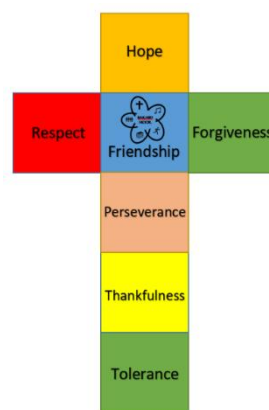


Barmby Moor and Garton on the Wolds CE Primary School Physical Intervention Policy

Respect, Aspire, Achieve



Our School Vision is to work as a community within the school's Christian ethos. We learn about world faiths alongside our Christian

Values to work towards creating an Outstanding school where all can flourish. Through the provision of a broad and balanced curriculum we encourage every child to develop lively, creative and enquiring minds enabling them to become confident individuals who reach their full potential and succeed in Modern Britain.

Our school works in partnership with the church and the wider community to give a caring and nurturing environment. Together we enable and equip each child to "I have come that they may have life, and have it to the full" (The Gospel of John – Chapter 10, verse 10).

We will realise our Vision by:

- demonstrating, as a Church school, our Christian values in action
- consistently high standards of teaching
- providing a happy, healthy and secure environment where all are respected, valued and encouraged to contribute
- excellent leadership and governance
- encouraging a love of learning by participating in experiences full of opportunity and creativity
- pursuing excellence in every aspect of school life, supporting one another and celebrating the achievements of all
- a partnership of pupils, teachers, parents, governors and the local community
- Targets are challenging and achievable.

Our Values

Our Values are at the heart of our school vision and are illustrated in the Cross and shared with children on a regular basis, in Collective Worship and reinforced through our teaching and every day school life.

We established these in collaboration within our school community.

Our values can be said to be 'Human Values' and inclusive for all. As a Church of England school, however, we have rooted these Values in our Christian beliefs and in stories from the Bible making it particularly memorable for children.

Physical Intervention Policy

Purpose and scope of the policy

This policy applies to all pupils under our care. All members of school staff have the legal power to use reasonable force. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents. Reasonable force will only be used when necessary, as a last resort, in accordance with this policy.

Key principles in line with DfE guidance, Barmby Moor and Garton on the Wolds CE Primary Schools recognises that adopting a 'no contact' approach presents significant risks. Such a policy may place staff in a position where they are unable to fulfil their duty of care towards a pupil or prevent them from taking necessary action to reduce or prevent harm. This policy is therefore designed to ensure that staff, pupils and parents are clear about the circumstances in which

restrictive intervention may be used. When considering the use of restrictive intervention, staff must consider the individual circumstances of the situation and consider whether the intervention is:

- **Necessary** – All less restrictive options have been explored or attempted, and the staff member reasonably believes that intervention is required to reduce the level of risk rather than escalate it.
- **Proportionate** – Only the minimum amount of force necessary is used, for the shortest duration possible, in order to reduce the risk of harm. Staff actions must reflect the pupil's needs, vulnerabilities, and level of distress.
- **Considered** – The pupil's welfare, rights and dignity must be respected at all times. Staff should use appropriate communication strategies throughout the intervention to explain what is happening, what is required of the pupil, and to gain feedback on how the pupil is feeling.

Reasonable force will only ever be used as a last resort.

It is not illegal to touch a pupil. There are occasions where this is proper and necessary.

Examples of this include:

- When holding the hand of the child at the front/back of the line for example going to assembly or when walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- When demonstrating how to use a musical instrument;
- When demonstrating exercises or techniques during PE lessons or sports coaching;
- When administering first aid.

Legal framework

This policy has been written drawing on the Department for Education Restrictive interventions, including use of reasonable force, in schools (April 2026), Education and Inspections Act (2006), Reducing the need for restraint and restrictive intervention (2019), Searching, Screening and Confiscation: Advice for schools (July 2022), Human Rights Act (1998), Equality Act (2010), Behaviour in Schools Guidance (2024) and Keeping Children Safe in Education (2025)

Links to other school policies:

- SEND Policy
- Behaviour Policy
- Child Protection and Safeguarding Policies

Definitions

Restrictive intervention: a means to prevent, restrict, or subdue the movement of the body, or part of the body, of a pupil. 'Restrictive interventions' is used as the umbrella term in this policy, to describe both physical and non-physical actions aimed to restrain a pupil in different ways.

Reasonable force: includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time.

Restraint (physical and non-physical): involves an intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides would both be considered forms of restraint.

Seclusion: an intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving.

Strategies the school uses to reduce the need for physical intervention

Both schools recognise that physical intervention and the use of reasonable force can be distressing for children, their families and carers, and staff.

In order to minimise the need for restrictive interventions, staff will receive a comprehensive induction process, receive regular training in inclusive practice, be made aware of documented Special Educational Needs where relevant, receive training on key practice for staff as outlined in our behaviour policy, and receive more specialist training in de-escalation and intervention techniques where a specific risk has been identified. The schools will work in partnership with parents and individual pupils, where appropriate, to review and update personalised provision, ensuring that comprehensive and up-to-date information regarding effective support strategies is available to all staff.

When might reasonable force be used:

- To prevent a child from hurting or harming themselves or others.
- To prevent a child from damaging property, or from causing disorder.
- To prevent a child from committing a criminal offence.
- To prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- To prevent a pupil from leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- To prevent a pupil from attacking a member of the school community.
- To stop a fight.
- To support a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images, or articles that staff 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.

School staff will never use force as a punishment under any circumstances.

Restraint will never be used in a manner that restricts a pupil's airway, breathing, or circulation. If a ground-level restraint occurs, staff will immediately consider all safety aspects and where possible release hold and, where necessary, reposition the pupil and themselves into a safer, alternative position.

Both schools recognise that any form of restraint carries an inherent risk of causing both physical and psychological harm. For this reason, its use will be avoided wherever possible and employed only as a last resort, when no safer or less restrictive alternative is available (see 'Post-incident support and review' for further information).

How seclusion might be used:

Seclusion will only be used as a safety measure to protect others from immediate harm when a pupil is experiencing significant emotional or behavioural dysregulation.

Staff recognise that, in such circumstances, the pupil is not acting with intent but is responding to overwhelming distress. Any location used for seclusion will feel safe for the pupil, and they will be supervised at all times throughout the period of seclusion. As soon as the assessed risk of harm has reduced, the pupil will be allowed to leave the space immediately. Seclusion will not be implemented through threat of punishment.

Reporting and recording will follow the procedures described below for all incidents involving restrictive intervention, including the use of reasonable force and the use of seclusion.

This applies equally in circumstances where specific interventions have been agreed with parents as part of a pupil's behaviour support plan.

At both schools, all incidents of restrictive intervention are recorded in our school system. Records must be completed as soon as possible after the event, and wherever possible, by the staff member(s) involved.

As a minimum, this record will include:

- The names of the pupil and staff directly involved

- Any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code
- The time, date, location and approximate duration of the intervention
- A brief account of the incident, including: the antecedents to the use of restrictive intervention, including any identified or potential triggers or any preventative or de-escalation strategies used, the type of reasonable force applied/seclusion used, the degree of force (if used), and details of any physical injuries sustained as required
- The behaviour the pupil was exhibiting that resulted in the need for restrictive intervention
- Any post-incident support, such as details of any medical treatment for injuries or other adverse impacts

School will inform parents whenever reasonable force has been used with their child as soon as practicable after the incident, and wherever possible, no later than the same day.

As a minimum, the report will include:

- The time, date, location and approximate duration of the intervention
- A brief account of the behaviour the pupil was exhibiting that resulted in the need for restrictive intervention
- A brief account of what type of force was applied/seclusion used, and the degree force (if used)
- The details of any physical injuries sustained, if applicable

A written record will be provided to parents and carers whenever restrictive intervention has been used with their child as soon as practicable after the incident, and wherever possible, no later than the same day.

Post-incident support and review

At both schools we evaluate and review incidents involving restrictive intervention as soon as possible after the event, to understand:

- The impact on the child/children
- What the risks were and why restraint was the least restrictive option
- What lessons we have learned to improve our practice and avoid the use of restrictive intervention in future.

Both schools will work collaboratively with staff, the pupil, and their parents/carers to review the support in place following any incident. This review will include consideration of any newly identified behavioural triggers or warning signs, the effectiveness of de-escalation strategies used, and if applicable, any required amendments to the pupil's behaviour support plan and/or risk assessment. Further follow-up conversations with the pupil and the staff involved will be undertaken to support reflection, learning, and well-being. Where possible, restorative conversations will be held to repair and rebuild relationships. Referrals for additional support will be completed as required.

Supporting pupils with SEND and additional vulnerabilities

Children and young people with SEND, mental health difficulties, or medical conditions may at times present with behaviour that challenges professionals, particularly when they have trouble expressing or regulating their emotions. In some cases, the likelihood of such behaviour can be anticipated by those working closely with the pupil. Where the use of reasonable force or physical intervention is more likely to be required, the schools will ensure that robust arrangements are in place to identify, assess, and manage risk effectively. This will include providing high-quality training for staff and involving children and young people, parents, carers, and advocates as appropriate in decision-making about support.

Both schools will make arrangements to carefully assess each pupil's needs and the underlying causes of their behaviour, including through the development and regular review of behaviour support plans. Particular consideration will be given to children with vulnerabilities and SEND, and the school will tailor its support accordingly (as detailed in the Equality Act 2010). This may include taking into account preventative de-escalation strategies such as:

- removing stimuli that may be causing distress
- changing body language, facial expression, and/or tone of voice
- supporting the pupil to express their emotions before getting overwhelmed
- engaging the pupil in an activity which can help them manage their feelings of anxiety
- distracting the pupil with something that interests them or by introducing familiar objects and activities to redirect their attention.

In circumstances where there is an increased likelihood that reasonable force and/or other restrictive interventions may be needed, both schools will conduct a risk assessment, aimed at reducing this likelihood. The risk assessment will identify potential triggers and outline planned mitigation strategies, including effective de-escalation approaches.

All risk assessments and behaviour support plans will be reviewed with the pupil and their parent/carer at appropriate intervals to ensure they remain relevant, proportionate, and aligned with the pupil’s evolving needs. This collaborative review process will support the pupil to participate fully and safely in school life.

Staff training

The Headteacher will consider whether members of staff require any additional training to enable them to carry out their responsibilities by also considering the needs of the pupils and the requirements and context of the setting. At the schools, staff training includes topics such as:

- Adaptive and Responsive Teaching
- Nurturing Approaches
- Trauma-Informed Approaches
- Understanding Neurodiversity
- Team Teach deescalation and positive handling

Governance and oversight

Records of reasonable force are reviewed termly by our Safeguarding Governor meetings and strategies are considered where possible to reduce the likelihood of the need for reasonable force.

To monitor, understand and review our practice we analyse our records to consider:

- Improvements to practices
- Areas of learning and development for staff
- Identified patterns and triggers for individual pupils, and the effectiveness of strategies employed
- Any disproportionate use of restrictive interventions in relation to pupils who share protected characteristics, including those with SEND Complaints, concerns and allegations.

Both schools will resolve all complaints regarding the use of force as quickly as possible, being mindful of the need to appropriately investigate the incident. Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property, disorder or a criminal offence being committed – this will provide a defence to any criminal prosecution or other civil or public law action.

When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.

Suspension will not be an automatic response to a member of staff being accused of using excessive force and the school will refer to statutory guidance in relation to this, liaising with the LADO where necessary.

As employers, both schools have a duty of care towards their employees and appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident. This will include having a named contact at the school who can provide support. Complaints should be made in line with the complaints policy.

Policy Written By	Senior Leadership Team and Governing
Review Date (Or before if necessary)	September 2027

