

Highfield CE Primary School

Physical Intervention Policy

2026



Approved by: The Governing Body **Date:** April 2026

Last reviewed on: April 2026

Next review due by: April 2027

*Love the Lord your God with all your heart and with all your soul and with all your mind
... love your neighbour as yourself.*
(Matt 22:37-39)

Positive handling should avert danger by preventing or deflecting a child's action or perhaps by removing a physical object, which could be used to harm him/herself or others. It is only likely to be needed if a child appears to be unable to exercise self-control of emotions and behaviour.

Rationale:

At Highfield CE Primary School we are committed to establishing a safe and caring environment according to our Christian foundation, where the welfare and pastoral care of the pupils is given a high priority. We believe that children will learn and develop when they know that they are valued and respected equally by their peers, their teachers and all other adults working in the school. The underlying principle of this policy is to “observe the child doing something good” and praise them. It rests upon the high expectation that pupil behaviour in the school is exemplary.

Highfield Primary School recognises that appropriate touch is an important developmental stage for all pupils and that some may not have experienced positive early bonding with parents/carers. The school also recognises the importance of developing Emotional Literacy Skills, which are taught throughout our practice, particularly during PSHE, ELSA group sessions and reinforced during assemblies.

We believe pupils need to recognise and understand why we need to ‘take responsibility of our own actions’. Highfield, pupils learn how their actions affect others. Some pupils will require physical intervention to prevent them from causing harm or danger to others and/or themselves. All physical interventions within the Team-Teach multi-discipline approach endeavour to keep people safe whilst supporting the learning of pupils in developing better ways to manage their own emotions and behaviour.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 2011
- Children Act 1989
- Equality Act 2010
- DfE ‘Restrictive interventions, including use of reasonable force, in schools’
- DfE ‘Working Together to Safeguard Children’
- DfE ‘Keeping children safe in education 2025’
- HM Government ‘Reducing the Need for Restraint and Restrictive Intervention’

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Allegations of Abuse Against Staff Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Disciplinary Policy and Procedures
- Complaints Procedures Policy
- Staff Code of Conduct
- Low-level Safeguarding Concerns Policy
- Child Protection and Safeguarding Policy

Roles and responsibilities

The governing board is responsible for:

- Monitoring the overall implementation of this policy.
- Notifying the headteacher that the Behaviour Policy should include the power to use reasonable force.
- Evaluating, on an annual basis, instances of physical intervention to analyse how and when reasonable force is used and identify any trends.
- Reviewing this policy on an annual basis.
- Responding to any complaints, in liaison with the headteacher, from pupils or parents regarding the use of reasonable force.

The headteacher is responsible for:

- Deciding whether members of staff require additional training to enable them to carry out their responsibilities, considering the needs of pupils. We train staff in Securicare techniques.
- Ensuring all members of staff understand the correct conduct in terms of positive handling.
- Handling any allegations of abuse in line with the Allegations of Abuse Against Staff Policy.
- Maintaining the records of the use of reasonable force and evaluating on a termly basis how reasonable force and physical intervention is used.
- Ensuring that any member of staff who uses reasonable force completes the [Physical Intervention Report Form](#).
- Ensuring that the Behaviour Policy sets out the circumstances in which force might be used.
- Responding to any complaints, in liaison with the governing board, from pupils or parents regarding the use of reasonable force.
- Carrying out risk assessments to ensure that staff who regularly work alongside pupils can use reasonable force and other restrictive interventions as safely as possible, if and when required.

The SENCO is responsible for:

- Providing training to members of staff on how to handle the needs of pupils with SEND.
- Ensuring 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.
- Developing 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 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.

The DSL is responsible for:

- Providing staff with annual reasonable force training where the headteacher deems it necessary.
- Ensuring all members of staff use reasonable force in accordance with this policy.
- Reviewing this policy in liaison with the headteacher and governing board.

All staff members will be responsible for:

- Avoiding restrictive interventions wherever possible and only using reasonable force as a last resort.
- Only using reasonable force in certain circumstances, including to prevent or stop a pupil from:
 - Causing injury to themselves or others.
 - Committing a criminal offence.
 - Damaging property.

- Causing disorder among pupils, whether during a teaching session or otherwise.
- Understanding the unacceptable uses of force and the legal implications of using force in this way.

Definitions

Restrictive intervention: An action or measure used to prevent, limit, or control the movement of a pupil's body, or part of their body. Within this policy, *restrictive intervention* is used as an umbrella term encompassing both physical and non-physical interventions intended to restrict a pupil's movement or behaviour.

Reasonable force: A legal term used in legislation which includes physical restrictive interventions. All members of school staff have the statutory power to use reasonable force in limited circumstances. Reasonable force refers to the minimum level of force necessary, applied for the shortest possible duration, and proportionate to the specific circumstances of the incident.

Significant incident: Any incident in which the use of force exceeds appropriate physical contact between pupils and staff. This includes situations where physical force is used to carry out or support a non-physical restrictive intervention.

Seclusion: A non-disciplinary intervention involving the confinement of a pupil to a space away from others, with their freedom to leave restricted. This may be achieved through physical obstruction, blocking exits, or actions that lead the pupil to believe they will face negative consequences if they attempt to leave.

Restraint: A term used in legislation to describe a non-disciplinary intervention that immobilises a pupil or restricts their movement. Restraint may involve direct physical contact or indirect actions. Examples include holding a pupil's arms to their sides or removing an item that enables mobility, such as crutches.

Avoiding physical intervention and reducing risk

The school will expect staff to assess whether the incident requiring a response can be resolved without physical intervention.

Where possible, the school implements an approach of prevention, where staff will be trained in recognising warning signs of severe pain or distress and/or aggressive behaviour, communicating empathetically with pupils displaying such signs to aid them in regulating their emotions, and altering their environment to minimise distressing stimuli.

Teaching staff will be aware of the behavioural patterns, medical conditions and levels of need of pupils in their class, and will ensure that incidents of disruptive or aggressive behaviour in the classroom are handled in line with individual pupils' needs.

Staff will not generally resort to physical contact or reasonable force immediately without first questioning whether there is a need to use physical intervention. Staff will question whether:

- **It is necessary:**
 - Staff will consider whether there are other more effective, less restrictive ways to manage a situation.
 - Staff will assess whether a restrictive intervention is likely to successfully reduce the relevant risks, or whether its use would escalate the situation further or cause more harm than the behaviour itself.

- Where possible, staff will communicate with other staff members to understand any broader risks in the environment.
- **It is proportionate:**
 - Staff will use the least amount of force or least restrictive intervention necessary for the least amount of time required to reduce relevant risks.
 - If the intervention itself is escalating the situation, staff will reconsider their approach and attempt an alternative strategy.
 - Staff will consider the personal circumstances of the pupil, e.g. medical conditions, SEND or other vulnerabilities, their characteristics, e.g. age and size, and relevant equality implications under the Equality Act 2010.
- **The pupil's welfare:**
 - Staff will consider the impact on the pupil's overall welfare, balanced against any actions taken.
 - Staff will maintain respect for a pupil's dignity.
 - Where possible, staff will clearly and calmly communicate to the pupil what is happening, why, and explain what the pupil needs to do.
 - For pupils with communication difficulties or EAL, verbal and/or non-verbal strategies will be used to ensure the pupil understands what is happening and has adequate time to process information and respond.
 - Staff will seek to understand the pupil's feelings and use this information to determine whether the restrictive intervention should be, or continue to be, applied, reduced or stopped.

Reasonable force will only be used in situations where it is needed to stop a pupil from causing harm to themselves or others, committing a criminal offence, damaging property, or causing disorder among pupils. Any reasonable force used in situations that are non-urgent will only be used once all alternative options have been exhausted and where the staff member in charge deems that the situation is escalating.

The school understands that, in some cases, action may be required very quickly, e.g. in the event that a pupil attempts to run out into a busy road, or where pupils begin a violent fight with one another and staff are forced to pull the pupils apart. Staff will not be penalised for resorting to the use of physical intervention or reasonable force in such situations where it is justified and perceived necessary to prevent harm to others or property in the circumstances.

Positive handling will be applied with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control. Reasonable force is not used as a method of behaviour management or discipline – only as a last resort in situations that require de-escalation to prevent harm.

Seclusion

The school will recognise seclusion as a non-disciplinary measure that may be used, in exceptional circumstances, to reduce risk and avoid the need for physical intervention when a pupil is experiencing high levels of emotional or behavioural dysregulation and is not acting with intent.

The school will ensure that seclusion is used only as a safety measure to protect the pupil or others from harm and will not use seclusion as a consequence or through the threat of punishment.

Where seclusion is used, the school will ensure that:

- The space used will be safe, suitable and not intimidating or threatening to the pupil.
- The pupil will be appropriately supervised at all times.

- The restriction will last only for as long as the immediate risk of harm remains.
- The pupil will be allowed to leave as soon as it is safe to do so.

The school will record and report any incident involving seclusion in accordance with the procedures set out in the recording and reporting incidents section of this policy.

Seclusion will not be used as a disciplinary response to deliberate or wilful misbehaviour. The school will use appropriate disciplinary measures, such as removal from the classroom, in line with the Behaviour Policy.

Pupils with SEND

The school will have due consideration to how pupils with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Staff members will be trained on understanding triggers and how pupils that find communication challenging may express their needs, discomfort or confusion through actions.

The school will seek to minimise the potential disproportionate use of restrictive interventions used on pupils with SEND by understanding underlying triggers of challenging behaviour and providing proactive support.

The SENCO will ensure that the stipulations of the Equality Act 2010 are adhered to in relation to reasonable adjustments, non-discrimination and the Public Sector Equality Duty, and will ensure that staff that come into regular contact with pupils with SEND are aware of the ways in which their needs can be met without reasonable force.

The school will utilise staff who know individual pupils well to help identify and manage risk such as trigger points when challenging behaviour is more likely to occur, and develop proactive strategies to reduce the likelihood of restrictive interventions being used. The school will also work with the pupil, parents and other professionals to develop prevention and de-escalation strategies.

De-escalation strategies may include:

- Removing stimuli that may be causing distress.
- Changing body language, facial expression, or tone of voice.
- Supporting the pupil to express their emotions before they become 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.

Staff members will not assume that a technique employed for one pupil with SEND will be applicable to other pupils with SEND.

Where appropriate, staff will work with pupils with SEND and their parents in the co-production of behaviour support plans. These plans will outline any adjustments and methods to communicate their needs effectively. Behaviour support plans will also detail circumstances where it may be appropriate for staff to have increased physical contact with a pupil. Any behaviour support plan will be reviewed with the pupil and their parent periodically and following any significant incident.

Where there is an identified risk, e.g. an increased likelihood in the need to use reasonable force and other physical interventions, the school will put risk assessments in place and mitigate these risks through training and prevention strategies.

The school will adhere to its Special Educational Needs and Disabilities (SEND) Policy at all times.

Post-incident support

The school will evaluate all incidents involving the use of restrictive intervention as soon as practicable after the event to understand why it was used, the impact on pupils and staff, any patterns and trends, and how the use of restrictive interventions might be avoided in the future.

If appropriate, the pupil and staff member involved will receive a medical assessment and treatment for any injuries as soon as possible

Follow-up conversations will be used to facilitate reflection, learning and to support pupil and staff wellbeing. Such conversations will be framed as part of the overall debriefing process and seek to understand what happened during the incident and why, based on separate reflections from both the staff and pupils involved. This process will be facilitated by a staff member who was not involved in the incident, with input from an additional person to ensure impartiality and support.

The school will continue to monitor pupil and staff wellbeing and provide additional support if needed. Additionally, any pupil who witnesses an incident of restrictive intervention will also be provided with appropriate support where necessary.

Recording and reporting incidents

The governing board will ensure that a procedure is in place for recording and reporting each significant event in which a staff member uses force on a pupil.

Incidents will be recorded as soon as practicable after the event. It will be recorded by the staff members involved and they will aim to do this no later than the same day. The requirement to record will apply even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan.

The school will record the following details as a minimum:

- Names of pupils and staff directly involved.
- Any relevant needs or circumstances of the pupil, including whether the pupil involved has SEND, and their SEN status code.
- The time, date, location, and approximate duration of the intervention.
- A brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained.
- A brief account of why the use of force was assessed as necessary in that instance.
- Any post-incident support, e.g. details of any medical treatment for injuries or other adverse impacts.

The school may also record details such as witness accounts, how and when parents were notified, and what follow-up action has taken place.

Records should be retained and analysed by the headteacher, and SENCO where physical intervention was used on a pupil with SEND, on a termly basis to ensure that such interventions are being used appropriately, and to identify patterns of behaviour and responses to that behaviour that may require changes to school practice, e.g. increased staff training or further behavioural or emotional support. Records should also be sent to the governing board annually for evaluation.

Where reasonable force or physical restraint has been used, the pupil's parents will be informed unless it appears that doing so would be likely to result in serious harm to the pupil. If the decision is made that the parents cannot be informed as this would place the child at greater risk, the incident will be reported to the LA.

A report of the incident made to parents will include the following details as a minimum and recorded on Cpoms:

- The time, date, location and approximate duration of the intervention.
- A brief account of why the intervention was assessed as necessary.
- A brief account of what type of force was applied, and the degree of force.
- The details of any physical injuries sustained, if applicable.

Parents will also be invited to have a follow-up discussion about the incident where appropriate. This may include a discussion about:

- Behavioural triggers or warning signs of an impending incident.
- Whether any agreed behaviour support plans were followed.
- What de-escalation strategies were used and how effective they were.
- What might be done differently in the future.

The headteacher will be responsible for conducting a thorough investigation to find out the correct details of what occurred; this may include talking to other pupils about the incident, for instance those who witnessed the event.

Recording and reporting the use of seclusion and non-force related restraint

The governing board will ensure that a procedure is also in place for recording and reporting any incident involving seclusion or non-physical restrictive intervention, whether or not physical force has been used. This duty applies even where such interventions are agreed with parents as part of a pupil's behaviour support plan.

Securicare techniques seek to avoid injury; however it is possible that bruising or scratching may occur accidentally to either a pupil or member of staff supporting them. These are not necessarily as a failure of professional techniques, but a regrettable and infrequent side effect of attempts to keep people safe. There will always be a verbal check of injury after physical intervention and any injury will be treated and recorded on a skin map, HS1 and/ or HS2. These forms are kept in the Headteacher's Office and on the school drive. These forms will be sent to the LA.

Incidents involving seclusion or non-physical restrictive intervention will be recorded as soon as practicable after the event by the staff members involved and, wherever possible, no later than the same day. The school will keep records of any physical intervention on Cpoms.

For the purposes of this policy, non-physical restrictive interventions include actions that restrict a pupil's movement without direct physical contact, such as preventing a pupil from leaving a space or removing an item that enables mobility.

The school will record the following details as a minimum and this will be recorded in Cpoms:

- Names of the pupil and staff directly involved.
- The time, date, location, and approximate duration of the intervention.
- Any relevant needs or circumstances of the pupil, including SEND where applicable.
- A brief account of why the intervention was assessed as necessary in that instance.
- Any post-incident support provided, including medical or emotional support where relevant.

Parents will be informed of incidents involving seclusion or non-physical restrictive intervention as soon as practicable, and no later than the same day, unless it appears that doing so would be likely to result in serious harm to the pupil. Where parents cannot be informed for this reason, the incident will be reported to the local authority.

Where an incident involving seclusion or non-physical restrictive intervention also constitutes a significant use of force, the school will follow the reporting procedure for significant use of force only, and information will not be duplicated.

Records of seclusion and non-physical restrictive interventions will be retained, monitored, and reviewed alongside records of physical intervention to support oversight, identify patterns or trends, and inform any necessary changes to school practice or pupil support.

Complaints

Any complaints regarding the use of restrictive interventions will be dealt with in accordance with the school's Complaints Procedures Policy.

If an allegation regarding inappropriate use of force or other restrictive interventions is made against a staff member, the procedures in Keeping children safe in education will be followed, including the provisions regarding suspension of staff.

Monitoring and review

This policy will be reviewed on an annual basis by the headteacher, DSL, SENCO and governing board, who will consider any necessary changes and communicate the findings of the review to all members of staff.

The next scheduled review for this policy is April 2027.

SPIG (Southampton Physical Intervention Group, trained by Securicare)

RESTRICTIVE PHYSICAL INTERVENTION (RPI) RECORD – 2026 2027

1	RPI NUMBER		
2	Pupil Details		
Forename:		Class:	
Surname:		Year Group:	
Age/DOB:		LAC? (Y/N)	
3	Incident Details/RPI		
Date:		Start time of RPI:	
Location:		End time of RPI:	
Lesson:		Duration of RPI:	
4	What happened in the run up to the incident? Consider what may have been the trigger to the incident.		
5	What exactly happened? Describe the de-escalation techniques used <i>before</i> the physical intervention.		
<p>What was the duration of the whole incident? (The behaviour, the RPI and the de-escalation) THIS MUST BE ANSWERED.</p>			

6	Medical check and injuries		
Medical check carried out by (initials):		Injuries to pupil (Y/N):	
		Injuries to staff (Y/N):	
Brief description of any injuries: (See HS2/medical log for further details)			
7	Trained staff involved in physical intervention		
Name:			
Name:			
Name:			
Name:			
Informed Observer(s):			
8	Reason for physical intervention		
Overall level of risk:	High	Medium	Low
Risk of injury to staff/pupil			
Other students liable to injury			
Property about to be damaged/being damaged			
Good order compromised			
Student trying to abscond			
Significant disruption to others' education or well-being			
9	De-escalation Techniques used (please tick)		
Advice/Support	Planned ignoring		
Calm talking/stance	Reassurance		
Distraction	Reminders about consequence		
Firm, clear directions	Time out		
Humour	Touch		
Limited choices	Other:		
Negotiations	Other:		
10	Physical Intervention strategies used (please tick)		
Other Interventions	ESCORTS		
Disengagement (high level, please detail)	Please detail if 1 or 2 person		
Wrap	Single elbow (1/2 person)		
Seated or floor wrap	Single double elbow (1 person)		
Half Shield	Secure hold (1/2 person)		
Shield	Figure of 4 (1/2 person)		
Double Elbow (2 person)	Seated secure hold (2 person)		
Other:	Escort to seated:		
If other intervention or physical barrier used (e.g. mat) please describe			

11	Information shared (please initial)		
Parents/carers (by whom and how)			
Social worker		Medical staff	
Police		Local Authority	
Chair of Governors		Other:	
12	Supporting records completed		
Incident log (CPOMS)		Racial incident form	
Accident form HS1		CP form (body map)	
Violent incident form HS2		RIDDOR report	
13	Why do you think this action was in the best interests of the pupil? (REASONABLE, PROPORTIONATE AND NECESSARY)		
14	How can we reduce the likelihood of the need to physically intervene in the future?		
Date of most recent Challenging Behaviour Plan:			
15	Do you feel you require further training or support?		
16	RPI reported to (tick)		
Head	Deputy Head	Senior Leader	Phase Leader
Signed: *staff member reporting/completing form)			
Designation/post held:			
I confirm that I have read this form.			
Signed (Head Teacher):			

This is a restricted form. Please seek permission from the Head of the establishment before sharing the information contained in this form.

POSITIVE HANDLING PLAN		
Pupil:	D.O.B:	Class
Staff completing form:	Date of completion:	Review Date:
<p>Positive physical intervention will be used as an option of last resort when staff perceive that they have no alternative course of action. The following behaviours are those where the use of positive physical intervention could be considered, after a range of other de-escalation options (see Individual Behaviour Plan) have been tried, or have been considered and have thought to be unsafe:</p>		
<p> </p>		
<p>Positive physical intervention will not be used as a response to the following behaviours:</p>		
<p> </p>		
<p>The following positive physical interventions have been agreed for use in appropriate circumstances within the context of Team Teach practice. Minimal appropriate force applied for the shortest possible period of time will always be the first option:</p>		
<p> </p>		
<p>Emergency use of positive physical intervention may be required when a pupil behaves in a way that has not been foreseen by the Individual Behaviour Plan. Ideally, the use of positive physical intervention in this situation will be agreed by two members of staff.</p>		
<p>Any contra indications to use of positive physical intervention:</p>		
<p> </p>		
Signed teacher:	Signed parent/carer:	
Date:	Date:	

Restrictive Intervention/Seclusion Recording Form

Pupil name:			
Year group:		Class:	
Relevant needs (SEND, medical, safeguarding):			
Lead staff member:			
Additional staff present:			
Type of intervention:			
<input type="checkbox"/> Seclusion <input type="checkbox"/> Physical restraint <input type="checkbox"/> Other restrictive intervention (specify): _____			
Date:			
Start time:		End time:	
Approximate duration:		Location of incident:	
Provide a brief, factual explanation of why the intervention was judged necessary at that moment.			
Include key events, de-escalation attempts, and the pupil's presentation before, during, and after.			
Tick all that apply and add details. <input type="checkbox"/> Medical check <input type="checkbox"/> Emotional support <input type="checkbox"/> Restorative conversation <input type="checkbox"/> Return-to-learning plan <input type="checkbox"/> Parent/carer contact Details: _____			
Method:			
<input type="checkbox"/> Phone call <input type="checkbox"/> In person <input type="checkbox"/> Email <input type="checkbox"/> Other: _____			
Date/time parent notified:			
Name of staff member who notified:			

- Review of risk assessment
- Review of behaviour plan / regulation plan
- Multi-agency discussion
- SENCo review

Actions required: _____

Staff Completing the Record Name:	
Role:	
Signature:	
Date:	
Senior Leader Review Reviewed by:	
Comments/required actions:	
Date:	

Parent Notification Form: Seclusion / Restrictive Intervention

Pupil name:			
Year group:		Class:	
Type of intervention: <input type="checkbox"/> Seclusion <input type="checkbox"/> Non-physical restrictive intervention <input type="checkbox"/> Other (specify): _____			
Date of incident:			
Time of incident:			
Brief description of what happened (plain language):			
A short explanation of why the intervention was judged necessary at that moment.			
Support Provided to the Pupil After the Incident Tick all that apply and add details if needed. <input type="checkbox"/> Emotional support <input type="checkbox"/> Medical check <input type="checkbox"/> Restorative conversation <input type="checkbox"/> Return-to-learning support Details: _____			
Parent/Carer Notification Method of contact: <input type="checkbox"/> Phone call <input type="checkbox"/> In person <input type="checkbox"/> Email <input type="checkbox"/> Other: _____			
Date/time parent was informed:			
Name of staff member who informed parent/carers:			
Parent/carers response (optional):			

Follow-Up Actions (if required)

- Review of pupil's support plan
- Update to risk assessment
- SENCo follow-up
- Multi-agency discussion

Details: _____

**Staff Completing This Form
Name:**

Role:

Signature:

Date: