

Brough Primary School



Physical Intervention Policy

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Lead Person	H Shepherdson

This policy follows the advice and guidance in The Department for Education 'Use of Reasonable Force' July 2013 as well as 'Behaviour in schools: Advice for headteachers and school staff' February 2024.

At Brough Primary School, keeping children safe is always the most important priority. At times, it may be necessary for staff to use **reasonable force** in order to do this.

The DFE 'Behaviour in schools: Advice for headteachers and school staff' outlines the following four points.

- *There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.*
- *Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.*
- *Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules.*
- *When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.*

What is reasonable force

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that may involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.

- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- Any person the headteacher has temporarily put in charge of pupils.

At Brough Primary School:

- Reasonable force must only be used in order to keep children and staff safe when **de-escalation strategies are not working.**
- Staff are made aware of children who have a **Positive Handling Plan** and how to act upon these plans.
- Staff should immediately **send for assistance** from another member of staff, before using reasonable force if possible, so that support is available and they have a **witness to the situation and support.**
- If possible, reasonable force should be carried out by members of staff who have received **'Team Teach' training** as they know how best to keep the young person and themselves from harm.
- Staff must **stay calm and in control** of the situation.
- Staff must give **calm, clear instructions** to the child, giving them a **clear option for getting out of the situation and following instructions.**
- Staff must **explain calmly to the child what they are going to do and why.**
- The child must be given time **to calm down in a safe area** and be supervised at a distance.
- Staff should not question the child about their behaviour until they are calm and following instructions.

Reviewing and Recording the Incident

- Staff and children involved, including witnesses, should complete the **Record of Physical Restraint** document as soon as possible and report immediately to the head teacher and/or SENCo.
- If physical intervention has been used this must be clearly described on the report including the duration of any restraint and the de-escalation strategies used to try to prevent the intervention. An outline of the lead up to the incident should also be included as well as a record of adults present.
- Parents must be informed of the incident and any physical intervention as soon as possible, it is best to invite the parents into school so that they can be involved in the decision / action to be taken, especially if there is the possibility of a period of suspension or exclusion being given. Only the head teacher can make the decision to suspend/exclude a pupil.
- The head teacher / senior staff must review the incident with the staff involved to consider if policy and procedures were followed, could the incident have been prevented from escalating, and the well-being of all concerned. This will then be recorded.

Support prior to or following an incident of physical intervention

- Review or put in place a Behaviour Support Plan and/or a Positive Handling Plan, this should be completed in discussion with the child, parents and staff, so that all parties are clear about expectations, rewards and sanctions (good practice would assume that any child at risk of the use of physical intervention would have a plan in place prior to physical intervention taking place which outlines potential triggers and de-escalation techniques to use).
- Refer to the Behaviour lead / SENCO / ELSA in school to plan a programme of support for the child and the parents if necessary.

Appendix A

De-escalation Techniques. Help scripts and ideas for Staff when dealing with a conflict situation in school.

This handout is designed to help staff diffuse a possible significant incident between pupils before a conflict situation, and the need to use restraint, arises. A way of getting this across is best used in the form of a script. Key points are included as to how to recognise behaviour triggers or flash points. Some of the points may seem obvious but we must communicate and support each other. For these strategies to work efficiently and effectively we must all be working together.

- Address the child by their name. This will help to engage the child.
- Do not use words such as **angry, annoyed**. Try to use **upset** instead.
- Keep your instructions simple, one at a time if possible, and repeat them if necessary.
- Do not get too close to the child. Respect their personal space. This works both ways. Take a step back and to the side if you need to.
- Do not shadow the child, do not walk back and forth and do not chase as this may trigger an animal chase response. Where possible sit down.
- Adopt a calm stance, and use a calm voice.
- Offer limited choices with guided help. ***“You can choose to do this...or this...”***
- Where possible divert away from confrontation. Walk and talk – guide the child away. Remove the audience.
- Start sentences with ***“I”*** rather than ***“You”***. ***“Freddy, I would like to know why you are upset?”*** Do not imply blame for example ***“What have YOU done?”*** or ***“Why did YOU do that?”***
- Use your get out where possible – a change of face is sometimes enough to calm a child down.
- Express your feelings calmly and honestly. ***“When you swear it upsets me”***
- Stay in control and focus. If you need to use your get out with dignity – USE IT! It does not mean you have failed.
- Don't take the behaviour personally. The get out is a way for you to remove yourself from the situation without looking defeated in front of the child and avoiding a power struggle. Please use these scripts – they are good and if we are all speaking from the same script then we maintain a good, supportive environment for each other.
- It is important to maintain positive relationships with pupils. A smile or a few kind words after the situation is resolved will help the child to know that you do care what happens to them. ***“Hello Freddy, how are you today?”*** If they have had a good day they will be pleased to share it with you.

Recognising Behaviour Changes / Potential Outbursts or Reactions:

Remember, that a child may only show one of these signs. The signs will probably follow a situation, disagreement or conflict with another child, that has begun to boil over a period of time. Look out for the warning signs before they escalate. (Particularly Lunch time Supervisors.)

- Shallow or short breathing.
- Changes in face colour – usually quite red.
- Changes in voice tone.
- Pacing.
- Repeated phrases.
- Rigid stance/ crossed arms.
- Clenched fists.
- Chest stuck out.
- Clenched teeth.
- Growling or animal noises.

It may be useful to make a note of any of these signs and share them with other staff members.

This is an example of a useful script which is aimed at lowering or defusing anger or anxiety in a child. If the situation continues to escalate you may need to seek help or change face, which is outlined later on in this handout. These scripts should be used alongside the key points listed earlier. It should flow something like this....

“Freddy. I can see you are upset” Be aware that you do not move too far into their personal space. Note the use of their name to engage, the words *I* and ***upset*** instead of ***angry***.

“Freddy. I am here to help” This is a statement of your intention. Remember your body language and tone of voice at this point too.

“Talk and I will listen” You are giving the pupil some direction as well as a reason for you being there.

“Freddy. Come with me, let’s go to thefor a walk....” Continue to give direction, removing them from the situation, continue to talk and de-escalate, away from an audience.

Colleague help protocol and help scripts.

The use of the word ***“more”*** should be used as a code word. It should be used by the offering member of staff who may be witnessing a situation escalating out of control. It is easier for an onlooker to assess the situation rather than the poor person who is in the thick of it!

So, the question ***“Can I give you more help?”*** is not really a question at all. It is a notification that the offering member of staff has assessed the situation from the side-lines and has made a decision to change face.

Seeking help from a colleague is a sign of strength not weakness or failure.

Changing face can mean saving face.



Brough Primary School
Record of Physical Restraint



Name of Child:				Date:
Year Group / Class:				Time:
Name of Staff Member(s)				Location:
Guided Walk	1-person hold	2-person hold	Length of time held	Any other staff present:
Details of behaviours/incident <i>(please include a chronological sequence of events leading to the behaviours/incident)</i>				
Build up: 				
Crisis: 				
Calming time/resolution: 				
De-escalation strategies used: 				

Level of risk: Low / Moderate / High *(please circle)*
Type of risk: Assault on pupil / Assault on staff / Risk to self / Absconsion / Damage to property / Other *(please specify)* *(please circle)*

Details of restraint(s) / Moves / Reasonable Force used (if further details required):

Were any injuries sustained?

By the pupil?

By staff members?

If yes then how were these dealt with/recorded?

If yes then how were these dealt with/recorded?

Date/Time parents were informed:

Outcome from discussion with parents:

Follow up with pupil (where appropriate):

Signature of member of staff:

Date:

Signature of Headteacher:

Date:

Positive Handling Plan



Name: Year:

Environments and Triggers

Describe the situations which have led to a dangerous incident in the past.

Risk- Level of potential risk.

Low

Medium

High

Describe precisely what might happen

Slap **Punch**

Bite **Pinch**

Spit **Kick**

Run (escape) **climb**

Other:

Prevention

Describe any changes to routine, personnel or environment which might reduce the risk of this happening.

Diversion and Distraction

Describe interests, words, objects etc which may divert attention from an escalating crisis.

De-escalation

Describe any strategies which have worked in the past or should be avoided.

	<u>Try</u>	<u>Avoid</u>
Verbal advice and support	Try	
Firm clear directions	Try	
Negotiation		Avoid

Limited Choices	Try
Distraction	Try
Diversion	Try
Reassurance	Try
Planned Ignoring	Try
Emotional Coaching	Try
'I wonder'	Try
Withdrawal offered	Try
Sensory room	Try
Withdrawal directed	Try
Change of face	Try
Reminders about Consequences	Try
Humour	Try
Success Reminders	Try

Physical Intervention

Describe any strategies which have worked in the past or should be avoided

This should only be used if Lawrence is a safety risk to himself or others.

	Try	Avoid
Help Hug (single person wrap, below belly button)		Avoid
Standing Double Elbow		Avoid
Sitting Double Elbow (Single person)		Avoid
Standing Single Elbow		Avoid
Standing Single Elbow (2 person)	Try	
Sitting Single Elbow (2 person)	Try	
Other		

Listening and Learning

Describe any strategies which have worked in the past or should be avoided.

Brough Primary School- Behaviour Support Plan



Child's Name: _____ Year Group & Class Teacher/s:
 _____ SEND: Yes / No

Known Triggers for Behaviour

A brief bullet point list of what the behaviour problems are

Daily Management Preventative Strategies- What is working well?

What is currently happening to prevent this from happening? What is working well?

Long-term Aims

What do you want this child to be able to do without the unwanted behaviour issues? *Joe Bloggs can control his emotions and avoid hitting out at others.*

What is the target behaviour that you would like to see? *When reminded, Joe Bloggs will take deep breaths and take himself to a 'safe place' where he can calm down.*

<u>Unwanted behaviour</u>	<u>De-escalation strategies to use</u>	<u>Timescale</u>
List of unwanted behaviours *including triggers when behaviour is most likely to be displayed- Unstructured times, certain lessons etc.	Strategies used to help when unwanted behaviour is displayed. How can the behaviour be controlled before the child gets to 'crisis' point?	The timescale for which the behaviour can be corrected. For example: <i>Joe Bloggs needs 5 minutes time out to calm down</i>

Signed: _____

Signed: _____

Date: _____

Date: _____

Phase Leader

Class teacher/s

I give my consent to the above plan being implemented with my child and to this support plan being shared with other staff/agencies supporting them.

Signed: _____

Date: _____

Agreed Review Date: _____

Parent/Guardian

