



# NPAT POSITIVE HANDLING & PHYSICAL INTERVENTION POLICY

Associated Policies:	School behaviour policy Health & safety policy Child protection & safeguarding policy Allegations against staff & volunteers policy
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## CONTENTS

Contents .....	1
1. Policy statement.....	2
2. Who does this policy apply to .....	3
3. Policy objectives .....	3
4. Policy review arrangements .....	3
5. Legislation and guidance.....	3
6. Terminology .....	4
7. Physical contact with pupils .....	5
8. Use of physical interventions .....	6
9. Alternatives to physical intervention .....	7
10. Deciding if the use of reasonable force and/or other restrictive intervention is appropriate .....	9
11. Unacceptable uses of force.....	11

12. Consideration for pupils with Special Educational Needs and/or disabilities (SEND) .....	11
13. Searching for weapons and prohibited items .....	12
14. Post incident support .....	13
15. Recording and reporting incidents .....	14
16. Positive Handling Plans.....	16
17. Monitoring and evaluation.....	17
18. Training (Team-Teach) .....	17
19. Complaints and allegations .....	18
Appendix 1. Positive handling plan & risk assessment .....	19
Appendix 2. Physical intervention incident report template .....	22
Appendix 3. Physical intervention incident report template for SU's .....	24

## 1. POLICY STATEMENT

- 1.1 Northampton Primary Academy Trust (the Trust) is committed to maintaining the safety and wellbeing of all staff, volunteers, visitors, and pupils.
- 1.2 We are also committed to ensuring that all staff and adults with responsibility for pupils' safety and welfare will deal professionally and appropriately with all incidents involving violence, aggression or reckless behaviour.
- 1.3 Staff have a duty to intervene to prevent pupils from hurting themselves or others, damaging property, or to maintain good order and discipline.
- 1.4 The use of physical intervention will only be used as a last resort. If used at all, it will be reasonable and proportionate to the circumstances of the incident.
- 1.5 Staff are trained to look after pupils in their care and aim to focus on de-escalation techniques wherever possible. If a member of staff ever needs to intervene physically, they will follow this Positive Handling & Physical Intervention Policy.
- 1.6 This policy should be read in conjunction with the School Behaviour Policy and the Safeguarding and Child Protection Policy.

## 2. WHO DOES THIS POLICY APPLY TO

2.1 This policy applies to all staff, volunteers, visitors, and pupils of Northampton Primary Academy Trust.

## 3. POLICY OBJECTIVES

3.1 The key objectives of this policy are to:

- Maintain the safety of students, staff and visitors
- Prevent serious damage to property
- Prevent serious breaches of School discipline

## 4. POLICY REVIEW ARRANGEMENTS

4.1 The implementation of this policy will be monitored by the Headteacher and school Leadership Team and will remain under the review of the Northampton Primary Academy Trust.

4.2 This policy will be reviewed and updated as necessary if/when any changes are made to legislation that affect our Trust's practice. Otherwise, or from then on, this policy will be reviewed every 2 years, and it will be shared with and approved by the Trust Chief Executive Officer.

4.3 The Trust Deputy Safeguarding Lead will retain responsibility for review of this policy.

## 5. LEGISLATION AND GUIDANCE

5.1 In the UK, all members of school staff have a legal power to use "**reasonable force**" in certain circumstances under [Section 93 of the Education and Inspections Act 2006](#) to prevent a pupil from committing an offence, causing harm, damaging property, or prejudicing school discipline. This force must be proportionate to the situation.

5.2 Force can be used to:

- prevent a pupil from committing a criminal offence.
- stop a pupil from injuring themselves or others.
- prevent serious damage to property.

- maintain good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

5.3 This policy has due regard to statutory legislation including but not limited to:

- The Education and Inspections Act 2006
- The Equality Act 2010
- The Health & Safety at work Act 1974 and associated regulations
- The Human Rights Act 2010

5.4 And government guidance including but not limited to;

- KCSIE 2025
- Working together to safeguard children – 2018
- DfE Use of reasonable force in schools guidance document – updated 2025

## 6. TERMINOLOGY

6.1 For clarity, this policy will use the following definitions:

**6.2 Reasonable force:** Physical contact by a member of staff on a pupil to control or restrain their actions/movements. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances. Any use of reasonable force is an example of a restrictive intervention and may or may not involve the use of restraint.

**6.3 Restrictive interventions:** 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.

**6.4 Restraint:** A form of restrictive intervention involving direct physical contact and force where the intention is to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. Restraint may also include mechanical or chemical restraint. Restraint may or may not involve the use of force.

6.5 The above terms are not necessarily mutually exclusive categories. For example, depending on the circumstances, if two members of staff briefly physically separate two pupils who are fighting, all three definitions could be relevant.

6.6 The term '**positive handling**' includes a wide range of supportive strategies for managing difficult and dangerous detrimental behaviours, to support all pupils,

including those with social, emotional, and behavioural difficulties, within an ethos of mutual respect, care, and safety.

6.7 The terms “must” and “should” are used throughout the policy. Where the text uses the word “**must**,” the person in question is legally required to do something. Where it uses the term “**should**,” the advice set out should be followed unless there is good reason not to. Where the text uses the word “**parent**,” it should be read as inclusive of carers and any other person who has parental responsibility.

## 7. PHYSICAL CONTACT WITH PUPILS

7.1 It is not illegal to touch a pupil. There are occasions when physical contact with a pupil, other than reasonable force, is proper and necessary.

7.2 Examples of where touching a pupil might be proper and necessary:

- To guide or escort pupils, e.g. holding the hand at the instigation of a pupil at the front/back of the line when going to assembly, when walking together around the school or on a school trip, or when helping a pupil to a space they have chosen to access to self-regulate
- When comforting a distressed pupil for example placing a hand on a shoulder or back
- When a pupil is being congratulated or praised such as with the use of a handshake or high five
- To demonstrate how to use a musical instrument
- To demonstrate exercises or techniques during PE lessons or sports coaching
- Supporting a pupil with external clothing such as assisting in removing a jumper or coat
- To give first aid in line with the school's intimate care policy where available.

7.3 This list is not exhaustive but provides examples of situations where physical contact is proper and/or necessary.

7.4 Examples of where touching a pupil is **not** proper and necessary:

- Holding a pupil's hand against their wishes
- Holding a pupil by the wrist
- Initiating a hug
- Allowing a pupil to sit on a staff members lap
- Pulling or tugging of pupils clothing

7.5 This list is not exhaustive but provides examples of situations where physical contact is **not** proper and necessary.

## 8. USE OF PHYSICAL INTERVENTIONS

8.1 We will only use restrictive spaces and interventions as a last resort to prevent serious harm and will always use the least restrictive option for the shortest possible time.

8.2 We will only use physical restraint when there is no realistic alternative and for the shortest amount of time possible.

8.2 All members of school staff have a legal power to use reasonable force. Wherever possible, only staff trained in positive handling strategy techniques will use physical intervention techniques with children, and only when necessary. Where an incident requires any other member of staff to physically intervene with a pupil who is endangering themselves or others, damaging property or to maintain good order and discipline, we would expect accredited staff to take over as soon as possible.

8.2 We expect staff to think creatively about alternatives to physical intervention which may be effective, including the use of de-escalation strategies. The paramount consideration is that the action is taken in the interest of the child and that it reduces rather than increases risk.

8.3 Any response to difficult and dangerous detrimental behaviours should be reasonable, proportionate, and necessary.

8.4 Physical restraint must only be in accordance with the following:

- The member of staff should have good grounds for believing the child is in immediate danger of harming themselves or another person, in danger of seriously damaging property or not maintaining good order or discipline.
- Only the minimum force necessary to prevent injury or damage should be applied.
- Every effort should be made to secure a minimum of two trained members of staff present before applying the restraint. Other staff can act as assistants or witnesses.
- Once safe, the restraint should be relaxed to allow the child to regain self-control.
- Restraint should be an act of care and control, not punishment.

- Physical restraint should not be used purely to force compliance with staff instructions when there is no immediate danger to people and property.
- After the event, the restraint should be discussed with the child, if appropriate, and the parents at the earliest opportunity

8.5 Before using restrictive physical intervention staff should be aware of the de-escalation techniques and supporting strategies and interventions outlined in the Positive Handling Plan, where one has been developed.

8.6 Staff will communicate in a calm and measured manner throughout the incident. Wherever practicable a student should be warned that physical intervention may have to be used before applying it.

8.7 Staff should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary.

8.8 The types of physical intervention could include:

- a. Passive physical contact resulting from standing between students or blocking a student's path.
- b. Active physical contact such as:
  - i) Leading a student by the hand or arm (never wrist);
  - ii) Ushering a student away by placing a hand in the centre of the back or on the shoulder;
  - iii) In more extreme circumstances, using appropriate restrictive interventions, which wherever possible should be performed by trained staff.

8.9 The restrictive physical interventions authorised are those techniques in which staff have received appropriate training and development through an accredited training provider.'

8.10 All School will retain an up-to-date record of staff who are trained in positive handling techniques.

## 9. ALTERNATIVES TO PHYSICAL INTERVENTION

9.1 We take effective action to reduce risk and need for physical intervention by:

- Showing care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiating and reasoning
- Giving clear directions for pupils to stop
- Reminding the pupil about rules and likely outcomes
- Removing an audience or taking vulnerable pupils to a safe place
- Making the environment safer by moving furniture and removing objects which could be used as weapons
- Using positive guidance to escort pupils to somewhere less pressured
- Ensuring that colleagues know what is happening and call for help

## 9.2 Removal from classroom

Removal from the classroom should be considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents should be informed on the same day if their child has been removed from the classroom.

Removal should be used for the following reasons:

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- c) to allow the pupil to regain calm in a safe space.

## 9.3 Seclusion

Seclusion is defined as a type of restrictive intervention which involves the supervised confinement and isolation of a pupil, away from other pupils, in an area from which the pupil is prevented from leaving of their own free will.

The decision on whether it is reasonable to use seclusion or other restrictive interventions depends on the individual circumstances of each situation, however restrictive interventions are never to be used for the purpose of punishment. Seclusion is distinct from removal.

## 9.4 Removal

Removal is defined as where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff, in a setting where they can continue their education.

## 10. DECIDING IF THE USE OF REASONABLE FORCE AND/OR OTHER RESTRICTIVE INTERVENTION IS APPROPRIATE

10.1 Staff will view physical intervention of students as a last resort, and every effort will be made to manage behaviour positively to prevent the need for restrictive physical intervention.

10.2 The decision on whether it is reasonable to use force and/or other restrictive interventions, as defined in the terminology section, depends on the individual circumstances of each situation.

10.3 The school has a legal duty to make reasonable adjustments for disabled children and children with special educational needs.

10.4 In assessing whether force and/or other restrictive interventions are reasonable in a situation, the decision to use physical intervention will be based on a variety of criteria including:

- Following the guidance issued by the Department of Education
- Following the Trust policy on Positive handling & physical intervention
- Implementation of a Positive Handling Plan
- Staff training
- Professional Judgement

10.5 Staff must judge whether physical intervention would be reasonable or appropriate to control the following behaviours

- self-harming;
- injury to other children, service-users, staff, or teachers;
- damage to property;
- an offence being committed;
- any behaviour prejudicial to the maintenance of good order and discipline within the school or among any of its pupils.

10.6 When considering the use of reasonable force or other physical intervention staff should consider:

### **Is it necessary?**

Staff should consider whether there are reasonable alternative ways to manage a situation and achieve the desired outcome.

Staff should assess whether the use of reasonable force and/or other restrictive interventions is likely to successfully reduce the relevant risks, or whether its use

would escalate the situation further or cause more harm than the consequences of the behaviour that it intends to address.

Where possible, staff should communicate with other staff members to understand any broader risks in the environment.

Any member of staff who undertakes a restrictive physical intervention should be clear as to why it is necessary and be able to show that it was in the student's best interest and that it was reasonable and proportionate.

For those students assessed as being at risk of restrictive physical intervention Positive Handling Plans should be developed. These plans outline what techniques should be used and not used along with appropriate de-escalation strategies for each child.

### **Is it proportionate?**

Staff should use the least amount of force or least restrictive intervention necessary for the least amount of time required to reduce the relevant risks.

Staff should consider the personal circumstances of the pupil such as medical conditions, special educational needs or other vulnerabilities, their characteristics such as age and size, and must consider relevant equality implications under the Equality Act 2010.

### **Has the pupil's welfare been considered?**

Staff should consider the impact on the pupil's overall welfare balanced against any actions taken. For example, pupils who have experienced an adverse life event, with diagnosed or undiagnosed medical conditions or sensory impairments, past trauma or neglect, communication difficulties, or other needs, may find the use of reasonable force and other restrictive interventions particularly distressing.

Staff should seek to maintain respect for a pupil's dignity. This may include, where possible, considering the location and environment where any intervention is used, such as in front of their peers.

Where possible, staff should clearly and calmly communicate to the pupil what is happening, why, and explain what the pupil needs to do.

For pupils with difficulties with speech, language, and communication, or with English as an additional language, verbal and/or non-verbal strategies should be used to ensure the pupil understands what is happening and has adequate time to process information and respond.

Staff should seek to understand how the pupil is feeling and use this information to determine whether the use of reasonable force and/or other restrictive intervention should be, or continue to be, applied, reduced or stopped.

10.7 This list of factors is not definitive, and consideration must be given to all other relevant factors.

## 11. UNACCEPTABLE USES OF FORCE

11.1 School staff must never use force on a pupil for the purpose of punishment.

11.2 Pupils should not be deliberately restrained in a way that affects their airway, breathing or circulation, for example by covering the mouth and/or nose or applying pressure to the neck region or abdomen.

11.3 The use of force can be dangerous, particularly where it occurs on the ground. If a pupil is unintentionally held on the ground, staff should release their holds or re-position into a safer alternative or standing position as quickly as possible.

## 12. CONSIDERATION FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES (SEND)

12.1 Some children and young people with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Triggers may include pain, sensory overload, unfamiliar situations or environments or feelings of fear and anxiety. In particular, pupils who find verbal communication challenging may express their needs, discomfort, or confusion through actions.

12.2 The school will seek to understand the underlying triggers of difficult and dangerous detrimental behaviours to provide proactive support, create an inclusive environment and consider the impact of this policy on pupils with SEND.

12.3 Schools should utilise staff who know individual pupils well to help identify and manage risk such as trigger points when difficult and dangerous detrimental behaviour is more likely to occur and develop proactive strategies to reduce the likelihood of reasonable force and/or other restrictive interventions being used.

12.4 School staff should work with pupils with SEND and their parents for any necessary behaviour support plans and develop prevention and de-escalation strategies.

12.5 Depending on the circumstances, examples of strategies may include:

- removing stimuli that may be causing distress, including swapping adults
- changing body language, facial expression, and/or tone of voice
- supporting the pupil to express their emotions before getting overwhelmed
- engaging the pupil in an activity which can help them manage their feelings of anxiety
- distracting the pupil in something that interests them or by introducing familiar objects and activities to redirect their attention

12.6 Behaviour support plans should outline any adjustments, including where pupils find challenges in the classroom in communicating their needs.

12.7 These plans should detail circumstances where it may be appropriate for staff to have increased physical contact with a pupil, and schools must have risk assessments in place for such scenarios.

12.8 Any behaviour support plans should be reviewed with the pupil and their parent periodically and following any significant incident so that changes can be made based on evidence of what has worked and what has not worked in practice for the individual pupil.

## 13. SEARCHING FOR WEAPONS AND PROHIBITED ITEMS

13.1 Head teachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item.

13.2 A member of staff can use such force as is reasonable to search for legally prohibited items, but not to search for items banned under the school rules only.

13.3 Prohibited items as defined in s550ZA of the Education Act 1996 include;

- (a) an article to which section 139 of the Criminal Justice Act 1988 applies (knives and blades etc);
- (b) an offensive weapon, within the meaning of the Prevention of Crime Act 1953;
- (c) alcohol, within the meaning of section 191 of the Licensing Act 2003;
- (d) a controlled drug, within the meaning of section 2 of the Misuse of Drugs Act 1971, which section 5(1) of that Act makes it unlawful for P to have in P's possession;

(e) a stolen article;

(ea) an article that the member of staff reasonably suspects has been, or is likely to be, used—

(i) to commit an offence, or

(ii) to cause personal injury to, or damage to the property of, any person.

13.4 The decision to use reasonable force should be made on a case-by-case basis. Staff should refer to the Searching, Screening and Confiscation in Schools guidance document for detailed advice on searching a pupil.

13.5 Where it is suspected there is an offensive weapon or knife, schools must contact the police.

13.6 All searches and removals must be recorded.

13.7 All searches, including lockers and drawers must be authorised by the Headteacher.

## 14. POST INCIDENT SUPPORT

14.1 Following each significant incident involving the use of reasonable force and/or other restrictive intervention, schools should evaluate the incident to understand why reasonable force and/or other restrictive interventions were used, the impact on pupils and staff, any patterns and trends, and how the use of reasonable force and other restrictive interventions might be avoided in future, for example by amending or introducing a behaviour support plan.

14.2 'Significant incident' refers to any incident where the use of reasonable force goes beyond appropriate physical contact between pupils and staff as described in 'Physical contact with pupils' section in this document. This includes when physical force is used to implement a restrictive intervention.

All significant incidents require the specialist training of positive handling and schools will maintain a record of these incidents.

14.3 Following an incident, it is the policy of the school to offer support to all involved.

14.4 The student and the member of staff will be checked for any sign of injury after an incident. Immediate action will be taken to provide first aid for any injuries requiring attention.

14.5 The student will be given time to become calm whilst staff continue to supervise.

14.6 When it is deemed that the student is composed, a senior member of staff will discuss the incident with the student and ascertain the reason for its occurrence.

14.7 All necessary steps will be taken to re-establish a positive relationship between the student and the member of staff involved in the incident as appropriate to the age and developmental stage of the child.

14.8 All members of staff involved will be allowed a period to debrief and recover from the incident. This may involve access to external support. A senior member of staff (or his/her nominee) will provide support to the member of staff involved.

14.9 Parents/carers will be engaged in discussing the incident and for setting out subsequent actions and support. By engaging in this process, schools can foster a culture of continuous improvement and consider how things might be improved in the future.

14.10 A physical intervention incident report will be completed and shared with the Headteacher and parent/carer. In addition, any injuries should be recorded in accordance with the school's procedures and reported as appropriate to the Health and Safety Executive.

14.11 Schools should continue to monitor pupil and staff wellbeing and provide additional support if needed, for example through further follow-up conversations, counselling, or other resources. Additionally, any pupil who witnesses an incident of reasonable force and/or restrictive intervention where a peer may have been injured or become distressed, should also be provided with appropriate support where necessary.

## 15. RECORDING AND REPORTING INCIDENTS

15.1 It is statutory requirement to record every significant incident of use of force and report these incidents to the parents of the pupils involved. A significant incident is any use of force that goes beyond what is considered appropriate physical contact.

15.2 All incidents of the use of physical intervention must be reported to the Headteacher and recorded in the schools bound and numbered book and where appropriate, 'MyConcern'

15.3 All details must be recorded as soon as practicable after the incident using the physical intervention incident report [Appendix 2 for general use or Appendix 3 for SU use]

15.4 The requirement to record applies even if the use of reasonable force and other restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan.

15.5 Parents will be informed of the intervention as soon as is practicably possible after the event and may be offered a face-to-face meeting to discuss this. A copy of the intervention incident report (Appendix 2 or 3) will be shared with the parent and must be signed and returned to the school.

15.6 All staff involved in an incident should contribute to the record which should be completed before the colleague leaves site that day or, if is not physically possible, at the latest within 24 hours of the event occurring.

15.7 Any injury/harm to staff or children involved in an incident must be reported.

15.8 Records will be stored electronically and/or physically and will include;

- Name of the pupil
- Date, time and place of the incident
- Brief description of the incident and actions taken
- Attempts made to calm the situation
- Names of anyone witness to the incident
- The outcome of the incident
- The type of intervention utilised
- Any medical intervention
- Any damage to property
- Date/time parent/carer informed
- Summary of actions taken

15.9 Records of physical interventions will be kept in line with the Trust data retention schedule found in the records management policy in Every document library.

15.10 The purpose of recording is to ensure that policy guidelines are followed, to inform parents/ carers, to inform future planning as part of the school improvement process, to prevent misunderstanding or misinterpretation of the incident and to provide a record for any future enquiry.

15.11 The school Governing Body will be informed of the number of physical interventions recorded on a regular basis.

15.12 All recorded incidents or use of positive handling, searches and restrictive practices should be reviewed by school leaders and their Governing Body to ensure no disproportionality to groups of individuals.

## 16. POSITIVE HANDLING PLANS

16.1 Risk assessments are required for pupils who exhibit difficult and dangerous detrimental behaviours.

16.2 Risk management is regarded as an integral part of behaviour management planning.

16.3 All pupils who have been identified as presenting a risk, should have a Positive Handling Plan. [Appendix 2]

16.4 Positive Handling Plans will be developed in consultation with the School, Parents/ Carers, and the pupil. They should;

- alert people to risks
- warn against strategies which have been ineffective in the past
- document preferred strategies and suggest ideas for the future
- bring together contributions from key partners working in partnership and signed by all concerned
- be subject to regular review

16.5 Positive Handling Plans set out the situations that may provoke difficult behaviour, preventative strategies and the de-escalation strategies that are most effective.

16.6 When considering a pupil's behaviour, staff and parents will think about the following questions;

- Can we anticipate a Health and Safety risk related to this pupil's behaviour?
- Have we got all the information we need to conduct the risk assessment?
- Have we provided a written plan?
- What further steps can we take to prevent dangerous behaviour from developing?

16.7 The PHP should take account of the age, sex, level of physical, emotional, and intellectual development, special needs, and social context.

16.8 Plans should be compatible with a pupil's EHCP and properly documented in the school records.

16.9 An individual risk assessment is essential for pupils whose SEND are associated with:

- Communication impairments that make them less responsive to verbal communication
- Physical disabilities and/or sensory impairments
- Conditions that make them fragile, such as haemophilia, brittle bone syndrome, or epilepsy
- Dependence on equipment such as wheelchairs, breathing or feeding tubes.

## 17. MONITORING AND EVALUATION

17.1 Whenever there is an occasion to use physical intervention, this will be recorded and documented.

17.2 The Headteacher will ensure that each incident is reviewed and instigate further actions as required through the appropriate policy or procedure. Monitoring incidents will help to ensure that correct procedures have been followed and will alert the Headteacher and other delegated staff to any patterns of incidents that may need to be addressed or to evaluate emerging trends

17.3 The member(s) of staff involved will be kept informed of any further action taken.

17.4 School governors should regularly review and interrogate data on reasonable force and other restrictive interventions. This data should identify any disproportionate use of reasonable force and/or other restrictive interventions in pupils who have protected characteristics, have SEN, or other types of vulnerability.

## 18. TRAINING

18.1 Training must be delivered by an approved training provider. Nominated Staff will complete a course led by a qualified trainer with a refresher course undertaken at the relevant expiry period for the level to which they have been trained.

18.2 Schools will consider higher level training for staff based in Specialist Units or enhanced provisions where positive handling is more frequent.

18.3 School staff trained in these techniques meet on a termly basis to share their experiences, and practice their techniques, to keep their knowledge and skills up to date.

18.4 Techniques will seek to avoid injury to the student/pupil, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the student/pupil remains safe.

18.5 The core principles will include:

- Minimum of two staff involved
- Last resort, minimum force and time
- Techniques that do not rely on pain or locks and allow for verbal communication
- Staff safety and protection addressed
- Planned responses and techniques are written out and included in positive handling plans for individual students

18.6 Where there is a high and immediate risk of death or serious injury, any member of staff is justified in taking any necessary action (consistent with the principle of seeking to use the minimum intervention required to achieve the desired result.)

## 19. COMPLAINTS AND ALLEGATIONS

19.1 If a parent/carer or visitor is concerned about any aspect of the management of an incident requiring physical intervention, the Headteacher should be informed of their concern.

19.2 The Headteacher will respond to the complaint in accordance with the Trust/school policy.

## Appendix 1 Positive Handling Plan and risk assessment

Name:	DoB:	Plan No:	Date:
Medication:		Nominated member of staff to oversee the plan:	
Triggers:			

**Preferred supports / interventions / de-escalation** (strategies that help to CALM the situation)

Verbal advice support	Reassurance	Time out offered	Time out directed	
Humour	Choices/consequences	Distraction	Success reminded	
Remind rules, rights, responsibilities	Offer limited choices with help	Avoid confrontation	Repeat simple clear directions	
Other:				

### Risk Assessment:

	Risk 1	Risk 2	Risk 3
Description of risk			
Is the risk potential or actual?			
How frequently does the risk occur?			
Who is affected by the risk?			
How likely is the risk to occur?			

Who/what is likely to be injured?			
What injuries may be sustained?			
How serious are the outcomes?			

**Risk Frequency (1-10, where 1 is low):**

Risk	Violence towards staff	Violence towards peers	Damage to property	Risk of absconding
Frequency				

Support Strategies	Behaviour
The things we can do or say to prevent situation from escalating.	What [name] does, says and looks like that gives us clues that they are anxious.

**Post Incident Strategies**

Support Strategies	Behaviour
The things we can do or say to support [name] to become calmer.	What name does, say and looks like that tells us that they are becoming calmer.

**Additional Support: (Intervention work, external support, EHA)**

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**Review Date:****Signed:**

Inclusion Lead:		Date:
Class Teacher:		Date:
Parent:		Date:
Pupil (as appropriate):		Date:

## Appendix 2 Physical Intervention Incident Report (General)

<b>Date</b>		<b>Name of Pupil</b>	
<b>Location of PI</b>		<b>Start Time / PI</b>	
		<b>Finish Time / PI</b>	
<b>Restoration Location</b>		<b>Ready For Learning by:</b>	
<b>Staff Involved</b>		<b>Witnessed by:</b>	

### Events leading up to incident and description of incident

**De-escalation Strategies used to Manage Behaviour (please tick appropriate box)**

Verbal Advice and Support		Non-threatening Body Language		Withdrawal		Success Reminded	
Reassurance		Humour		Time Out / Withdrawal Directed		Planned Ignoring	
Staff Changeover		Choices Offered		Change of Location Offered		Calm Talking	
Distraction		Negotiation		Count Down		Help Hug	
Other		Other		Other		Other	

**Restraint Criterion Believed to be Satisfied (please tick appropriate box)**

The pupil was at risk of self-harming or putting themselves in a position of being harmed		There was a substantial risk of physical injury to another pupil	
There was a substantial risk of physical injury to a member of staff/public		Serious damage to property was being threatened/caused	
Serious disruption was being threatened/caused		Absconding	

**Intervention used and time (please initial appropriate box)**

Small Person Escort		Small Person Chair / Beanbag		Small person sitting on floor		Single Elbow Escort	
Double Inside Elbow Escort		Inside Elbow Seated		Single Elbow Floor		Friendly Hold	
Two Person Hold		Single Person		Small Person 2 person			
		Half Shield					

Response To Bites		Response To Spitting	
Total duration of I (mins)		Staff Qualified (please ✓)	Yes
Safe Space used?			
Reflection and Repair of Incident			
Outcome:			
Any Medical Information/Attention/Details of Injury to Staff or Pupils (please ✓)			
If yes, please advise:			

Reported to First Aider	Yes	No	Recorded in Medical Book	Yes	No
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Damage to property	Yes	No	Details:
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<b>Signature of Reporting Members of Staff:</b>	<b>Signature of Headteacher:</b>
Parent / Carers informed by:                      Face to face / Telephone      Date:	
Parent Comment:	
<b>Parent / Carer Signature:</b>	

Appendix 3 Physical Intervention Incident Report (SU's)

**Physical Intervention Report 2024 - 2025**

<b>Name of Pupil</b>	
<b>Date of the Incident:</b>	
<b>Date of Writing this report:</b>	
<b>Staff Involved:</b>	
<b>Full names of other individuals present:</b>	
<b>Location:</b>	
<b>Start Time of Intervention:</b>	
<b>End Time of Intervention:</b>	
<b>Duration:</b>	

**What happened before the intervention?**

**De-escalation Strategies attempted - Please use scale of 1 (not effective) to 10 (very effective)**

Show and Go	Help Hug	
Verbal Advice and Support	Options Offered	
Distraction	Planned ignoring	
Change of adult	Success Reminders	
Reassurance	Contingent Touch	
Take Up Time	Negotiation	
Other (give details):		

**Details of intervention including description - Give details of any restrictive and non-restrictive practices used, including the full names of individuals involved, and the impact it had? Include why decision to release intervention was made.**

	<b>Two Person Escorts:</b>
	<b>Single Elbow</b>
	<b>Figure of Four</b>
	<b>Moving in Hold</b>
	<b>Small Child Techniques</b>

	Single Person Double Elbow
	Single Person Half Shield
	Small Child Bean Bag with or without support
	Small Child Escort
	Small Child Response to Dead weight
	Two Person Holds
	Response to deadweight
	Two Person Graded Holds – Single Elbow, Figure of Four
	Two Person hold to sofa
	Other
	Manipulation Of Environment

**Why was the intervention in the best interests of the individual?**

The pupil was at risk of self-harming or putting themselves in a position of being harmed		There was a substantial risk of physical injury to another pupil	
There was a substantial risk of physical injury to a member of staff/public		Serious damage to property was being threatened/caused	
Serious disruption was being threatened/caused		Absconding	

Other (give details):

**Medical Intervention**

	Injury	Details of Injury:	Treatment
<b>Child</b>	Yes/No		
<b>Staff</b>	Yes/No		
<b>Others</b>	Yes/No		

<b>De-Brief</b>		
<b>Was a debriefing offered? Yes/ No</b>	<b>Was a debriefing accepted? Yes/ No</b>	
<b>What happened from the child's point of view?</b>		
<b>How did the child feel?</b>		
<b>What will the child do differently next time they feel that way?</b>		
<b>Follow Up</b>		
<b>Risk assessment implications following this incident:</b>		
<b>Follow up actions required:</b>		
<b>Signatures</b>		
<b>Staff Involved or Witness Signatures (include name and signature):</b>		
<b>Reporting Member (include name, signature and date):</b>		
<b>Head Teacher (include name, signature and date):</b>		
<b>Parent/Carer:</b>		

<b><i>*If unable to inform parent face to face and get signature a call to be made and recorded on Communications on Arbor. Date of contact to be recorded below *</i></b>			
<b>Date of Contact with Parent/Carer:</b>			
<b>Informed by:</b>	Phone Face	Email	Face to
<b>Record of conversation made on Arbor on:</b>			