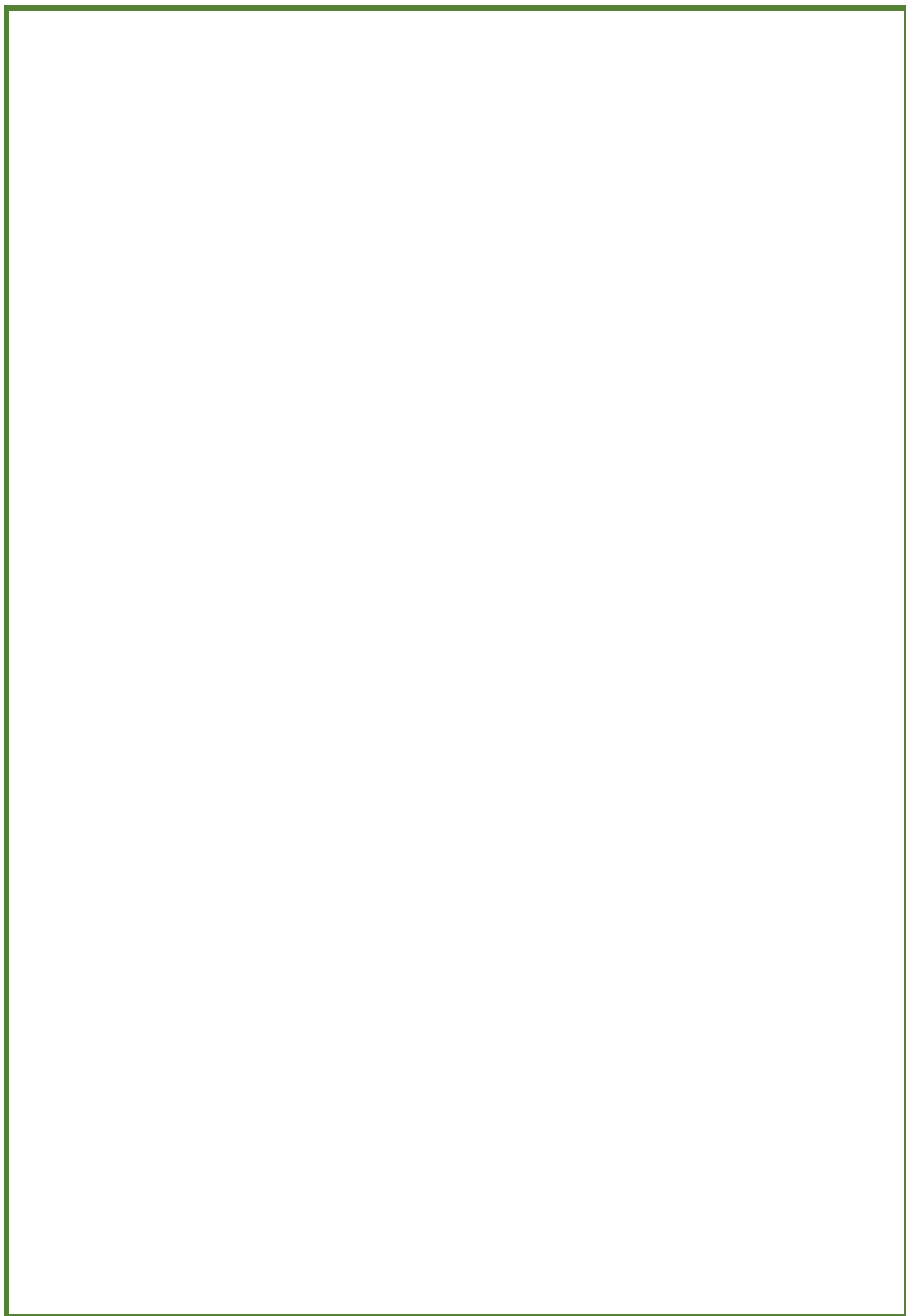
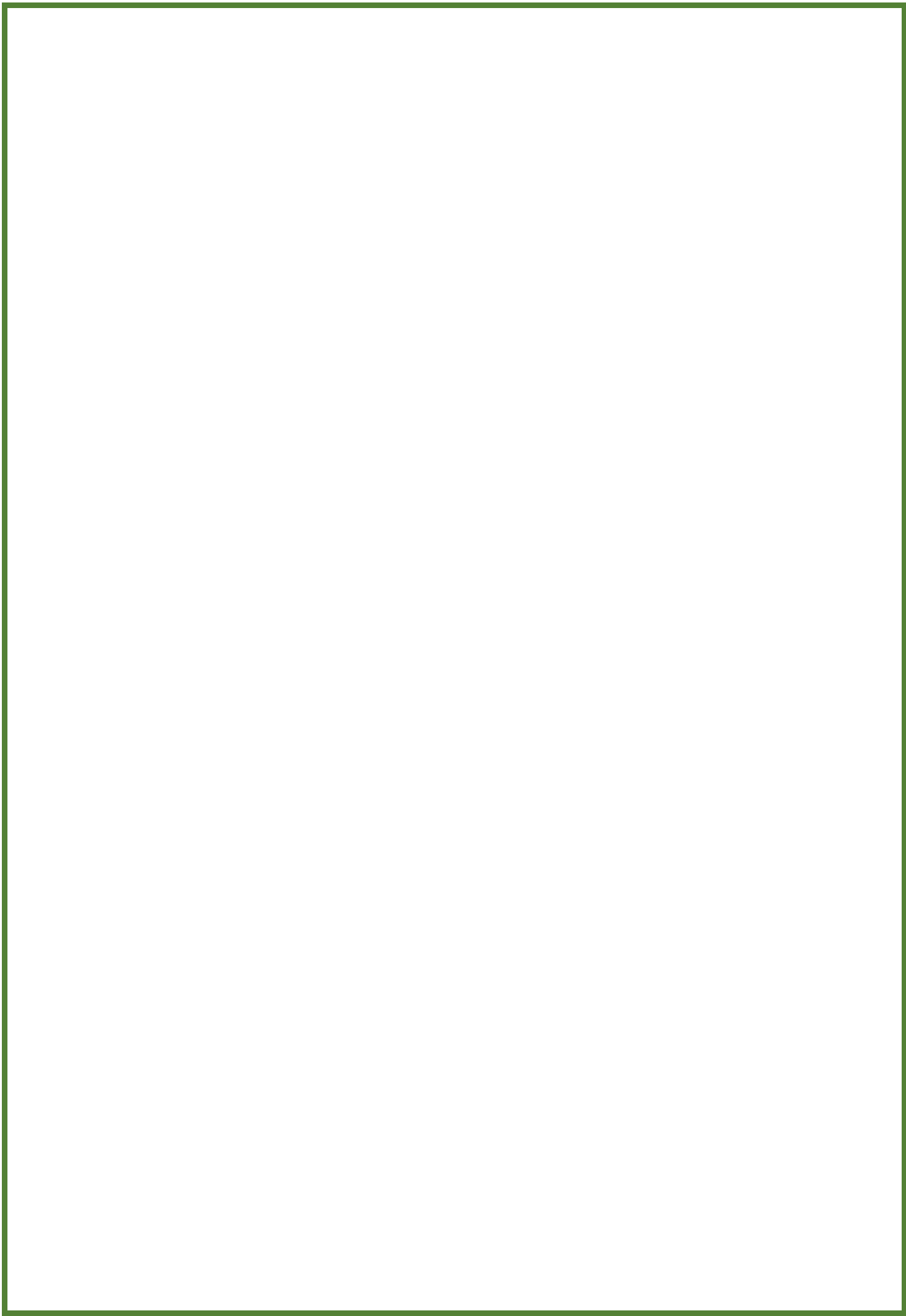






Durham Lane Primary School
Physical Intervention Policy

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Description of changes	Spring 26 – aligned with new DFE Guidance from April 26
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- A. Bound Book Completion Guidance

To buy a bound book, please visit: <https://www.teamteachpublishing.co.uk/>

The user will need to create an account to order. Anyone can create this account and the person does not have to attend a Team Teach course in order to do so. The books cost £20.

1. Statement of intent

Durham Lane Primary believes that it is important to establish a safe, secure and stable environment to enable pupils to grow, develop and learn. To achieve this, the School recognises that, in certain circumstances, physical intervention, including safe touch and the use of reasonable force, is necessary.

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.

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 failed to do so.

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 and statutory guidance including, but not limited to, the following:

- Education Act 2011
- Children Act 1989
- Equality Act 2010
- DfE 'Restrictive interventions, including use of reasonable force, in schools 2026'
- DfE 'Working Together to Safeguard Children'
- DfE 'Keeping children safe in education 2025'
- HM Government 'Reducing the Need for Restraint and Restrictive Intervention'

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Allegations of Abuse Against Staff Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Disciplinary Policy and Procedures
- Complaints Procedures Policy
- Staff Code of Conduct
- Low-level Safeguarding Concerns Policy
- Child Protection and Safeguarding Policy

Roles and responsibilities

The School leaders are responsible for:

- Monitoring the overall implementation of this policy.
- Evaluating, on an annual basis, instances of physical intervention to analyse how and when reasonable force is used and identify any trends, a disproportionate impact on certain pupil groups, and further staff training.
- Reviewing this policy on an annual basis.
- Responding to any complaints, in liaison with the headteacher, from pupils or parents regarding the use of reasonable force.
- Ensuring enough staff are trained to deliver 'Team Teach' training to schools and staff who require it.

The headteacher is responsible for:

- Ensuring that all staff undertake training in relation to the school's behaviour policy and approaches, such as the school's approach to consistent routines, rewards, sanctions and school rules.

- Deciding whether members of staff require additional and/or formal certified training to enable them to carry out their responsibilities, considering the needs of pupils. Staff who are likely to need to use reasonable force and/or other restrictive interventions should be adequately trained in its safe and lawful use and in preventative strategies. We trust school leaders to make decisions on training based on their school's individual contexts and needs.
- 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 Against Staff Policy.
- Maintaining the records of the use of reasonable force and evaluating on a termly basis how reasonable force and physical intervention is used, reporting this to the governing body.
- Ensuring that any member of staff who uses reasonable force completes the appropriate 'Bound Book' and any related CPOMs entries.
- Responding to any complaints, in liaison with School leaders, from pupils or parents regarding the use of reasonable force.
- Carrying out risk assessments to ensure that staff who regularly work alongside pupils can use reasonable force and other restrictive interventions as safely as possible, if and when required.
- Not granting any requests by parents or staff members not to use reasonable force and/or other restrictive interventions, and not having a 'no contact' school approach. This is a DFE expectation.

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.

All staff members will be responsible for:

- Avoiding restrictive interventions wherever possible and only using reasonable force as a last resort.
- Only using reasonable force in certain circumstances, including to prevent or stop a pupil from:
 - Causing injury to themselves or others.
 - Committing a criminal offence.
 - Damaging property.
 - Causing disorder among pupils, whether during a teaching session or otherwise.

- Understanding the unacceptable uses of force and the legal implications of using force in this way.

Definitions

Restrictive intervention: An action or measure used to prevent, limit, or control the movement of a pupil's body, or part of their body. Within this policy, *restrictive intervention* is used as an umbrella term encompassing both physical and non-physical interventions intended to restrict a pupil's movement or behaviour.

Reasonable force: A legal term used in legislation which includes physical restrictive interventions. All members of school staff have the statutory power to use reasonable force in limited circumstances. Reasonable force refers to the minimum level of force necessary, applied for the shortest possible duration, and proportionate to the specific circumstances of the incident.

Significant incident: Any incident in which the use of force exceeds appropriate physical contact between pupils and staff. This includes situations where physical force is used to carry out or support a non-physical restrictive intervention.

Seclusion: A non-disciplinary intervention involving the confinement of a pupil to a space away from others, with their freedom to leave restricted. This may be achieved through physical obstruction, blocking exits, or actions that lead the pupil to believe they will face negative consequences if they attempt to leave.

Restraint: A term used in legislation to describe a non-disciplinary intervention that immobilises a pupil or restricts their movement. Restraint may involve direct physical contact or indirect actions.

Examples include holding a pupil's arms to their sides or removing an item that enables mobility, such as crutches.

Avoiding physical intervention and reducing risk

The School will expect 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.

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:

- **It is necessary:**
 - Staff will consider whether there are other more effective, less restrictive ways to manage a situation.
 - Staff will assess whether a restrictive intervention is likely to successfully reduce the relevant risks, or whether its use would escalate the situation further or cause more harm than the behaviour itself.
 - Where possible, staff will communicate with other staff members to understand any broader risks in the environment.
- **It is proportionate:**
 - Staff will use the least amount of force or least restrictive intervention necessary for the least amount of time required to reduce relevant risks.

- If the intervention itself is escalating the situation, staff will reconsider their approach and attempt an alternative strategy.
- Staff will consider the personal circumstances of the pupil, e.g. medical conditions, SEND or other vulnerabilities, their characteristics, e.g. age and size, and relevant equality implications under the Equality Act 2010.

- **The pupil's welfare:**

- Staff will consider the impact on the pupil's overall welfare, balanced against any actions taken.
- Staff will maintain respect for a pupil's dignity.
- Where possible, staff will clearly and calmly communicate to the pupil what is happening, why, and explain what the pupil needs to do.
- For pupils with communication difficulties or EAL, verbal and/or non-verbal strategies will be used to ensure the pupil understands what is happening and has adequate time to process information and respond.
- Staff will seek to understand the pupil's feelings and use this information to determine whether the restrictive intervention should be, or continue to be, applied, reduced or stopped.

Reasonable force will only be used in situations where it is needed to stop a pupil from causing harm to themselves or others, committing a criminal offence, damaging property, or causing disorder among pupils. 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.

Prohibited Uses of Force

The School prohibits any technique or form of restraint that could endanger a pupil's breathing, circulation or general wellbeing. Staff must not:

- Apply pressure to a pupil's chest, ribcage, neck, mouth, nose or abdomen
- Cover a pupil's mouth or nose
- Intentionally take a pupil to the ground where avoidable
- Maintain a hold on the ground; if a pupil is unintentionally taken to the floor, they must be assisted to a safer position immediately

Non-Physical Restrictive Interventions

The DfE recognises that restrictive intervention may occur without direct physical contact. Examples include:

- Blocking a pupil from leaving a space
- Removing an item that enables mobility (e.g., walking aids, wheelchairs, crutches)

These actions constitute **restraint** and must be treated as restrictive interventions for the purpose of recording and reporting, irrespective of whether physical contact occurred. All such incidents must be recorded following the same procedure for significant use of force or seclusion, as appropriate.

Seclusion

The School recognise seclusion as a non-disciplinary measure that may be used, in exceptional circumstances, to reduce risk and avoid the need for physical intervention when a pupil is experiencing high levels of emotional or behavioural dysregulation and is not acting with intent.

The school will ensure that seclusion is used only as a safety measure to protect the pupil or others from harm and will not use seclusion as a consequence or through the threat of punishment.

Where seclusion is used, the school will ensure that:

- The space used will be safe, suitable, and not intimidating or threatening to the pupil.
- The pupil will be appropriately supervised at all times.
- The restriction will last only for as long as the immediate risk of harm remains.
- The pupil will be allowed to leave as soon as it is safe to do so.

The school will record and report any incident involving seclusion in the school's Bound Book and CPOMs system.

Seclusion will not be used as a disciplinary response to deliberate or wilful misbehaviour. The school will use appropriate disciplinary measures, such as removal from the classroom, in line with the Behaviour Policy.

Searching Pupils

In accordance with the DfE guidance *Restrictive interventions, including use of reasonable force, in schools (2026)*, headteachers and authorised staff have a statutory power to search a pupil or their possessions where there are reasonable grounds to suspect the pupil may be in possession of a **prohibited item**. Staff may use reasonable force when conducting such a search *only* to locate prohibited items listed in section 550ZA(3) of the Education Act 1996. Reasonable force must not be used to search for items banned solely under school rules. All staff carrying out searches must follow the Searching, Screening and Confiscation in Schools guidance and consider pupils' age, SEND status, communication needs, and any safeguarding concerns.

Pupils with SEND

The School has due consideration to how pupils with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Staff members will be trained on understanding triggers and how pupils that find communication challenging may express their needs, discomfort or confusion through actions.

The School seeks to minimise the potential disproportionate use of restrictive interventions used on pupils with SEND by understanding underlying triggers of challenging behaviour and providing proactive support.

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 will utilise staff who know individual pupils well to help identify and manage risk such as trigger points when challenging behaviour is more likely to occur, and develop proactive strategies to reduce the likelihood of restrictive interventions being used. The school will also work with the pupil, parents and other professionals to develop prevention and de-escalation strategies.

De-escalation strategies may include:

- Removing stimuli that may be causing distress.
- Changing body language, facial expression, or tone of voice.
- Supporting the pupil to express their emotions before they become overwhelmed.
- Engaging the pupil in an activity which can help them manage their feelings of anxiety.
- Distracting the pupil in something that interests them or by introducing familiar objects and activities to redirect their attention.

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

Where appropriate, staff will work with pupils with SEND and their parents in the co-production of behaviour support plans. These plans will outline any adjustments and methods to communicate their needs effectively. Behaviour support plans will also detail circumstances where it may be appropriate for staff to have increased physical contact with a pupil. Any behaviour support plan will be reviewed with the pupil and their parent periodically and following any significant incident.

Where there is an identified risk, e.g. an increased likelihood in the need to use reasonable force and other physical interventions, the school will put risk assessments in place and mitigate these risks through training and prevention strategies.

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

Post-incident support

The school will evaluate all incidents involving the use of restrictive intervention as soon as practicable after the event to understand why it was used, the impact on pupils and staff, any patterns and trends, and how the use of restrictive interventions might be avoided in the future.

If appropriate, the pupil and staff member involved will receive a medical assessment and treatment for any injuries as soon as possible.

Follow-up conversations will be used to facilitate reflection, learning and to support pupil and staff wellbeing. These will be detailed within the Bound Book entry. Such conversations will be framed as part of the overall debriefing process and seek to understand what happened during the incident and why, based on separate reflections from both the staff and pupils involved.

The school will continue to monitor pupil and staff wellbeing and provide additional support if needed. Additionally, any pupil who witnesses an incident of restrictive intervention will also be provided with appropriate support where necessary.

Recording and reporting incidents

The School board will ensure that a procedure is in place for recording and reporting each significant event in which a staff member uses force on a pupil. Incidents are recorded in the school's Bound Book, with any aligned or more detailed CPOMs records including Bound Book entry number. Appendix A details guidance for completing such records.

Incidents will be recorded as soon as practicable after the event. It will be recorded by the staff members involved and they will aim to do this no later than the same day. The requirement to record will apply even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan.

The school may also record details such as witness accounts or what follow-up action has taken place within the aligned CPOMs record.

Records should be retained and analysed by the headteacher, and SENCO where physical intervention was used on a pupil with SEND, on a regular 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. Incidents should also be reported to the local governing body and School Board Termly via the school dashboard. The Bound Book and CPOMs records are reviewed annually as part of the school's 'Annual Visit' from the school improvement team.

Where reasonable force or physical restraint has been used, the pupil's parents will be informed unless it appears that doing so would be likely to result in serious harm to the pupil. If the decision is made that the parents cannot be informed as this would place the child at greater risk, the incident will be reported to the LA.

A written report of the incident made to parents will include the following details as a minimum:

- The time, date, location and approximate duration of the intervention.
- A brief account of why the intervention was assessed as necessary.
- A brief account of what type of force was applied, and the degree of force.
- The details of any physical injuries sustained, if applicable.

This report will be included within the CPOMs entry - with the person spoken to also detailed within the Bound Book entry.

Parents will also be invited to have a follow-up discussion about the incident where appropriate. This may include a discussion about:

- Behavioural triggers or warning signs of an impending incident.
- Whether any agreed behaviour support plans were followed.
- What de-escalation strategies were used and how effective they were.
- What might be done differently in the future.

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.

Recording and reporting the use of seclusion and non-force related restraint

Incidents involving seclusion or non-physical restrictive intervention will be recorded as soon as practicable after the event by the staff members involved and, wherever possible, no later than the same day, unless it appears that doing so would be likely to result in serious harm to the pupil. Where parents cannot be informed for this reason, the incident will be reported to the local authority.

For the purposes of this policy, non-physical restrictive interventions include actions that restrict a pupil's movement without direct physical contact, such as preventing a pupil from leaving a space or removing an item that enables mobility.

The school will record the same details which are recorded for other physical intervention, as detailed in Appendix A. The same parental report information as detailed above would also be used.

Where an incident involving seclusion or non-physical restrictive intervention also constitutes a

significant use of force, the school will follow the reporting procedure for significant use of force only, and information will not be duplicated.

Records of seclusion and non-physical restrictive interventions will be retained, monitored, and reviewed alongside records of physical intervention to support oversight, identify patterns or trends, and inform any necessary changes to school practice or pupil support.

Formal Training – ‘Team Teach’.

Our School has a strong relationship with ‘Team Teach’. Many staff in the School are trained to deliver staff training sessions at both foundation and intermediate training courses. Staff who are trained are expected to support other schools in the delivery of staff training sessions, when needed.

Complaints

Any complaints regarding the use of restrictive interventions will be dealt with in accordance with the School’s Complaints Procedures Policy.

If an allegation regarding inappropriate use of force or other restrictive interventions is made against a staff member, the procedures in Keeping children safe in education will be followed, including the provisions regarding suspension of staff.

Monitoring and review

This policy will be reviewed on an annual basis by the Head Teacher, who will consider any necessary changes and communicate the findings of the review to all members of staff.

Appendix A:

Bound Book Entry Guidelines

Bound Book Guidelines

April 2026

Prevalence and Justification

The use of Restrictive Physical Intervention, or RPI should be a last resort in the management of children's behaviour. It should ONLY be used if:

- There is an immediate risk to the child if it does not happen
- There is an immediate risk to other children if it does not happen
- Prevention of further harm to self, others or property is needed

A child refusing to leave a classroom, or come in from the school yard, for example, are not always appropriate reasons for RPI. Other measures, such as allocating ensuring additional supervision to be in place, or de-escalation techniques are always the preferred option. We always aim to reduce the use of RPI as much as possible.

Completing the Bound Book and CPOMs

Where there is physical intervention which requires recording – in line with the guidance document, a bound book entry must be recorded.

All fields within the bound book page entry must be completed. If you need additional space, add it to the CPOMs log.

Please pay particular attention to:

- The details of the behaviour leading up to the use. EXACTLY what was happening – and why? What led to the incident? *'Billy had a verbal argument with Sam on the football pitch'*
- The methods used to avoid the need. Do not tick all boxes here – precisely what were the main strategies used? Give additional information in the lines below. *E.g. 'Firm clear direction was used to intervene to end the argument, but Billy then hit Sam in the face. When asked to stop, he continued and Sam was on the floor'.*
- Why the measure was necessary. *'Sam was being attacked on the floor as Billy was punching and kicking him'.*
- A description of the measure used. *'Single person double elbow used to remove Billy from the situation'.*
- The effectiveness of the measure. *'Once away from the situation, Billy relaxed and we walked to school together without the hold'.*
- Duration of measure. *'A few seconds – as we moved from the fight situation to the edge of the field'.*
- Any injury. *'Billy claimed his arm hurt. There was no visible marks'.*
- External Agencies: Please tick who was informed and HOW they were informed. **Parents must ALWAYS be informed in writing. It is your responsibility to arrange this and may include a call prior to the written report being sent. The person letting parents know must TICK THE BOX. 'Call by SS to mum at 1330 and written report sent' Add parental report to CPOMs.**
- Views of the young person. Not always immediately after. May need to calm down.
 - TICK THE BOX to say this has happened
 - What was the child view?
 - Could they see why RPI was used? *'Billy said he knew we had to step in to stop him hurting Sam'*
 - What could the child have done differently? *'He said he should have listened at when told to stop before he punched Sam'.*
 - How did they feel during and after? *'Still cross at Sam, but angry at self for losing control'.* (Detail on CPOMs what happened about the behaviour incident, such as the sanction, mediation, support needed etc).
- Sign the form.
- Make sure that the book is put back in the Head Teacher's pigeon hole for review.

Always think – if a parent was to read the entry (which they can ask to), does it:

- Seem fair?
- Appear a proportionate use?
- Have enough detail to understand the incident?

NOW add the entry to CPOMs

Tag 'Physical Intervention'

Simply add the bound book number, and entry number (883, entry 24) if that is all that is needed, or tag to a more detailed report if linked to wider issues, such as the example above. An entry may have several 'tags'.