



# **School's Physical Intervention Policy**

**Reviewed: March 2024**  
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## Statement of intent

Dobcroft Junior School believes that it is important to establish a safe, secure and stable environment to enable pupils to grow, develop and learn. Our overarching culture and ethos is based on a trauma Informed approach, where relationships are at the heart of every interaction. Our relationships policy is of great importance and connection to this policy as details how our school commits and implements educational practices which Protect, Relate, Regulate and Reflect. 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 (see 'Relationships Policy' for more detail) However, even with such approaches consistently in place, the school recognises that, in certain circumstances, physical intervention, including safe touch and the use of reasonable force, is necessary when pupils are unable to keep themselves or others safe.

This policy acknowledges that situations may arise in which staff members will be required to use physical intervention, and in some cases reasonable force, in order to handle pupils' emotions or aggressive behaviour when other measures have been unsuccessful. This policy is designed to help staff to ensure that any actions they take are **reasonable, proportionate and absolutely necessary**.

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.

## Legal framework

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

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

This policy has due regard to the following guidance:

- DfE (2013) 'Use of reasonable force in schools'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2023) 'Keeping children safe in education 2023'
- HM Government (2019) 'Reducing the Need for Restraint and Restrictive Intervention'

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Relationships Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Complaints Policy
- Staff Code of Conduct
- Safeguarding Concerns Policy – low level concerns section
- Child Protection and Safeguarding Policy
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When reviewing this policy, the governing board and head teacher have considered the impact of the scope of the policy on the whole school community. Specifically, they have taken account of the categories used by Sheffield City Council as a public authority to assess impact, as set out below.

### **Protected characteristics defined by the Equality Act 2010:**

- age, disability, gender reassignment, marriage & civil partnership, pregnancy & maternity, race, religion or belief, sex, sexual orientation

### **Plus, additional equality groups and interests also recognised by the Council:**

- armed forces, \*care experience, health & wellbeing, poverty & financial inclusion, social cohesion, unpaid caring responsibilities and voluntary, community & faith sector

*(\*note – care experience was added in December 2023 and recognises those who are, or who have been, looked-after children. It includes Children Looked After (CLA) who are under the care of the local authority; children and young people who are post-CLA adopted; and those who are leaving, or have previously left, care or adoption arrangements).*

## Roles and responsibilities

Through presentation and challenge of the termly head teacher's report 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 in a timely manner.
- 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.
- Ensuring all members of staff understand the correct conduct in terms of positive handling.
- Handling any allegations of abuse.
- 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.

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 up to date 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.
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## Definitions

For the purposes of this policy, '**physical intervention**' is used to refer to any situation in which physical contact with a pupil is necessary – this includes reasonable force, e.g. to defuse a situation in which a pupil is at risk of harming themselves or others, and safe touch, e.g. comforting a pupil in emotional distress.

For the purposes of this policy, '**positive handling**' is defined as the overall, graduated approach of responding to pupils' behaviour and emotions with the intention of protecting pupils and staff, and limiting damage to others and property. Positive handling adapts the least intrusive intervention techniques in response to situations, before using gentle physical intervention and reasonable force as a last resort.

For the purposes of this policy, '**reasonable force**' is considered to refer to a broad range of actions that may be used to control or restrain a pupil to prevent that pupil from hurting themselves or others, from damaging property, or from causing disorder. Reasonable force covers force that is necessary and proportionate to the circumstances.

There are two key types of reasonable force:

- '**Control**' – actions used in an attempt to direct a pupil's movements; this includes passive physical contact, e.g. standing between pupils or blocking a pupil's path, or active physical contact, e.g. leading a pupil out of a classroom by their arm.
- '**Restraint**' – actions used in an attempt to physically bring a pupil under control. This type of force is typically used in more extreme circumstances, e.g. where two pupils are fighting and refuse to separate, causing staff to intervene to hold them back from one another physically.

For the purposes of this policy, '**safe touch**' is defined as physical contact which, if avoided, would be inhumane, unkind or cause distress to a pupil, e.g. where a pupil is significantly distressed and in need of physical comfort.

## **Positive handling**

The principle of positive handling means that the school expects 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.

As detailed in our Relationships policy, we support and model how to regulate. Regulate refers to supporting pupils to ensure we do not leave them in a state of toxic stress. Often for us at DJS, this involves key talking strategies to help bring down toxic stress.

Relational interventions specifically designed to bring down stress hormone levels (e.g. from toxic to tolerable) in vulnerable students, enabling them to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress induced physical and mental illness, now and in later life.

Within our intervention work ('Wave 2 and 3 Thrive sessions'), which targets pupils with interrupted development or those who are displaying signs that they are emotionally vulnerable, staff use evidence-based interventions that aim to repair psychological damage and brain damage caused by traumatic life experiences. These are emotionally regulating, playful, enriched adult-child interactions.

This is offered alongside the whole school PACE approach. Staff are trained to respond to children experiencing high levels of stress with the following approach.

- Playful
- Acceptance
- Curiosity
- Empathy

Regulation is modelled by staff who are trained in recognised when a child maybe hyper or hypo aroused. Staff understand the importance of intervening swiftly to support children to move from toxic to tolerable levels of stress. Staff may use these skills at key parts of the day such

Staff will also 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. Pupils who are regularly going into crisis or posing danger to themselves or others typically have a behaviour plan which is bespoke to the individual child.

### **Alternatives to Physical Intervention – Strategies**

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 consider a range of strategies:

- If the child is safe and they are asking for space, provide this and don't crowd the child. Reassure them that you are here for when they need you but that you will provide some space.
- Specific strategies could be deployed as identified on their **individual behaviour plan or one page profile** (if the child has one), e.g. using key scripts which are known to be helpful, diverting attention to the child's interests.
- If the child has a trusted emotionally available adult identified and they are able to support, request their support and utilise their relationship and knowledge of the child.
- Verbal de-escalation can be attempted. Show **empathy for the big feeling**, care and concern for the pupil by **acknowledging unsafe behaviour and requesting alternatives** using negotiation and reason. See more detail in the Relationships Policy.
- There are actions that can be taken to **remove triggers** from pupils, e.g. dimming the lights and encouraging quiet where a pupil is in crisis in response to sensory overstimulation.
- The pupil can be removed from the situation without physical intervention, e.g. if they will follow a member of teaching staff out of the classroom or go to their **safe space**.
- If safe to do so, use positive touch to guide or escort pupils to somewhere less pressured.
- Carefully consider whether the pupil has a condition or support needs that mean physical intervention would be inherently more dangerous, e.g. asthma which may be made worse by restrictive holds or sensory issues where physical touch would contribute to sensory overload and may provoke aggressive behaviour.
- Give clear directions for pupils to stop.
- Remind them about choices.
- Remind them about outcomes.
- Remove an audience or take vulnerable pupils to a safer place.
- Ensure that colleagues know what is happening and get help. We have walkie talkies available in order to limit crowding.

### **Modifications to Environment**

**Make the environment safer by moving furniture and removing objects which could be used as weapons.**

Ideally, staff will not be waiting until a crisis is underway before conducting a risk assessment of the environment. We know that some current pupils at this school may exhibit extreme and possibly dangerous behaviour. In general it is a good rule to keep the environment clutter free. This may mean giving consideration to secure storage for a range of everyday objects when they are not being used. For example:

- How is the availability of pointed implements (including pens, pencils, compasses) controlled?

- What small items are available to an angry pupil who may be tempted to use them as missiles?
- What objects are available to be used as blunt instruments?
- Do they all need to be left out all the time?
- Are there sharp edges or corners which present a risk?
- Are the design arrangements or furniture safe and appropriate for pupils who exhibit extreme behaviour?
- Is there a comfortable place to sit with an agitated pupil?
- Are protocols in place to encourage angry pupils to take themselves to a safer place?

## **Help Protocols**

The expectation at this school is that all staff should support one another. This means that staff always offer help and always accept it. Help does not always mean taking over. It may mean just staying around in case you are needed, getting somebody else or looking after somebody else's group. Supporting a colleague does not only mean agreeing with their suggestions and offering sympathy when things go wrong. Real support sometimes means acting as a critical friend to help colleagues become aware of possible alternative strategies. Good communication is necessary so that colleagues avoid confusion when help is offered and accepted. They need to agree scripts so that all parties understand what sort of assistance is required and what is available. (Team Teach Training)

## **Staff will also ensure any physical intervention is reasonable, proportionate and absolutely necessary.**

Where there is no immediate risk of harm to themselves or others, destruction of property or serious disruption, reasonable force will not be used on the pupil. 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.

## **Reasonable force**

Staff members will use actions that are appropriate and in proportion to the circumstances. Physical restraint will never be used routinely. Where reasonable force is required, the degree and type of force that is used will depend on the pupil's circumstances, e.g. their age or SEND. The following list is not exhaustive, but provides examples of situations where the school may decide to use reasonable force where other methods of defusing a situation have been exhausted or are not appropriate:

- Members of staff need to control pupils risking the safety of themselves or others outside of school premises where the same range of support options are not available, e.g. on school trips.
- Members of staff must prevent a pupil from leaving an area, e.g. the classroom or school grounds, where doing so would risk their safety or the safety of others.
- A pupil is attacking a member of staff or another pupil.
- A pupil is at serious risk of harming themselves and a member of staff must intervene to prevent this.



- Disruptive children must be removed from the classroom and are refusing instructions to leave.
- The headteacher or authorised staff are conducting a search for items prohibited under the Education Act 1996, e.g. knives and weapons, alcohol, and illegal drugs.

All members of staff will be permitted to use reasonable force where they believe it to be appropriate in line with their training, as long as all necessary precautions are taken. The decision to physically intervene during a situation is down to the professional judgement of the member of staff and always depends on the circumstances and the pupil's individual needs.

The power to use reasonable force also applies to any individual whom the headteacher has identified as temporarily in charge, such as volunteers.

In many cases where physical intervention or reasonable force is required, minimal and non-restrictive force will be appropriate, e.g. holding a pupils arm to escort them from a classroom.

Reasonable force techniques that involve restraint will only be used where the staff member in charge feels it is necessary to prevent serious harm. In general, restraint will only be used briefly and prolonged restraint will not be used, i.e. restraint beyond that which is necessary to remove the immediate threat a pupil is posing to themselves or others.

Where staff determine physical intervention is necessary, they will calmly communicate the reasons for their actions to the pupil and explain why it is necessary in a non-threatening manner. In most cases, staff will communicate this to pupils before making physical contact to minimise distress and/or further aggressive behaviour from the pupil; however, the school recognises that this is not possible in some emergency situations.

Staff will never give the impression that they are acting out of anger or are punishing the pupil. Staff members will always avoid acting in a way that could cause injury; however, the school understands that accidental injury may occur in emergency situations where there is not sufficient time for a considered response, e.g. bruising on a child's wrist where a staff member has grabbed them to prevent them running onto a busy road.

Where a member of staff believes that they are at risk, e.g. where an injury is likely to occur, they will not intervene in an incident without the help and assistance of another staff member.

Staff will also be aware that, in some instances, it will cause more distress to a pupil, and may increase the risk of harm to their peers, if they are prevented from leaving an area, e.g. their classroom, using physical intervention. Where it is not dangerous to allow them to leave, the staff member in charge of the situation should use their judgement in allowing a pupil to remove themselves from the area, as environmental factors in the area specifically may be provoking their behaviour.

Following the incidents where reasonable force is used, the pupil involved may be subject to separate disciplinary procedures, in which strategies should be formed to help avoid reoccurrence of such incidents.

### **Reasonable and Proportionate**

Any response to extreme behaviour should be reasonable and proportionate. People should not react in anger. If they feel they are becoming angry they should consider withdrawing to allow someone else to deal with the situation. Where staff act in good faith, and their actions are reasonable and proportionate, they will be supported.

When physical controls are considered staff should think about the answers to the following questions:

- How is this in the best interest of the pupil?
- Why is a less intrusive intervention not preferable?
- Why do we have to act now?
- Why am I the best person to be doing this?
- Why is this absolutely necessary?

If staff can answer these questions it is more likely that a physical intervention will be judged to be reasonable and proportionate.

## **Team Teach**

It is the policy of Dobcroft Junior School that all staff working closely with pupils are trained in the pre-emptive and responsive positive handling strategies and techniques of Team Teach, to complement the behaviour management approaches and strategies reflected in the School Behaviour Policy. Further details of the Team Teach approach can be found on the Team Teach website: ([www.team-teach.co.uk](http://www.team-teach.co.uk)).

## **Pupils with SEND**

The school will have due consideration to the risks posed by the additional vulnerability of pupils with SEND in terms of physical intervention and reasonable force.

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 is aware that pupils with SEND may sometimes experience times of crisis, which can sometimes manifest in behaviour which may be aggressive or seem uncontrollable. Where it is known that a pupil is prone to going into crisis, the SENDCO and headteacher / SLT will draft a behaviour plan / positive handling plan to determine planned strategies for managing the pupil's crisis situations that are tailored to the pupil's specific needs, to avoid the use of reasonable force. The Positive Handling recommendations within their Individual Behaviour Plan will detail any strategies which have been found to be effective for that individual, along with any particular responses which are not recommended. If particular physical techniques have been found to be effective they should be named, along with alerts to any which have proved ineffective or which caused problems in the past. Positive Handling Plans should be considered alongside the Statement and any other planning documents which relate to the pupil. These risk assessments will be conducted in collaboration with the pupil and their parents, where appropriate.

Some pupils with SEND may require physical intervention when they feel overwhelmed or stressed, e.g. a tight hug; however, this will be discussed as part of relevant risk assessments.

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

Staff will also be aware that pupils with SEND may engage in frequent, repetitive self-stimulatory behaviour, known as 'stimming', and that some pupils may engage in self-injurious stimming, e.g. repeatedly hitting or scratching themselves. While this can be alarming, staff will be aware that stimming is often carried out as a means of emotional regulation or self-soothing in response to stressful or overwhelming stimuli. Staff members will aim to remove distressing stimuli from the environment, where possible, or will support pupils to engage in less harmful stimming methods, e.g. by providing them with something to play with or demonstrating a less harmful stim, such as hand flapping.

Staff will be aware that restraining a pupil in a way that prevents them from stimming entirely can cause extreme distress and lead to further aggressive behaviour. Self-injurious stimming and tactics to support a pupil to engage in safer stims will be included as part of the pupil's risk assessment.

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

## Post-incident support

Following an incident of reasonable force, all pupils and staff members involved will be given any necessary first aid to treat injuries as soon as possible, and emotional support.

Wherever reasonable force is used, staff members and pupils involved in incidents will be given separate opportunities to reflect on what happened with the SENDCO wherever possible. In some situations the pupils (or staff member) may have a stronger relationship with a different member of staff and in that situation, the SENDCO may ask that adult to conduct the reflection (e.g. the 1:1 TA or our pastoral lead).

It will be explained to the pupil involved the reason that such intervention was used, and reassured that the use of the intervention was not a punishment for their behaviour, but rather a method of defusing the situation and preventing them from harming themselves or others. The pupil will be asked about the reasons for their behaviour, including:

- Why their environment was causing such distress for them, e.g. in an instance of sensory overstimulation leading to a meltdown.
- Whether they feel there was anything that could have been done to meet their needs before the situation escalated.
- Whether, and how, staff actions were helpful or unhelpful.

Staff will be encouraged to reflect on their actions and how they handled the situation, and will be reassured, where appropriate, that they have done nothing wrong and acted in what they perceived to be the best interests of pupils.

All injuries should be reported and recorded using the school's systems. It is important to note that injury in itself is not evidence of malpractice. Even when staff attempt to do everything right, things can go wrong. Part of the post incident support for staff may involve a reminder of this, as people tend to blame themselves when things go wrong. Time needs to be found to repair relationships. When careful steps are taken to repair relationships a serious incident does not necessarily result in long term damage. This is an opportunity for learning for all concerned. Time needs to be given to following up incidents so that pupils have an opportunity to express their feelings, suggest alternative courses of action for the future and appreciate other people's perspective. When time and effort are put into a post incident support structure the outcomes of a serious incident can be learning, growth and strengthened relationships.

## Reporting incidents

A detailed written report (on CPOMS) will be kept of **all** incidents where reasonable force is used, distinguishing between planned interventions, i.e. those in line with approved strategies for the behaviour of specific pupils, and unplanned or emergency interventions.

Immediately following an incident, the member(s) of staff involved will verbally report the incident to the headteacher and provide a comprehensive written record of the situation as soon as possible, using the Physical Intervention Report Form and upload to CPOMS. The written report of the incident must be thorough, including as much detail as possible as to what had happened before, during and after the incident, the reasons why specific interventions were employed, and any injuries incurred due to the incident.

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.

Staff members who do not record an instance of reasonable force where it has occurred may be disciplined in line with the Disciplinary Policy and Procedures.

Where reasonable force or physical restraint has been used, the pupil's parents will be informed as long as this would not place the pupil at greater risk. If the decision is made that the parents cannot be informed as this would place the child at greater risk, a safeguarding referral will be made in line with the Child Protection and Safeguarding Policy. The headteacher will make the final decision as to whether it is appropriate to inform the pupil's parents of the details of an incident. If it is appropriate, the following will be adhered to:

- Parents will be informed that a positive handling strategy has been used. School will offer parents a copy of the incident report if requested.

If a member of staff witnesses or suspects the use of reasonable force, where another member of staff is actively involved in physical intervention, they will report this to the headteacher immediately.

Any allegations against staff will be dealt with as a matter of urgency, and in accordance with the procedures outlined in the school's policy.

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.

## **Complaints**

All members of staff will be made fully aware of the consequences and legal repercussions that can occur following the incorrect use of physical intervention and force.

All complaints regarding the use of physical intervention or force will be investigated in a thorough and speedy manner in line with our complaints policy and procedures. The person making the complaint is responsible for providing evidence for their allegations, e.g. testimony of events or evidence of injury – it is not for the member of staff to prove that their actions were made reasonably.

In extreme circumstances, parents may take civil action or pursue a criminal prosecution. In the case where a member of staff has acted within the law, this will provide a defence to any civil or criminal prosecution.

Members of staff accused of using excessive force will not be automatically suspended as a response to the allegations. The following procedure will be adhered to:

- The governing board will always take into account whether a staff member has acted within the law when considering whether or not to take disciplinary action against a staff member involved in an incident.
- Careful consideration will be given to whether the case warrants a person being suspended until the allegation is resolved.
- Where a member of staff is suspended, the school will ensure that the staff member has access to a named contact that can provide support and guidance.
- The school will provide pastoral care to any member of staff who is subject to a formal allegation.

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.

There may be other situations whereby you have a low level concern about a member of staff's conduct (see staff code of conduct / whistle blowing policies). Please report these low level concerns to the Head Teacher and if the concern is about the Head Teacher, please report to the Chair of Governors.

## Safe touch

The school understands that the following examples are instances of safe touch which may occur between staff and pupils:

- Comforting an upset or distressed pupil
- Congratulating or praising a pupil
- Holding the hand of a pupil to guide them, such as when crossing a road or walking to assembly
- Giving first aid to a pupil
- Demonstrating exercises or techniques during PE lessons
- Administering medicine
- Using musical instruments

The school understands that certain types of physical contact between staff and pupils are inappropriate, e.g. cuddling, lap-sitting and some instances of holding hands, and that safe touch should never be invasive, humiliating or flirtatious.

The school designates that the only appropriate places on a pupil's body to touch them are their shoulders, arms and upper back.

Staff employing touch for reward or comfort will use the 'school hug', rather than an embrace. The school hug is a sideways hug whereby the member of staff places their hands on the pupil's shoulders. This type of hug prevents the pupil from turning themselves towards the member of staff and thus engaging in a 'front' embrace, which the school deems inappropriate.

The school recognises that staff will sometimes need to hold a pupil's hand, e.g. to guide them or prevent them from physical harm. Staff needing to hold a pupil's hand will use the 'school hand hold' in order to prevent any inappropriate exchange between staff and pupils. The school hand hold involves the member of staff holding their arm out and the pupil wrapping their hand around the staff's lower arm. If required, the member of staff can then place their free hand on top of the pupil's for extra security.

The school understands that pupils are not always aware of the boundaries between staff and pupils and thus may try to engage in physical contact, such as lap-sitting or inappropriate hand-holding and hugging. Should a pupil try to engage in any inappropriate physical contact, the member of staff will explain to the pupil why it is unacceptable and encourage them to engage in the school-hug or school-hand-hold instead.

If a member of staff attempts to use one of the safe methods of touch and a pupil is unhappy or uncomfortable with this, the member of staff will retract immediately in order to respect the pupil's wishes.

Appropriate touch involving pupils with SEND will be in line with their EHC plan.

Where it is reported that a staff member has engaged, or is suspected to have engaged, in touch that is not appropriate in line with this policy and the Staff Code of Conduct, this will be handled in line policy.

## 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 [Spring 2025](#)

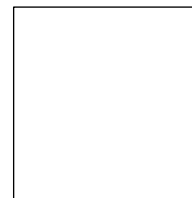


# Record of Physical Intervention

We believe that reasonable force must only be used when absolutely necessary. Reasonable force will always be used in accordance with the Physical Intervention Policy. All incidents (and details) of this nature must be recorded on this form.



## **RECORD OF PHYSICAL INTERVENTION**



<b>Date of incident:</b> <b>Time of incident:</b> <b>Pupil name &amp; D.o.B:</b> <b>Member(s) of staff involved:</b> <b>Adult witnesses to restraint:</b> <b>Pupil witnesses to restraint:</b>	Reason for physical intervention (please highlight / circle) <ul style="list-style-type: none"><li>• Danger to self</li><li>• Danger to others</li><li>• Significant damage to property</li></ul>
<u>Outline of events leading to restraint:</u>	
<u>Outline of incident of physical intervention (including restraint method used if applicable):</u>	
<u>Outcome:</u>	

<u>Description of any injury (ies) sustained by pupil or adults and any subsequent treatment:</u>	
<u>Description of any injury (ies) sustained by pupil and any subsequent treatment:</u>	<u>Damage to property</u>
<u>Recommendations to avoid future incidents</u>	
<u>Date &amp; time parent/carer informed of incident:</u>	
<u>By whom informed:</u>	
<u>Outline of parent/carer response:</u>	
<u>Signature of staff completing this form/report:</u>	<u>Date:</u>
<u>Signature of teacher in charge:</u>	<u>Date:</u>
<u>Signature of Headteacher:</u>	<u>Date:</u>
<u>Brief description of any subsequent injury/complaint or action:</u>	