physical intervention, the Positive Intervention Plan should be reviewed and updated as necessary. All plans must be formally reviewed annually.

Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert the senior leadership team to the needs of any pupil(s) whose behaviour may require the use of restrictive physical intervention. Monitoring of incidents will take place on a regular basis and the results used to inform planning to meet individual pupil and school needs.

8. The Last Resort Principle

At Emmanuel Junior Academy, we proactively foster positive relationships and only use reasonable force when there is no realistic alternative. This means that we expect staff to conduct a dynamic risk assessment and choose the safest alternative.

We expect staff to think creatively about any alternatives to physical intervention which may be effective.

- ❖ There might be some situations in which the need for physical intervention is immediate and where there are no equal effective alternatives (a child is about to run in the road). However, in many circumstances there are alternatives such as the use of assertiveness skills:
- ❖ Withdrawal of attention (audience) e.g. if an action such as damage to property is threatened
- ❖ Other techniques designed to defuse a situation, such as the avoidance of confrontation, or use of humour, in which case the incident could be dealt with later when the child is regulated (See the school's Behaviour Policy for further information). The DfE recommended alternatives include: removing audience, verbal instructions, distraction, etc.

- The employment of other consequences consistent with Emmanuel Junior Academy's Behaviour Policy.

Where physical interventions are needed to prevent injury to the pupil, other pupil or staff, or to prevent serious damage, these should be for the minimum length of time possible and using the least possible force. All staff must consider whether they are using reasonable force.

In all circumstances other methods should be used if appropriate and effective positive handling should be a last resort. When positive handling becomes necessary:

DO

- Tell the pupil what you are doing and why
- Use the minimum force necessary
- Involve another member of staff if possible
- Tell the pupil what s/he must do for you to remove the restraint (this may need frequent repetition)
- Use simple and clear language
- Hold limbs above a major joint if possible *e.g. above the elbow*
- Relax your restraint in response to the pupil's compliance

DON'T

- Act in temper (involve another staff member if you fear loss of control)
- Involve yourself in a prolonged verbal exchange with the pupil
- Attempt to reason with the pupil
- Involve other pupils in the restraint
- Touch or hold the pupil in sexual areas
- Twist or force limbs back against a joint
- Bend fingers or pull hair
- Hold the pupil in a way which will restrict blood flow or breathing *e.g. around the neck, lying face down or pulling arms across the child's chest*
- Slap, punch, kick or trip up the pupil

For further information refer to Appendix A.

9. Responding to Complaints

The availability of a clear policy about physical intervention and early involvement of parents should reduce the likelihood of complaints but may not eliminate them.

Any complaints about staff will be investigated through the trust's Complaints Procedure Policy. Any complaints will be handled promptly and fairly inline with this policy.

10. Policy Review and Evaluation

This policy has been developed in liaison with school staff and Local School Board. It will be reviewed annually, or when relevant national or local guidance indicates additional need.

11. Other Relevant Policies

This policy should be read in conjunction with:

- Behaviour Policy
- Health & Safety Policy
- Child Protection and Safeguarding Policy
- Anti-Bullying Policy
- Staff Code of Conduct
- Volunteer Policy & Code of Conduct

12. Appendix A Dos and Do Nots

YES



NO



13. Appendix B – Positive Intervention Plan

Positive Intervention Plan

<i>POSITIVE HANDLING PLAN FOR:</i>			
Teacher:		Nominated staff member to oversee plan:	
Date written:		To be reviewed on:	

Display of Behaviours:

Common Triggers:

Distressed Behaviours:	Crisis Behaviours:

Preferred De-escalation Strategies:				
Verbal advice Support and reassurance	Planned ignoring	Contingent touch	C.A.L.M. talking Communication, awareness, listening, making safe	Additional Processing time
Time out Offered/directed	Transfer adult (help protocol)	Choices/limits	Success Reminder	Consequences
Humour	Distraction	Reassurance	Remove Audience	Validation (make it bearable)
Personalised de-escalation strategies (including additional detail for those suggested above):				

Any medical conditions that need to be considered before/whilst holding?	
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Appropriate handling strategies for physical Intervention	Tick if appropriate
Friendly escort / guide	
Single Elbow Stood / Walking / Seated	
Double Elbow Stood / Walking (DO NOT SEAT IN DOUBLE ELBOW)	
Bearbags	

FREQUENCY/SEVERITY OF RISK (Please highlight a number)	
6	Persistent incidents of non-compliance and severe challenge including dangerous, violent and aggressive behaviour, bullying and assault associated with premeditation, and undermining adult authority. (Occasional high levels of potential violence and high risk behaviours)
5	Hourly incidents of non-compliance and severe challenge including dangerous, violent and aggressive behaviour associated with the loss of emotional control.
4	Daily incidents of non-compliance/challenge including dangerous behaviour associated with impulsiveness, a lack of anticipation and acceptance of consequentially, absconding, ignoring adult support and guidance.
3	Weekly incidents of non-compliance/challenge including aggressive confrontations with others, and avoiding adult supervision.
2	Less-than-weekly incidents of non-compliance/challenge associated with mood swings.
1	Normal range of behaviour given age, maturity, emotional difficulty and personal circumstances.

Actions required following an incident:	
Post incident learning with pupil	Following the 3 step process 'Listen, Link, Learn'
Record details of incident	Complete 'Significant incident report'. Share this with designated member of SLT. Share with parents. Upload to CPOMS.
Parents to be informed in all cases as soon as practicable	Inform parents of incident. Ask parent to sign 'Significant Incident Report' and provide them with a copy (Make sure to exclude the names of any other children involved on the parent copy).
Staff de-briefing	Ensure all staff involved have been offered a debrief session.

Signed to show agreement to content of form;	
Headteacher	
SENDSCO	
Parent/Carer	
Child (if appropriate)	

14. Appendix C – Physical Intervention Report Form

Physical Intervention Report Form:

We believe that any physical intervention should only be used when absolutely necessary. With this in mind, this form has been created to ensure that all incidents of this type are recorded. Incidents must also be documented on CPOMs.

Name of staff member:	
Name of pupil:	
Date:	
Time:	
Location:	
Name(s) of staff member(s) who witnessed the incident:	
Informed parties (parents, social workers, police, etc.):	
Circumstances prior to the incident (including adaptations):	
Please include attempts to defuse the situation:	
Details of the incident:	
NB: Please include pupil views/pupil voice (discuss and record with pupil after the incident, once regulated)	
Details of any negative impact on other pupils:	

Reason(s) for physical intervention (please tick):	
Danger to self	<input type="checkbox"/>
Danger to others	<input type="checkbox"/>
Significant damage to property	<input type="checkbox"/>
Details of the intervention:	
Any additional action taken:	
Injuries (if any) to staff members, the pupil concerned or other pupils:	
Has it been necessary to complete a first aid note? Yes/No	
Damage (if any) to property:	
Recommendation(s) to further support positive inclusion:	
Headteacher/Executive Headteacher/Head of School signature:	Date:
Signature of staff member concerned:	Date:

15. Appendix D: Legal Framework

This policy applies to all schools within Derby Diocesan Academy Trust and to all staff.

This policy is related to the use of physical intervention and should be read in conjunction with existing Trust policies and frameworks including:

- Child Protection and Safeguarding Policy
- Complaints policy;
- Staff Code of Conduct;
- Trust's Safeguarding Training Professional Development Framework;
- Whistleblowing policy.

As well as with the school's locally agreed:

- Allegations of Abuse against Staff, Carers and volunteer's policy
- Behaviour policy (statutory)
- Low level concerns policy
- SEND policy (statutory)

This policy has been developed in line with statutory guidance including:

- DfE 'Keeping Children Safe in Education'
- DfE (2013) 'Use of reasonable force in schools: Advice for Headteachers, staff and governing bodies.
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2022) Behaviour in schools
- HM Government (2019) 'Reducing the Need for Restraint and Restrictive Intervention'
- The Education and Inspections Act 2006

This policy has been developed in line with statutory guidance including due regard to all relevant legislation including, but not limited to, the following:

- Children Act 1989
- Education Act 2011
- Equality Act 2010

16. Appendix E: Roles and Responsibilities

17. Local School Board

- Responding to any complaints, in liaison with the Headteacher/Executive Headteacher or Head of School, from pupils or parents regarding the use of reasonable force.

18. Headteacher/Executive Headteacher or Head of School

- Enforcing the consistent implementation of this policy in school;
- Ensuring all staff undergo annual refresher training, alongside the school's Behaviour policy;
- Ensuring relevant staff undergo training in the use of restrictive practice, with regular refreshers, in line with the Trust's Safeguarding Training Professional Development Framework
- Maintaining the records of the use of reasonable force and evaluating on a termly basis how reasonable force and physical intervention is used.
- Supporting staff in developing risk assessments and behaviour support and care plans with regard to restrictive practices;
- Regular monitoring of such plans (with reference to the school's SEND policy).
- Handling any allegations of abuse in line with the Allegations of Abuse Against Staff Policy.
- Monitor the wellbeing of staff and access to debriefs, particularly for those who may be regularly involved in incidents.
- Monitor the wellbeing of children and young people and ensure they access debriefs.

19. The named SENDCO within school is responsible for:

- Providing, facilitating and organising training to members of staff on how to handle the identified needs of pupils with SEND.
- Ensuring all staff understand how pupils with SEND may react differently to reasonable force.
- Ensuring that staff understand the additional vulnerability of pupils with SEND or medical conditions.
- Supporting and maintaining individual risk assessments for pupils with SEND or medical conditions that are agreed with the pupil's parents, and ensuring teaching staff are aware of these.
- Ensuring plans are shared with parents/carers, other agencies, and where appropriate with the pupil or young person concerned, recognising the importance of consent in terms of the fundamental issues of respect and dignity.

- Ensuring that staff understand how reasonable force principles may need to be adapted for pupils with medical conditions.
- Evaluating on a termly basis how reasonable force and physical intervention is used with regard to pupils with SEND, in collaboration with the Headteacher/Executive Headteacher or Head of School.

20. All staff within school are responsible for:

- Working always in the best interests of the pupil or young person.
- Taking part in training provided in the use of de-escalation and physical intervention and consistently applying the principles and strategies taught.
- Satisfying themselves that they are clear on what they may and may not do in terms of restrictive practices, seeking clarification from the school's SENDCO and Headteacher/Executive Headteacher or Head of School as necessary.
- Familiarising themselves (as appropriate) with the specific risk assessments, Individual Health Care Plans and guidance (Appendix 1 and 2).
- Using post-incident support sessions to confirm their understanding of this policy and to seek further explanation or personal development as necessary.
- Following the recording and reporting procedures.
- Contributing to the development of behaviour support or care plans, and good practice.
- Ensuring the quality of teaching and pupil support addresses individuals needs and reduces the likelihood of restrictive physical intervention being required.