

Physical Intervention

The Crescent Primary School



Approved by:	Governing Body	Date: 05/08/25
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Definition

Hampshire County Council guidelines on Physical Restraint state:

‘Restraint occurs when a member of staff uses physical force intentionally to restrict a child’s movement against his or her will. It should rarely be used.’

At The Crescent Primary School, we believe:

Restraint should be avoided wherever possible and only used by trained members of staff, however, may be necessary in some circumstances. It is not a substitute for good behaviour management. Other methods of managing the incident will be tried first unless these are deemed to be impractical.

The main reason for using physical restraint is to keep people safe.

Restraint may increase the risk of injury to both staff and pupils.

Restraint may be justified to prevent a pupil:

- Injuring themselves or others (e.g. attacking staff or other pupils, generating a risk of injury through rough play or fighting).
- Damaging property (e.g.) deliberate vandalism and where there is a developing risk of injury.
- Where a pupil is behaving in a way that is compromising good order and discipline.

Everyone has a right to use a reasonable force to prevent an attack against themselves or others. Teachers are authorised to use physical restraint under other circumstances, whether on site or during off-site activities. Staff who are Team Teach trained and, therefore, authorised to use physical restraint are:-

Mark Wartnaby
Natalie Preston
Parmjit Dulay
Kelly Potheary
Maddie Kislingbury
Abi Canning

NOTE

The use of restraint to achieve compliance would only be appropriate under exceptional circumstances. If the aim is to establish good order, restraint must actually facilitate the outcome. In many cases restraint is likely to exacerbate the problem.

Using physical contact to punish a pupil or to cause pain, injury or humiliation is explicitly forbidden (Education Act 1966 Section 548-550). Staff are not allowed to restrain:

- Out of anger
- Out of frustration
- In any way which could cause injury to the child e.g. holding face to the ground, etc.

Physical restraint can take several forms. It might involve staff in:

- Physically standing between pupils
- Leading a pupil by the hand
- Standing in the way of a pupil
- Holding, pushing or pulling

If it is unwise to use restraint, staff should summon support and ensure the safety of other pupils.

The police would be notified immediately if the incident included possession of a weapon or serious injury to a person.

Recording Incidents

The incident must be recorded using a restraint incident form (Appendix A) by the staff and handed to the Headteacher.

The Report should include:

- Name of pupil(s) involved and when and where the incident took place
- The reason force was necessary
- How the incident began and progressed, etc.
- The pupil's response, and the outcome of the incident
- Details of any injury suffered by the pupil, another pupil, member of staff or damage to property

Involvement with Parents:

Parents will be informed promptly and be given the opportunity to discuss the situation verbally or by letter, and will be asked to support the behaviour policy.

The Child

The child will be reinstated in the classroom as soon as appropriate. The child will be debriefed as soon as possible after the incident.

The Staff

Appropriate support from the Headteacher will be given to members of staff involved in the incident. The Hampshire Employee Support Line on 02380 626603 is also available.

Playtimes and Lunchtime

If a member of staff feels that a child may need restraining then they must seek help from a senior member of staff or another authorised person.

Parental complaint procedure

Very occasionally a parent may feel they have a grievance. As a school, we would be very unhappy if you felt unable to come in to discuss whatever is troubling you. There is a line of procedure that we hope will enable you to resolve whatever the problem is.

In the first instance please telephone or come in to the school office and ask for an appointment with your child's class teacher. Teachers most often prefer to see a parent on the same day, which is usually after school if there are no planned meetings or training. If they do have to attend a meeting or some other event an appointment will be made for as soon as is convenient to you both.

If you still feel that the problem persists you are welcome to make an appointment with the Headteacher or the Deputy Headteacher.

In the unlikely event that you are still not happy you are invited to write to The Chair of Governors who will deal with the matter in accordance with the school complaints procedure.

Practical Strategies/Responses

DO:

- Remain controlled
- Talk clearly and give clear instructions
- Keep talking (calm requests for desired behaviour)
- If a child needs to be removed from a classroom, move with the child towards the classroom entrance, or if outside towards the main office area
- Request help and tell the pupil you are requesting help
- In order to keep calm remove any audience where possible
- Remove other people if they are in danger

- Remove potential weapons
- Assume that the child is going to calm down

DO NOT:

- Use confrontational body language
- Engage in prolonged or exaggerated eye contact
- Use confrontational language, e.g. "*stop being childish*"
- Use physical intervention unless other non-physical methods of calming have been tried

Appendix A

The Crescent Primary School

RESTRAINT – INCIDENT REPORT FORM

Physical Intervention Record Form



School DCSF No.....Year Group.....

Name of child/young person

Is this young person a looked after child/SEN/vulnerability?

When did the incident occur?

Date	Day of week	Time	Where?
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Staff involved

Name	Designation	Team Teach trained?	Involved: physically? (P) as observer? (O)	Staff signature

Please describe the incident and include:

1. What was happening before? 2. What do you think triggered this behaviour? 3. What de-escalating techniques were used prior to physical intervention? 4. Why was a PI deemed necessary? 5. Any other information relevant to include.

Large empty rectangular box for incident description.

Team Teach technique(s) used (tick as appropriate)

Technique	Standing/escort	Sitting/chairs	Kneeling	Ground
Breakaway/defensive				
One person				
Two people				

Please give details below of hold, e.g. single elbow, double elbow, wrap, etc.

How long was the child/young person held?

If the child/young person was held on the ground: Did they go to ground independently?*
 (e.g. did the child lift their weight off the floor, or go deadweight)

Were they taken to ground by staff?*

**tick as appropriate*

Good practice dictates that schools should review what happened and consider what lessons can be learned, which may have implications for the future management of the pupil. These need not be added to this form but should be incorporated in the individual plans for the child.

Has the child/young person been held before?	Yes/No
<i>A child/young person should have an individual plan clearly detailing reactive strategies and physical intervention approaches if they have been involved in physical interventions on more than one occasion.</i>	
Does the individual support plan need to be reviewed as a result of this incident?	Yes/No
Does the risk assessment need to be reviewed as a result of this incident?	Yes/No
If yes, who will action and when? (less than four weeks)	

Who was the incident reported to, and when?	
.....	
Was there any medical intervention needed?	Yes/No
Include names of any injured person and brief details of injuries	
.....	
.....	
Please specify any related record forms	
Accident Book <input type="checkbox"/>	Anti Bullying and Racist Incident Record Form <input type="checkbox"/>
Skin Map <input type="checkbox"/>	Violent Incident Record <input type="checkbox"/> Complaints recorded <input type="checkbox"/>
Other (please specify)	

Was the pupil debriefed?	Yes/No
Were staff offered a debrief?	Yes/No

Was it taken up? Yes/No

Parents/carers were informed

Date	Time	By whom?	By direct contact, telephone, letter?

Form completed by:	Name	Designation	Date and time

If further advice is required around any issues related to physical intervention or the completion of this form please contact Helen Carlow on 01962 876217

Ref 4840910

Appendix B- Local authority guidance for teachers

Key Points for Teachers

Physical management and restraint

Physical contact

- Supplying physical support in PE, providing emotional comfort etc. may require staff to make physical contact with pupils. Staff should not feel inhibited in doing so, if it is professionally appropriate. However, you must avoid touching or holding a pupil in a way that could be construed as indecent. There may also be some children for whom such physical contact may be particularly unwelcome and inappropriate (e.g. children who have been the victims of abuse, those who come from particular cultural backgrounds).

Guidance from the school

- You need to be conversant with your school's policy on the use of restraint. If you are in any doubt about what action you are expected to take, ask for clarification.
- Where it is possible to pre-empt the possibility a pupil may need to be restrained, the school must have a plan of action. This will need to include strategies to de-escalate the problems and arrangements for securing support and details of any holds to be used. Such plans will need to be shared with the parents of the child and may need to be discussed with medical colleagues, if the child has health or physical difficulties. It is in everyone's interest that you fully understand what action you may need to take. Having a plan also reduces the stress on the staff concerned.

Who can restrain

- Everyone has the right to use reasonable force to prevent an attack against themselves or others. However, only teachers (and staff specifically authorised by the Headteacher) can restrain pupils under other circumstances. This applies equally to situations where pupils are off-site but are subject to the authority of the school. You will need to be clear about who is permitted to offer you assistance in an emergency.

What are teachers permitted to do?

- Any physical restraint must be consistent with the concept of reasonable force. This is not easy to define as it depends on the circumstances. Key considerations are:

The circumstances must warrant the use of force. Committing a trivial misdemeanour would not constitute grounds for such an action, e.g. refusing to leave

the room. The degree of force employed must be in proportion to the circumstances of the incident and should be the minimum to achieve the desired result.

- Where at all possible you should try to de-escalate the situation first. A physical intervention should only be used when other methods to manage the situation are considered inappropriate.
- *'Using physical contact to punish a pupil or cause pain, injury or humiliation is explicitly forbidden'* (Education Act 1966 sect. 548-550). In addition you must not deliberately act in a way that could cause the child injury (e.g. twisting limbs; holding them face down on the ground).

Circumstances under which teachers may restrain

- The main grounds are to prevent a pupil injuring themselves or others (e.g. attacking staff or other pupils, generating a risk of injury through rough play) or damaging property (e.g. deliberate vandalism).
- A pupil absconding can only be restrained from leaving the premises if they would place themselves at risk if they were not to be kept within the school.
- The DfEE indicates that restraint may also be lawful if the pupil is *'engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils whether that behaviour occurs in a classroom during a teaching session or elsewhere'* (e.g. persistent refusal to obey an order to leave a classroom, seriously disrupting a lesson). The LEA advises you to be circumspect about using restraint on such grounds, as it would be appropriate only in exceptional circumstances. If the aim is to establish good order, restraint must facilitate this. In many cases it is likely to exacerbate the problem and increase the risk of injury to both the pupil and the staff. Most assaults on staff are triggered by the member of staff initially touching the pupil.
- Physical intervention will be increasingly inappropriate with older pupils.
- It must never become a substitute for good behaviour management.
- Whilst a situation may warrant restraint, it may be inappropriate for you to intervene without support. In these circumstances you should do your best to remove pupils at risk and summon assistance (this may warrant Police involvement if the pupil has a weapon).

During an incident

- During an incident you must caution the pupil that his or her behaviour may be leading to restraint but this should not be used as a threat or in a manner that would inflame the situation.
- You must not act out of anger or frustration. It is important to use a calm, measured approach and maintain communication with the pupil throughout the incident.

After an incident

- As soon as possible after an incident you must notify the Headteacher or senior member of staff.
- You must formally record what happened as soon as possible. Advice from a colleague or a professional association may be warranted under some circumstances.
- Any injuries suffered by you or the pupil will also need to be recorded according to the normal school procedures.

No one likes the idea that they may need to use physical restraint. The concept conflicts with many of our values as teachers. Such views, however, can lead to an avoidance of the subject. If restraint needs to be used it is in everyone's interest that it is done well. This can only be achieved by proper forward planning. Staff need to know exactly what actions they are permitted to take and should not be ashamed about the need to do so. Above all they need to know that their actions will be supported by their colleagues, the headteacher, the school's governors and the LEA.