



RESTRICTIVE PHYSICAL INTERVENTION POLICY 2025

Policy Originator: Headteacher

Status: Non - Statutory

Review Period: Annually

Date: November 2025

Next review date: November 2026

This policy is linked to and should be read in conjunction with the Shalford Infant School *Child Protection & Safeguarding Policy, Behaviour & Anti Bullying Policy and SEND Policy*

1. Introduction

At Shalford Infant & Nursery School we endeavour to ensure that all children are safe.

The main objective of this policy is to ensure all staff, parents and children are aware of the procedures and practice that will be carried out to ensure that this is the case at the school. This policy links with the school's behaviour policy, anti-bullying policy and special educational needs policy. It is intended to ensure that it will prevent serious breaches of school discipline and prevent injury to individuals or serious damage to property.

All the school staff need to feel able to manage inappropriate risk and behaviour, and to have an understanding of what and how behaviours of concern might be communicated. They need to know what the options open to them are, and they need to be free of undue worries about the risks of legal action against them if they use appropriate physical intervention. Parents need to know that their children are safe with us, and they need to be properly informed if their child is the subject of a Restrictive Physical Intervention, including the nature of the intervention, and the rationale for its use.

2. Definition of 'restrictive physical intervention'

The Law allows for teachers and other persons authorised by the Headteacher to use Restrictive Physical Intervention to prevent a pupil from doing or continuing to do any of the following: -

- committing a criminal offence
- injuring themselves or others
- causing damage to property
- engaging in any behaviour that is prejudicial to maintain the good order and discipline at the school

"Restrictive Physical Intervention" is the term used by the DfE to include interventions where bodily contact using force is used. It refers to any instance in which a teacher or other adult authorised by the Headteacher has to, in specific circumstances, use "reasonable force" to control or restrain pupils. There is no legal definition of "reasonable force". However, there are two relevant considerations:

- the use of force can be regarded as reasonable only if the circumstances of an incident warrant it
- the degree of force must be in proportion to the circumstances of the incident and the seriousness of the

behaviour or consequences it is intended to prevent

The definition of physical force also includes the use of mechanical devices (e.g. splints on the pupil prescribed by medical colleagues to prevent self-injury), forcible seclusion or use of locked doors. It is important for staff to note that, although no physical contact may be made in the latter situations, this is still regarded as a Restrictive Physical Intervention

1. When the use of restrictive physical interventions may be appropriate

In order to minimise the need to use restrictive physical interventions to a child all staff will strive to:-

- create a calm environment that minimises the risk of incidents that might require using force and apply school rules consistently and fairly.
- develop an effective relationship between staff and a child or young person that is central to good order.
- ensure all supervision of children is carried out in a consistent manner so children and staff are comfortable within the setting.
- use relevant materials for approaches to teach children or young person's how to manage conflict and strong feelings.
- ensure all staff have appropriate instructions and training to enable them to be effective in their various roles in and out of the classroom.
- ensure that risk assessments, proactive and handling plans will be put in place and training given to ensure staff are equipped to deal with individual children or young persons who have been identified.
- Whenever possible, warn a child that force may have to be used before using it.

Restrictive Physical Interventions will be used when **all other strategies have failed**, and therefore only as a last resort.

Whenever it is foreseeable that a child or young person might require a restrictive physical intervention, a risk assessment should be carried out which identifies the benefits and risks associated with the application of different intervention techniques with the person concerned. Planning should also be undertaken to see if trigger situations can be avoided and other positive strategies employed to minimise the likelihood of such incidents occurring.

There are rare occasions when it may be appropriate to act with only minimal assessment of risks – for example, in exceptional circumstances, where there is an immediate risk of injury, a member of staff may need to take any necessary action that is consistent with the concept of “reasonable force”. Whilst not an exhaustive list, examples include:

- to prevent a child or young person running off a pavement onto a busy road, or falling into water
- where a child or young person uses tools dangerously or inappropriately
- to prevent a child or young person hitting someone else
- throwing stones (etc...) at a window where there is an immediate risk of injury from broken glass
- misuse of substances (e.g. cleaning fluids, etc...) where there is a likelihood of immediate harm

Whenever possible assistance must be sought;

- when the member of staff believes that he or she may be at risk of injury
- when managing an older or physically larger child or young person
- where there is more than one child or young person
- where a child or young person appears to be under the influence of drugs or alcohol, or who is ill
- where a child or young person appears to have a weapon

Elevated levels of risk are associated with:

- the use of clothing or belts to restrict movement

- holding someone who is lying on the floor or forcing them onto the floor
- any procedure which restricts breathing or impedes the airways
- seclusion, where a child or young person is forced to spend time alone in a room against their will
- extending or flexing the joints or putting pressure on the joints
- pressure on the neck chest abdomen or groin area

Who may use restrictive physical intervention in Shalford Infant & Nursery School

This procedure supports the application of the Surrey County Council policy and guidance on the use of Touch and Restrictive Physical Intervention

1. The person responsible for authorising staff to use restrictive physical intervention as part of a structured and planned intervention within this school is Michelle Dutton
2. The person responsible for ensuring that all planned use of restrictive physical intervention is risk assessed is Michelle Dutton
3. Copies of all risk assessments are held in the SEND area of the school IT network and are reviewed after every use of force and termly.
4. As of November 2025, the people who are authorised to use reasonable force in planned restrictive physical interventions are listed here. No other person should engage in a planned intervention.

Class teachers

Early Years Practitioners

Headteacher

SENDCO

Teaching Assistants

5. Only those trained in appropriate techniques within the last twelve months may be authorised. The person responsible for ensuring that appropriate training is provided, including regular updates, is Helen Radley.
6. Training records are held in the SENDCO files.
7. Those not involved in risk assessment but whose roles include the supervision of children may use reasonable force in an emergency unplanned intervention where it is necessary to prevent a serious injury from occurring.
8. Every use of restrictive physical intervention is to be reported the same day to the Headteacher or the teacher in charge if the Headteacher is offsite. The Headteacher, their deputy or an appropriate senior manager with responsibility for safeguarding, will ensure that a parent of the child who has had force used against them is notified that day.
9. In addition, the details of each use of physical intervention must be recorded on the Child Incident Report Form that is held. The person leading the planned or unplanned intervention must complete this form. The head teacher will review every use of physical intervention.

We take the view that staff should not be expected to put themselves in danger, and that sometimes removing children and themselves is the right thing to do. We value staff efforts to rectify what can be very difficult situations and in which they exercise their duty of care for the children.

4. Planning for the use of restrictive physical interventions

Staff will use the minimum force needed to restore safety and appropriate behaviour.

The principles relating to the intervention are as follows:

- Restrictive Physical Intervention is an act of care and control, not punishment. It is never used to

force compliance with staff instructions

- Staff will only use it when there are good grounds for believing that immediate action is necessary and, in the pupil's, and/or other pupil's best interests
- Staff will take steps in advance to avoid the need for Restrictive Physical Intervention through dialogue and diversion and at the level of understanding of the child or young person
- Only the minimum force necessary will be used to prevent severe distress, injury, or damage, staff will be able to show that the intervention used was in keeping with the incident
- Every effort will be made to secure the presence of other staff, and these staff may act as assistants and/or witnesses
- As soon as it is safe, the Restrictive Physical Intervention will be relaxed to allow the pupil to regain self-control
- A distinction will be maintained between the use of a one-off intervention which is appropriate to a particular circumstance, and the using of it repeatedly as a regular feature of school policy
- Escalation will be avoided at all costs, especially if it would make the overall situation more destructive and unmanageable
- The age, understanding, and competence of the individual pupil will always be taken into account
- In developing Provision Maps/Behaviour Plans, consideration will be given to approaches appropriate to each pupil's circumstance
- Supporting and debriefing pupils and staff after every incident of Restrictive Physical Intervention, as it is essential to safeguard the emotional well-being of all involved at these times

5. Acceptable forms of intervention

There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, for example:

- to comfort a pupil in distress
- to gently direct a pupil
- for curricular reasons (for example in PE, Drama etc)
- in an emergency to avert danger to the pupil or pupils
- in rare circumstances, when Restrictive Physical Intervention is warranted

In all situations where physical contact between staff and pupils takes place, staff must consider the following:

- the pupil's age and level of understanding
- the pupil's individual characteristics and history
- the location where the contact takes place (it should not take place in private without others present)

If a member of staff is alone in the playground, the hall or the Oasis with a vulnerable pupil they must ensure that they take the school walkie-talkie with them or the door bell and let a member of the office team or the Headteacher know where they will be.

If an emergency situation occurs in the classroom that requires intervention, then the rest of the class will be evacuated to another room. The doorbell will be rang or the gold disc will be sent to the headteacher's office or the school office to signal support is required.

If there is an emergency in the playground the whistle will be blown and the rest of the children evacuated indoors.

Physical contact is never made as a punishment, or to inflict pain. All forms of corporal punishment are prohibited.

Physical contact will not be made with the pupil's neck, breasts, abdomen, genital area, other sensitive body parts, or to put pressure on joints.

It will not become a habit between a member of staff and a particular pupil.

6. Developing a positive handling plan

If a pupil is identified for whom it is felt that Restrictive Physical Intervention is likely, then a Positive Handling Plan will be completed. This Plan will help the pupil and staff to avoid difficult situations through understanding the factors that influence the behaviour and identifying the early warning signs that indicate foreseeable behaviours that may be developing.

The plan will include:

- involving parents/carers and pupils to ensure they are clear about what specific action the school may take, when and why
- a risk assessment to ensure staff and others act reasonably, consider the risks, and learn from what happens
- a **record** needs to be kept in school of risk reduction options that have been examined and discounted, as well as those used
- managing the pupil, strategies to de-escalate a conflict, and stating at which point a Restrictive Physical Intervention is to be used
- identifying key staff who know exactly what is expected. It is best that these staff are well known to the pupil
- ensuring a system to summon additional support
- identifying training needs

8. Complaints

It is intended that by adopting this policy and keeping parents and governors informed we could avoid the need for complaints. All disputes that arise about the use of force by a member of staff will be dealt with according to the school's Child Protection and Safeguarding policies.

APPENDIX A

SHALFORD INFANT & NURSERY SCHOOL PROCEDURES

The use of restrictive physical interventions by staff

- This procedure supports the application of the Surrey County Council policy and guidance on the use of Restrictive Physical Intervention. All staff should study the policy statement carefully – it can be found in the policy folder in the staffroom and in the staff handbook.
- The person responsible for authorising staff to use restrictive physical intervention as part of a structured and planned intervention within this school is Michelle Dutton (Headteacher).
- The person responsible for ensuring that all planned use of restrictive physical intervention is risk assessed is Michelle Dutton.
- Copies of all risk assessments are held in the headteacher's office and are reviewed after every use of force and termly.
- **As of November 2025 , no-one is authorised to use reasonable force in planned restrictive physical interventions. No person should engage in a planned intervention. If the need arises, training will be arranged.**
- Only those trained in appropriate techniques within the last twelve months may be authorised. The person responsible for ensuring that appropriate training is provided, including regular updates, is Michelle Dutton.
- Training records are held in the Safeguarding file in the school office.
- Those not involved in risk assessment but whose roles include the supervision of children may use reasonable force in an emergency unplanned intervention where it is necessary to prevent a serious injury from occurring.
- Every use of restrictive physical intervention is to be reported the same day to the Headteacher or the Teacher in Charge if the Headteacher is off-site. The Headteacher or the Teacher in Charge will ensure that a parent of the child who has had force used against them is notified that day either by telephone or in person.
- In addition, the details of each use of physical intervention must be recorded on the Pupil Incident Report Form that is held in the school office and one the school server. This form can also be found in Appendix B of this document. The person leading the planned or unplanned intervention must complete this form. The head teacher will review every use of physical intervention.

APPENDIX B

PUPIL INCIDENT REPORT FORM

PART A (to be completed for all incidents involving unruly or unacceptable behaviour by pupils)

| | |
|----------------------------------|--|
| Name of School: | |
| Pupil name: | |
| Staff name & status: | |
| Incident date/time/place: | |

| | | | | | |
|---|------------------|--------------------------|--|-----------------------------|--------------------------|
| Nature of incident: (tick boxes as appropriate) | Vandalism | <input type="checkbox"/> | | Physical Control | <input type="checkbox"/> |
| | Bullying | <input type="checkbox"/> | | Absconding | <input type="checkbox"/> |
| | Assault | <input type="checkbox"/> | | Substance abuse | <input type="checkbox"/> |
| | Diversion | <input type="checkbox"/> | | Non-compliance | <input type="checkbox"/> |
| | Isolation | <input type="checkbox"/> | | Serious disruption | <input type="checkbox"/> |
| | Time out | <input type="checkbox"/> | | Other (please state) | <input type="checkbox"/> |

ANTECEDENTS: (events leading up to the incident)

BEHAVIOUR: (how did the pupil respond, describe what actually happened)

CONSEQUENCES: (how did the staff intervene, how did the pupil respond, and how was the situation resolved)

| |
|--|
| |
|--|

| |
|--|
| NAMES OF THOSE INVOLVED: (staff and pupils) |
|--|

| |
|---|
| NAMES OF WITNESSES: (staff and pupils) |
|---|

| | |
|--------------------------------------|--|
| SIGNATURE OF REPORT COMPLIER: | |
|--------------------------------------|--|

Part B (to be completed if the use of restrictive physical intervention has occurred)

WHAT DE-ESCALATION TECHNIQUES WERE USED PRIOR TO PHYSICAL CONTROLS:
(tick the appropriate boxes below)

| | | | |
|---------------------------------|--------------------------|--------------------------------|--------------------------|
| Defusing | <input type="checkbox"/> | Time out offer | <input type="checkbox"/> |
| Deflection | <input type="checkbox"/> | Time out directed | <input type="checkbox"/> |
| Distraction take up time | <input type="checkbox"/> | Changes of task | <input type="checkbox"/> |
| Appropriate humour | <input type="checkbox"/> | Choices | <input type="checkbox"/> |
| Proximity control | <input type="checkbox"/> | Limits | <input type="checkbox"/> |
| Verbal advice/support | <input type="checkbox"/> | Consequences | <input type="checkbox"/> |
| Rule Reminder | <input type="checkbox"/> | Another member of staff | <input type="checkbox"/> |
| Hurdle help | <input type="checkbox"/> | Other (please state) | <input type="checkbox"/> |
| Planned ignoring | <input type="checkbox"/> | | |

JUSTIFICATION FOR USE OF PHYSICAL CONTROLS:

(tick appropriate boxes below)

| | |
|-------------------------------------|--------------------------|
| A criminal offence | <input type="checkbox"/> |
| Injury to pupil/staff/others | <input type="checkbox"/> |
| Serious damage to property | <input type="checkbox"/> |
| Disruptive behaviour | <input type="checkbox"/> |
| Pupil absconding | <input type="checkbox"/> |
| Other (please state) | <input type="checkbox"/> |

NATURE OF RESTRICTIVE PHYSICAL INTERVENTION USED:

(insert language relevant to training received and include estimate of duration of use of physical intervention)

Standing

Sitting

Kneeling

Floor

(Prone)

or

(Supine)

RESPONSE AND VIEW OF THE PUPIL: (this field **must** be completed)

DETAILS OF RESULTING INJURY:

(injury to whom and action taken as a result, e.g. first aid, medical treatment)

ANY OTHER RELEVANT INFORMATION:

**NAME OF SENIOR
PERSON NOTIFIED:**

TIME/DATE

HEADTEACHER'S COMMENTS:

**SIGNATURE OF
HEADTEACHER:**

TIME/DATE