

# RED ROSE SCHOOL PHYSICAL INTERVENTION POLICY

SECTION 6

3d

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## Statement of intent

Red Rose School believes that it is important to establish a safe, secure and stable environment to enable pupils to grow, develop and learn. The school recognises that in certain circumstances, physical intervention, including safe touch and use of reasonable force may be needed.

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 including using an emotion-coaching framework.

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 manage pupils' emotional or aggressive behaviour when other measures have failed. 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.

## **1. Legal framework**

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

- The Education Act 2011
- The Children Act 1989
- The 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 (2024) 'Keeping children safe in education'
- HM Government (2019) 'Reducing the Need for Restraint and Restrictive Intervention'

This policy links with the following school policies:

- Behaviour Policy
- Allegations of Abuse Against Staff Policy
- Complaints Procedures Policy
- Staff Code of Conduct
- Reporting Low-level Safeguarding Concerns Policy
- Child Protection and Safeguarding Policy

## **2. Roles and responsibilities**

The Proprietor in conjunction with the Head Teacher is responsible for:

- Monitoring the overall implementation of this policy.
- Evaluating on a bi-annual basis instances of physical intervention to analyse how and when reasonable force is used and identify any trends.
- Reviewing this policy on an annual basis.
- Responding to any complaints, in liaison with the Head Teacher, from pupils or parents regarding the use of reasonable force.

The Head Teacher is responsible for:

- Decisions regarding any additional training needed for staff members to carry out their responsibilities, including handling the SEND needs of our 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 Policy.
- Maintaining the records of the use of reasonable force and evaluating on a termly basis how reasonable force and physical intervention is used.
- Utilise the [Physical Intervention Report Form](#).
- Ensuring that the Behaviour Policy sets out the circumstances in which reasonable force might be used.
- Responding to any complaints from pupils or parents regarding the use of reasonable force.
- Ensuring staff understand how pupils with SEND may react differently to reasonable force.

- Ensuring that staff understand the additional vulnerability of pupils with SEND, Trauma (ACEs) or medical conditions.
- Risk assessments for pupils with medical conditions should be agreed with the pupil's parents, and teaching staff should be aware of these.
- Ensuring that staff understand how reasonable force principles may need to be adapted for pupils with medical conditions.
- Evaluating on a regular basis how reasonable force and physical intervention is used with regard to pupils with SEND.

The DSL is responsible for:

- Providing staff with annual reasonable force training where the Head Teacher deems it necessary.
- Ensuring all members of staff use reasonable force in accordance with this policy.

### 3. 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.

**'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.

**'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.

**'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.

### 4. 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 training incorporates recognising warning signs of pain or distress and/or aggressive behaviour, communicating empathetically with pupils displaying such signs to aid them in regulating their emotions; altering their environment to minimise distressing stimuli.

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

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

- Verbal de-escalation can be attempted.
- Actions can be taken to remove triggers from pupils, e.g. dimming the lights and maintaining quiet presence where a pupil is having a meltdown in response to sensory overstimulation.
- The pupil can be removed from the situation without physical intervention, e.g. if they will accompany a member of teaching staff out of the classroom.
- 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.
- They have the ability, training and adequate support to physically intervene safely without causing unnecessary harm to the pupil or themselves.

Reasonable force will not be used with a pupil where there is no immediate risk of harm to themselves or others, destruction of property or serious disruption.

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 physical aggression 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.

## **5. Reasonable force**

Staff members will use actions that are appropriate and in proportion to the circumstances. 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.
- A pupil is being disruptive and must be removed from the classroom but are refusing instructions to leave.
- The Head Teacher 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.

The power to use reasonable force also applies to any individual whom the Head Teacher has identified as temporarily in charge.

In many cases where physical intervention or reasonable force is required, minimal and non-restrictive force will be appropriate, e.g. holding a pupil's 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.

Reasonable force techniques which present an **unacceptable** risk and will not be used under any circumstances include:

- The 'seated double embrace' where two staff members force a pupil into a sitting position and lean them forward whilst a third staff member monitors their breathing.
- The 'double basket-hold' in which a pupil's arms are held across their chest.
- The 'nose distraction technique' which involves a sharp upward jab under the pupil's nose.

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 the room or aspects of the room 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.

## **6. Pupils with SEND**

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

The Head Teacher 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 are aware of the ways in which their needs can be met without reasonable force.

As a school specifically for pupils with SEND, we understand that they sometimes experience meltdowns, which occasionally may manifest in uncontrollable or aggressive behaviour.

Where it is known that a pupil is prone to such meltdowns, the Class Teacher will draft on a pupil passport, planned strategies for managing the pupil's meltdowns tailored to the pupil's specific needs, to avoid the use of reasonable force.

The pupil passport will be drawn up 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 recorded strategy.

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 a 'fidget' 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.

## **7. 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, and emotional support using an emotion coaching framework.

Wherever reasonable force is used, staff members and pupils involved in incidents will be given separate opportunities to reflect on what happened.

It will be explained to the pupil involved the reason that the intervention was used and reassured that this 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.
- What could have been done to meet their needs before the situation escalated (helping pupils with SEND, for example to use a '5-point scale' or 'zones of regulation' to self-manage emotions in future).
- Whether, and how, staff actions were helpful or unhelpful.

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

## **8. Reporting incidents**

A detailed written report 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 Head Teacher and provide a comprehensive written record of the situation as soon as possible, using the central digital reporting system CPOMS. If required for the pupil's paper file the [Physical Intervention Report Form](#) can be used. The written report of the incident must be thorough, including as much factual detail as possible as to what had happened before (the trigger), during (the behaviour) and after the incident (the consequences), including

the reasons why specific interventions were employed, and any injuries incurred due to the incident.

Records should be analysed by the Head Teacher 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.

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.

The Head Teacher will make the decision as to whether 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 in written format.
- The report will inform parents, as appropriate, of their right to complain about the use of positive handling and reasonable force, in line with the Complaints Procedures Policy.

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 Head Teacher 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 Allegations of Abuse Against Staff Policy.

The Head Teacher 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.

## **9. Complaints**

All members of staff will be made fully aware of the consequences and legal retributions 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. 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, in line with the Allegations of Abuse Against Staff Policy:

- Careful consideration will be given to whether the case warrants a person being suspended until the allegation is resolved.



- The Proprietor 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.
- 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.

## **10. 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 of an appropriate young age 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.

The school recognises that staff will sometimes need to hold a pupil's hand such as, to guide them or prevent them from physical harm. To prevent any sense of inappropriate exchange between staff and pupil, use of the 'school hand hold' may be tolerated: 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 hand for extra security.

The school understands however 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. 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. As an example, a less-favourable hand-hold that is the only means tolerated by the pupil will then be used but in the presence of a second staff member

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 with the Reporting Low-level Safeguarding Concerns Policy, or, where there have been multiple reports of inappropriate touch or an instance of touch which is severely inappropriate, the Allegations of Abuse Against Staff Policy.

## **11. Monitoring and review**

This policy will be reviewed on a bi-annual basis by the Proprietor in conjunction with the Head Teacher who will consider any necessary changes and communicate the findings of the review to all members of staff.

# Physical Intervention Report Form

CPOMS will be used where the physical intervention is linked to safeguarding and child protection. Reasonable force should only be used when absolutely necessary.

This form has been created to ensure that all incidents of this type are recorded either by digital or paper-based means or both (in cases where a paper copy needs to be in a pupil file or where an adult /teacher does not have access to CPOMS).

<b>Name of staff member:</b>	
<b>Name of pupil:</b>	
<b>Date:</b>	
<b>Time:</b>	
<b>Location:</b>	
<b>Name(s) of staff member(s) who witnessed the incident:</b>	
<b>Informed parties (parents, social workers, police, etc.):</b>	
<b>Circumstances prior to the incident:</b>	
<b>Details of the incident:</b>	
<b>Details of any negative impact on other pupils:</b>	

<b>Reason(s) for physical intervention (please tick):</b>	
Danger to self	<input type="checkbox"/>
Danger to others	<input type="checkbox"/>
Significant damage to property	<input type="checkbox"/>
<b>Was it a planned intervention, e.g. in line with approved strategies for the behaviour of specific pupils? Please circle.</b>	Yes/No
<b>Details of the intervention:</b>	
<b>Any disciplinary additional action taken:</b>	
<b>Injuries (if any) to staff members, the pupil concerned or other pupils:</b>	
<b>Damage (if any) to property:</b>	
<b>Recommendation(s) to avoid future incidents:</b>	
<b>Head Teacher's signature:</b>	<b>Date:</b>

<b>Signature of staff member concerned:</b>	<b>Date:</b>
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## Physical Intervention Log

We believe that reasonable force must only be used when absolutely necessary. Reasonable force will always to be used in accordance with the Physical Intervention Policy. All incidents of this nature must be recorded in this log. Details of the individual incident will be recorded using the [Physical Intervention Report Form](#).

[illegible]

