We nurture, we flourish, we achieve

Nettleworth Infant and Nursery School

Physical Interventions Policy 2026-2027

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Related Policies and documents:	Education Act 2011, Children act 1989, Equality Act 2012, DfE – Restrictive Interventions, including use of reasonable force ins chools@, DfE – Working Together to Safeguard Children, DfE Keeping Children Safe in Education 2025, HM Government – Reducing the Need for restraint and restrictive Intervention Behaviour Policy, Complaints policy, Behaviour Policy, Safeguarding and Child Protection Policy, SEND Policy, Staff Code of Conduct Policy, Low level Safeguarding Concerns Policy
Review date	Sept 2027 if not before
Head Teacher	Lauren Kay
Approved/Ratified by Signed by Governor name	Governing Body

Introduction

Nettleworth Infant and Nursery school believes that it is important to establish a safe, secure and stable environment to enable pupils to grow, develop and learn. To achieve this, the school recognises that, in certain circumstances, physical intervention, including safe touch and the use of reasonable force, is necessary. The school understands that behaviour is often a means of communication which may signal that a pupil is in need of support but does not know how to express this; therefore, the school takes a proactive approach to anticipating, managing and minimising potential triggers of distressed behaviour that may cause harm.
This policy acknowledges that situations may arise in which staff members will be required to use physical intervention, and in some cases reasonable force, to handle pupils' emotions or aggressive behaviour when other measures have failed to do so.

Policy Aims

The aim of this policy is to ensure that physical intervention is used in a correct and safe manner, which is in accordance with the relevant legislation and national guidance.

Roles and Responsibilities

The Governors are responsible for:

- Reviewing the policy to ensure it meets statutory and regulatory requirements.
- Approving the policy on an annual basis.
- Holding leaders to account for its implementation.
- Ensuring the policy is reviewed annually and meets statutory and regulatory requirements.
- Quality assuring implementation of the policy across schools.
- Monitoring the instances of physical intervention across the school.
- Ensuring appropriate staff training and support is in place across all schools.
- Responding to any complaints from pupils or parents liaising with the Headteacher regarding the use of reasonable force in line with the Trust Complaints procedure.
- As part of the lead safeguarding role, evaluating, on an annual basis, instances of physical intervention to analyse how and when reasonable force is used to identify any trends.

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.
- 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.

- Oversight of serious incidents and sign off on serious incident forms
- Maintaining the records of the use of reasonable force and evaluating on a termly basis how reasonable force and physical intervention are used.
- Ensuring evaluation of serious incidents is undertaken on a termly basis how reasonable force and physical intervention is used.
- Ensuring that any member of staff who uses reasonable force records serious incidents in line with the school procedure.
- 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 line with the schools Complaints Procedure, from pupils or parents regarding the use of reasonable force.
- Responding to any complaints, in line with the schools Complaints Procedure, 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, when required.
- Ensuring all incidents are logged on Cpoms

The SENDCo 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 regarding 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.
- Ensuring that use of restraint and reasonable force is recorded as serious incidents in line with school procedure, including on CPOMS where necessary.

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.
- Undertaking the necessary training.
- Adhering to the school procedure for use of reasonable force.
- Reporting and recording any incidents of physical intervention and use of reasonable force
- Logging incidents on Cpoms

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 that which would normally be 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. Each school will ensure that early support, preventions and de-escalation remain core safeguarding responsibilities, reducing the likelihood of any need for restrictive interventions.

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. if 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.

Positive handling will only be used as a last resort to prevent harm and will never involve prohibited techniques, including Holds that restrict airways, breathing or circulation. For example, covering the mouth or nose, applying pressure to the back of the neck or abdomen.

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 always supervised.
- 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 but is not limited to:

- 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 always adhere to its Special Educational Needs and Disabilities (SEND) Policy.

Post Incident Report

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. Staff should remain alert to the fact that harm may occur even when injuries are not immediately visible.

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

Recording all incidents is mandatory, and as such, all 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. The Headteacher holds overall responsibility for ensuring that appropriate recording and reporting systems are in place. Local governing bodies have the delegated responsibility to scrutinise the data and monitor emerging trends.

Reporting to Parents/carers

Where reasonable force or physical restraint has been used, the pupil's parents will be informed by telephone conversation and followed up in writing, 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:

- 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 Headteacher will ensure that a procedure is also in place for recording and reporting any incident involving seclusion or non-physical restrictive intervention,

whether 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.

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.

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:

- 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 and in line with the relevant Trust policies.

Where a safeguarding allegation is made against a member of staff that involves physical contact, e.g. restraint, the strategy discussion or initial evaluation with the

LADO will take into account that teachers and other school staff are entitled to use reasonable force to control or restrain pupils in certain circumstances, including dealing with disruptive behaviour or keeping a child from immediate harm.

Monitoring and Evaluation

This policy will be reviewed on an **annual** basis by the Senior Leadership Team and Governors, 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 September 2027

Equality Impact Assessment

The school will carry out an Equality Impact Assessment in order to ensure that policies, procedures and practices cater for individuals who share protected characteristics in relation to the Equality Act 2010. The purpose of these assessments is to ensure that policies, procedures and practices within the organisation are fair to all. If unfairness is highlighted, the assessment will also seek to show how this can be changed and, where it can't be changed, how it can be improved.

The school will monitor the impact of the policy to assess whether there is evidence of a detrimental impact on anyone with a protected characteristic as a result of the application of this policy. The assessment will include consideration of adaptations or changes which can be made to address any issues identified.

Appendix 1 – Physical Intervention form

We believe that reasonable force should only be used when necessary. This form has been created to ensure that all incidents of this type are recorded. Incidents must also be documented in the Physical Intervention Log (appendix 4) and CPOMS.

Details of staff member completing report	
Name:	
Position:	
Time and date:	
Signature:	

Details of Incident	
Name of student:	
Details of any SEN/disability/vulnerability:	
Date of incident:	
Time:	
Location:	

Reason for Physical Intervention / Use of Reasonable Force

Details of incident including de-escalation techniques used and staff involved: (Please include relevant details about the incident, circumstances prior to the incident, any physical intervention required, and lessons learnt)

Details of any medical intervention required for the student or staff involved: (Please include relevant details about the incident, any physical intervention required, and lessons learnt)
Name(s) of staff member(s) who witnessed the incident
Informed parties (parents, social workers, police, etc.)

Details of any negative impact on other pupils	
Reason(s) for physical intervention (please tick)	
To prevent a pupil from causing injury to themselves or others.	☐
To prevent a pupil from committing a criminal offence.	☐
To prevent a pupil from damaging property.	☐
To prevent a pupil from causing disorder among pupils at the school, whether during a teaching session or otherwise.	☐
Was it a planned intervention, e.g. in line with approved strategies for the behaviour of specific pupils? (Please circle)	Yes/No
Brief account of why the use of force was assessed as necessary	
Any post-incident support required and action to be taken (including actionable deadlines)	
Injuries (if any) to staff members, the pupil concerned or other pupils and details of treatment given (this must also be recorded in the first aid book)	
Damage (if any) to property	

Recommendation(s) to avoid future incidents

This form must be signed by the Headteacher and filed/logged as described below:

Name of Headteacher:	
Signature:	
Date:	
Headteacher Checklist	
Incident Log saved on Network	Date:
Incident added to Physical Intervention Tracker	Date:
Incident added to CPOMS	Date:
Follow up support completed	Yes/No

Appendix 2 – Flow Charts of Actions

Staff should the flow chart below to ensure all actions of the Physical Intervention Policy have been followed and applied in the correct order.

Step 1

Incident occurs. A range of de-escalation strategies physical intervention and or seclusion has been used.

Step 2

Staff member to inform a member of the leadership team about the incident.

Step 3

Staff member to complete the Physical Intervention Form (appendix 1) and return to the headteacher for sign off

Step 4

Contact home made by the designated member of staff to the student's parents to inform them of the incident and outcomes

Step 5

Headteacher to review and sign off the Physical Intervention Form.

Step 6

Headteacher to ensure the incident has been logged on Physical Interventions Log, copy place placed in Sharepoint folder and uploaded to CPOMS.

Step 7

Staff member to log the incident on CPOMS including the information of actions taken with regards to contact home and the outcome of the conversation

Step 8

Staff member to send follow up letter to parents and log on CPOMS

Appendix 3 – Follow up letter to parents

Draft letter for Schools to use when following up in written form follow

Dear (*Parent/Carers name),*

Thank you for taking the time to speak with me earlier regarding the incident involving (*Students Name)* on *(date)*

I am writing to summarise the key points we discussed and to outline the agreed follow-up actions.

Summary of Incident:

- *(Include a brief summary of what occurred, focusing on factual information and the information that was discussed during the phone call)*

- *(Include any information regarding medical follow up that may have taken place)*

Physical Intervention Used:
As discussed, staff needed to use an approved physical intervention in line with our school and Trust policies to ensure the safety of (*Student Name)* and others.

Summary of Our Phone Conversation:

(Key points shared with parents)

(Any reassurance or support offered)

Follow-Up Actions Agreed:

Agreed actions for school

- *(Add here any strategies or follow up support agreed e.g. key adult check-ins, IEP/PSP updates)*

Agreed actions for parents/carers

- *(If applicable, e.g. sharing relevant information, supporting agreed strategies at home)*

Agreed actions for student

- *(Outline agreed support and follow up for the student e.g. Restorative conversations, reflection activities, adjustments)*

We remain committed to supporting (*Students name)* and ensuring their safety, wellbeing and inclusion.

If you feel a review meeting would be helpful, or if you would like to discuss anything further, please contact *(Name/Role)* at (*Email/Phone Number)*, and we will arrange a time to meet.

Thank you again for your cooperation and partnership.

Appendix 4 – School Interventions Log

Appendix 4

All incidents of physical intervention must be recorded in this log. Details of the individual incident will be recorded using the Physical Intervention Form (Appendix 1). This log can be saved as a separate Word or Excel document.

Pupil Name	Year Group	Date of Incident	Name of staff member	Name(s) of witnesses	Injuries (if any) to pupils or staff	Damage (if any) to property	Nature of intervention	Physical Intervention Form signed by HT?