

# PINNER WOOD SCHOOL



## PHYSICAL INTERVENTION POLICY

**Approval Authority:**

**Effective From:** September 2025

**Date Ratified by GB:**

**Next Review Date:** September 2026

**Signed by Chair of GB:**

# **Pinner Wood School**

## **Physical Intervention Policy**

This policy should be read alongside the LEA policy on the use of restrictive physical interventions in school settings.

- Our policy on the use of restrictive physical intervention is part of our overall pastoral care procedures and closely related to our policies on managing pupil behaviour in the Behaviour Management Policy and the Child Protection Policy.

### **Aims**

- To protect every person in the school community from harm.
- To protect all pupils against any form of restrictive physical intervention, which is unnecessary, inappropriate, excessive or harmful.
- To provide adequate information and training for staff, so that they are clear as to what constitutes appropriate behaviour and to deal effectively with violent or potentially violent situations.
- To give full support to staff, who have been assaulted or have suffered verbal abuse from pupils or others.

### **Children Act 1989**

“Physical Restraint should be used rarely and only to prevent a child harming himself or others, or damaging property. Force should not be used for any other purpose, not simply to ensure compliance with staff instructions.”

- At Pinner Wood School we follow the DfES and LEA guidance and policies.
- At all times the health, safety and welfare of the children in school is paramount alongside that of all staff.
- At times an individual child may exhibit extreme behaviours which may be a danger to themselves or others and require an intervention.
- Physical intervention is one part of a behaviour management strategy for children exhibiting extreme and challenging behaviours within the school, outside the normal.
- General behaviour management strategies are outlined in the Behaviour Management Policy.
- The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled, and the nature of the harm they might cause.

## **DfES Definitions.**

**Restrictive forms of intervention** – are designed to prevent movement or mobility or to disengage from dangerous or harmful physical contact. If it is required frequently or on a regular basis then the suitability of the mainstream school, Pinner Wood, to meet the child's needs should be questioned. Restrictive physical interventions involve the use of force to control a child's behaviour and can be employed using

- bodily contact
- changes to the environment.

### **Un-restrictive forms of intervention –**

- bodily contact - manual guidance to assist a child walking
- environmental – removal of the cause of distress eg. light, noise

**Planned intervention** – in which staff employ, where necessary, pre-arranged strategies and methods which are based upon a risk assessment and recorded in Behaviour and Pastoral Support Plans (PSPs).

**Emergency or unplanned intervention** – use of force, which occurs in response to unforeseen events.

## **School Expectations**

- Planned physical intervention will only take place as a very last resort and only by staff trained to do this for very specific, named, individual children.
- Planned physical intervention will **only** take place when other strategies including de-escalation have failed.
- Planned physical intervention will only take place when the named child's behaviour is causing a danger to themselves, other children or adults, serious damage to property or to prevent a criminal offence.

### **Positive Behaviour Management**

- Strategies as outlined in the Behaviour Management Policy.
- Strategies outlined in individual child's EHCP and Support Plan.
- Good work and behaviour is rewarded by:  
praise, certificates, stickers, opportunities to show/tell the Headteacher or Deputy Headteacher, school and individual rewards

## **Risk Assessment and Planning for use of Physical Intervention.**

- Risk Assessments are carried out for individual children so that incidents involving behaviour presenting risks are planned for and can be prevented, averted or stopped before they escalate if possible.
- Behaviour Plans follow the three categories of prevention:
  - **Primary prevention – Averting Aggression.** Anything you do to prevent the situation arising in the first place.
  - **Secondary prevention – Managing Aggression.** Anything you do to prevent the situation escalating.
  - **Reactive strategy** – Action you take to contain and control a situation once it has already happened.

## **The use of Physical Intervention in unplanned and emergency situations.**

- a) Diversionary and de-escalation strategies will be used initially.
- b) Give the child space away from other children if possible or 'time out.'
- c) If the child's behaviour is a danger to themselves, others or property then physical intervention may be necessary.
- d) **MINIMUM FORCE MUST BE USED** – 'taking reasonable measures to hold someone to prevent them from hitting someone, supporting an arm to prevent someone from hurting themselves, accompanying someone away from a situation.' (LEA Guidance on Use of Restrictive Physical Interventions in School Settings. Sept 2004).
- e) Staff with up to date Physical Intervention training may use a particular technique learnt in training if appropriate to the situation.
- f) 'Time out' with Headteacher or senior member of staff.
- g) Parents will be informed immediately and invited to come into school to discuss the incident.
- h) Internal exclusion or short term exclusion will be considered.

## **Restrictive Physical Intervention**

This is the positive use of force in order to protect a child from hurting him/herself, others or seriously damaging property. On rare occasions there is no alternative to physically intervening with a pupil.

**Restrictive Physical Intervention will only ever be used as a last resort.**

At Pinner Wood School it is understood that no more than the minimum necessary force will be used in any circumstance. The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled, and the nature of the harm they might cause. Ideally, more than one adult should be present.

#### **Safety of staff.**

**When staff are dealing with potentially dangerous situations involving especially difficult pupils, they should be mindful of their own safety and that of all the pupils for whom they are responsible. Teachers and authorized staff are not expected to restrain a child if, by doing so, they will put themselves at significant risk.**

**Other pupils should never be involved in restraint.**

#### **Other forms of acceptable contact.**

There are occasions, when physical contact between staff and pupils may be appropriate, which would not be regarded as a restrictive physical intervention. These might include for example PE lessons.

It is always sensible to ensure, as far as possible, that any physical contact with children takes place within the view of other staff.

#### **Reporting and Recording use of Restrictive Physical Intervention.**

- The use of restrictive physical intervention must be reported to the Headteacher or Deputy Headteacher in charge immediately.
- Parents will be informed immediately and invited to come into school to discuss the incident.
- The incident must be recorded on CPOMS and on a Physical Intervention log form, copies to be sent to the lead child protection officer and Training and Development Section – Organisational Development.

#### **Follow up to the Incident:**

Following an incident where physical interventions have been employed, both staff and pupils should be given separate opportunities to discuss what happened in a calm and safe environment.

Pupils with communication issues should be given appropriate support to express their feelings and views, and the reasons why a physical intervention was used should be explained to them.

The debriefing process should be seen as positive and supportive, not punitive or to apportion blame.

### **Monitoring the use of physical interventions**

- Physical Interventions are monitored by the Headteacher / designated Child Protection officer, Deputy Headteacher and Inclusion Co-ordinator.
- Incidents of physical interventions are reported to governors along with exclusions.

### **Staff Training**

- Training will be provided for staff that may need to use planned physical intervention with an identified individual child.
- 10 staff have completed 'Team Teach training.' – June 2025 and this is updated every 2 years.

Team Teach Trained Staff:

Sarah Marriott  
Jo Bretayne  
Nathan Mainwaring  
Amy Kearney  
Talia Hazelwood  
Mike McMorris  
Kelly Dring  
Amy Mehan  
Carl Batson  
Frank McFarlane



**PINNER WOOD  
PHYSICAL INTERVENTION LOG  
To be completed on CPOMS and parents informed**

Date:	Time:	Staff Member:

Student:	Class:	Place of incident:

Adult Witnesses:	Student witnesses:	Reason for force:

Incident leading to restraint. Please continue on separate sheet if necessary.

Student's behaviour (what was said, strategies used to diffuse situation, force used, how it was applied and for how long). Please continue on separate sheet if necessary.

Student response. Please continue on separate sheet if necessary.

Details of any injury/damage to property. Please continue on separate sheet if necessary.

Senior member of staff summoned:
Headteacher informed* <input type="checkbox"/>
Parent/Carer informed* <input type="checkbox"/>
*Please tick

Signed ..... Date  
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