

Austwick CE (VA) Primary School **Physical Intervention Policy**

Austwick CE (VA) School endeavours to ensure that all children are safe happy and achieving in line with North Yorkshires Young and Yorkshire 2 Plan values. The main objective of this policy is to ensure all staff, parents and children or young people are aware of the procedures and practice that will be carried out to ensure that this is the case at Austwick CE (VA) School. This policy links with the behaviour policy, anti-bullying policy and SEND policy. It is intended to ensure that it will prevent serious breaches of discipline and prevent injury to individuals or serious damage to property. This policy reflects the 2026 guidance requiring early prevention, de-escalation, and lawful use of restrictive interventions.

In order to minimise the need to use physical intervention staff will strive to:-

- create a calm environment that minimises the risk of incidents that might require using physical intervention and apply school rules consistently and fairly
- develop an effective relationship between staff and a child and young people that is central to good order
- ensure all supervision of children is carried out in a consistent manner so children, young people and staff are comfortable within the setting
- use relevant materials for approaches to teach children or young people how to manage conflict and strong feelings
- ensure all staff have appropriate instructions and training to enable them to be effective in their various roles in and out of the classroom.
- ensure that positive handling plans will be put in place and training given to ensure staff are equipped to deal with individual children or young people who have been identified
- Whenever possible, warn a child that physical intervention may have to be used before using it.

Responsibilities

It is the Headteacher's duty to ensure all staff are aware of their statutory powers to use physical intervention as a last resort. As part of the induction process into Austwick CE (VA) School the Headteacher will inform staff if they have the powers to use physical intervention, and who they can turn to if they are in a situation with a child or young person that may be causing concern.

The Headteacher will inform the governors through relevant reporting those people that have been authorised to use physical intervention. All staff may have the statutory powers to use force to restrain a child or young person or remove them from a classroom. A record of 'authorised' staff will be indicated on the Single Central Record.

Definitions

Restrictive Intervention: Any action that limits a pupil's movement or liberty.

Reasonable Force: Minimum force necessary, proportionate, and time-limited.

Seclusion: Used only as a safety measure, never as punishment.

When and where to use physical intervention

The judgement on whether to use physical intervention and what level of force to use should always depend on the circumstances that staff find themselves in. Time in these circumstances is often short with little time for reflection. Nevertheless, staff needs to make the clearest possible judgements. Staff will need to decide the seriousness of the incident and the injury, disorder or damage that could occur if physical intervention is

not used, the chances of achieving a desired outcome by other means and the risks associated with physical intervention compared with using other strategies. Staff will have been made aware of any significant children or young person's i.e. those on SEND/Child Protection Registers and in any extreme cases where there is a need to engage the police to avoid danger to themselves and others.

If a member of staff decides that the use of physical intervention is appropriate and an action of last resort then they should always:-

- advise giving a warning to the child or young person that a physical intervention may have to be used
- suggest how the child is to be handled ensuring that no form of hold is used that could constrict breathing. Appropriate means are passive
- try to ensure that they do not use force unless or until another responsible adult is present to support, observe or call for assistance

Physical contact such as standing between children or young persons or blocking a child's path, leading a child or young person by the hand or arm, ushering a child or young person away by placing a hand in the centre of the back or in more extreme circumstances using appropriate holds that a member of staff has been trained to perform all constitute physical intervention.

Examples of situations that may require a member of staff to use physical intervention include:

- a child is attacking another child or a member of staff or harming themselves
- children are fighting, causing risk or injury to themselves or others
- a child is causing or on the verge of committing deliberate and extensive damage to property
- a child absconds and is placing himself or others at risk

In these examples use of physical intervention would be reasonable (and therefore lawful) if it is clear the behaviour is dangerous and the situation could not be resolved in any other way. Account must be taken of the individual needs of the child their understanding of the situation.

Recording of incidents

As part of the school's duty under section 93A of the Education and Inspections Act 2006, a procedure is in place for recording each incident. A record sheet will be completed by all staff engaged in any incident where physical intervention has taken place even if they did not physically hold the child. The record sheets will be kept centrally in the office. Once completed they must be passed to the Headteacher. They must be completed as soon as it is safe to do so to ensure accuracy and that it is a true and honest report. The Headteacher will inform the parents of the child by phone followed by a letter and if necessary arrange to meet them. The report will then be filed in the child's records in the office.

All incidents or physical intervention must be reported using the NYCC RPI Reporting System (accessed via Synergy/Gateway) within 24 hours of the incident occurring.

Following any incidents where physical intervention has been used the Headteacher will make arrangements to support the staff and children as these can be upsetting times.

First aid will be administered by a trained first aider and emotional support will be provided as required.

Staff will discuss the situation within 2 days with the Headteacher to see if all procedures were followed and how we could try to avoid further repercussions, learning from the experience.

Complaints procedures

Austwick CE (VA) School has a clear complaints procedure and complaints around physical intervention should follow the standard complaints procedure.

Austwick CE (VA) School procedures for the use of physical interventions by staff

This procedure supports the application of the NYCC guidance on Positive behavioural approaches, de-escalation, safe touch and physical intervention.

- 1 The person responsible for authorising staff to use physical intervention as part of a structured and planned intervention within this school is **Beth McHardy**.
- 2 The person responsible for ensuring that all planned use of physical intervention is risk assessed is **Alison McGregor**.
- 3 Copies of all risk assessments are held **on cpoms** and are reviewed after every use of force and termly.
- 4 The people who are authorised to use reasonable force in planned physical interventions are listed here. No other person should engage in a planned intervention.

Emily Wilson, Beth McHardy

(Ensure details are reviewed / updated regularly)

- 5 Only those trained in appropriate techniques within the last twelve months may be authorised. The person responsible for ensuring that appropriate training is provided, including regular updates, is **Alison McGregor**.
- 6 Training records are held **in the school office with the administrator**.
- 7 Those not involved in risk assessment but whose roles include the supervision of children may use reasonable force in an emergency unplanned intervention where it is necessary to prevent a serious injury from occurring.
- 8 Every use of physical intervention is to be reported the same day to **Beth McHardy**. The Headteacher (DSL) or DDSL will ensure that a parent of the child who has received physical intervention is informed the same day. They will phone parents and ask if they can come into school to be informed in person about the situation. This will be followed up with a letter by the next working day.
- 9 In addition, the details of each use of physical intervention must be recorded on the NYCC RPI Reporting System (accessed via Synergy/Gateway) within 24 hours of the incident occurring. The person leading the planned or unplanned intervention must complete this form. The head teacher will review every use of physical intervention

Risk assessment

When the use of a physical intervention is appropriate, it is important that steps are taken to minimise the risk to both staff and children.

Among the main risks to children and young people are that a physical intervention could:

- be used unnecessarily, that is when other less intrusive methods could achieve the desired outcome
- cause injury, pain, distress or psychological trauma
- become routine, rather than an exceptional method of risk and behaviour management
- increase the risk of abuse
- undermine the dignity of the staff or children and young people or otherwise humiliate or degrade those involved
- create distrust and undermine personal relationships.

The main risks to staff include the following:

- they suffer an injury whilst carrying out a physical intervention
- as a result of applying a physical intervention they experience distress or psychological trauma
- the legal justification for the use of a physical intervention is challenged in the courts (even it were clear that the member of staff acted recklessly, unreasonably or against the policy of the school or authority, the employer would usually be required to justify its actions)
- disciplinary action or a child protection enquiry that does not reach the Courts, but nevertheless contains similar inherent stresses.

The main risks of not intervening appropriately may include:

- children, staff or other people being injured or abused
- staff leaving the profession
- serious damage to property occurring
- the employer being in breach of the duty of care to staff and/or others
- the possibility of litigation arising out of not intervening.

Whenever it is foreseeable that a child or young person might require a physical intervention, a risk assessment should be carried out which identifies the benefits and risks associated with the application of different intervention techniques with the person concerned.

Planning should also be undertaken to see if trigger situations can be avoided and other positive strategies employed to minimise the likelihood of such incidents occurring.

Management teams are advised to assess the frequency and severity of incidents of physical intervention that are likely to occur in their school/establishment. Historical patterns usually provide a good starting point. These assessments will help to inform decisions about staff training.

An individual risk assessment is essential for children or young persons whose special educational needs and/or disabilities (SEND) are associated with:

- communication impairments that make them less responsive to verbal communication;
- physical disabilities and/or sensory impairments;
- conditions that make them fragile, such as haemophilia, brittle bone syndrome or epilepsy; or

- dependence on equipment such as wheelchairs, breathing or feeding tubes.

It is important that all school and service settings develop appropriate documentation and approaches to assessing risk. The assessment tool must be appropriate for use in that setting.

There are rare occasions when it may be appropriate to act with only minimal assessment of risks – for example, in exceptional circumstances, where there is an immediate risk of injury, a member of staff may need to take any necessary action that is consistent with the concept of “reasonable force”. Whilst not an exhaustive list, examples include:

- to prevent a child or young person running off a pavement onto a busy road, or falling into water
- where a child or young person uses tools dangerously or inappropriately
- to prevent a child or young person hitting someone else
- throwing stones (etc...) at a window where there is an immediate risk of injury from broken glass
- misuse of substances (e.g. cleaning fluids, etc...) where there is a likelihood of immediate harm

Whenever possible assistance must be sought;

- when the member of staff believes that he or she may be at risk of injury
- when managing an older or physically larger child or young person
- where there is more than one child or young person
- where a child or young person appears to be under the influence of drugs or alcohol, or who is ill
- where a child or young person appears to have a weapon

Elevated levels of risk are associated with:

- the use of clothing or belts to restrict movement
- holding someone who is lying on the floor or forcing them onto the floor
- any procedure which restricts breathing or impedes the airways
- seclusion, where a child or young person is forced to spend time alone in a room against their will
- extending or flexing the joints or putting pressure on the joints
- pressure on the neck chest abdomen or groin areas.

Date: March 2026

Review Date: March 2027

Child or young person Incident Report Form

North Yorkshire establishments are responsible for creating their own incident reports. Such reports can be as extensive or as brief as required. The following basic information must however be recorded as a minimum:

- Name of School/Establishment
- Child or young person's name/Date of Birth
- Staff member name and status
- Incident date/time/duration
- Nature of incident
- Events leading up to incident
- Description of what happened
- Consequences
- Names of those involved
- Names of witnesses
- De-escalation techniques used
- Justification for physical intervention
- Response and view of child or young person
- Details of any injuries
- Name of head teacher/manager/report author.

All incidents or physical intervention must also be reported using the NYCC RPI Reporting System (accessed via Synergy/Gateway) within 24 hours of the incident occurring.

Restrictive Physical Intervention Recording Form

Name of young person..... Date of incident.....

WHAT DE-ESCALATION TECHNIQUES WERE USED PRIOR TO PHYSICAL CONTROLS:

(tick the appropriate box below)

Defusing	<input type="checkbox"/>	Time out offer	<input type="checkbox"/>
Deflection	<input type="checkbox"/>	Time out directed	<input type="checkbox"/>
Distraction	<input type="checkbox"/>	Changes of task	<input type="checkbox"/>
Appropriate Humour	<input type="checkbox"/>	Choices	<input type="checkbox"/>
Proximity control	<input type="checkbox"/>	Limits	<input type="checkbox"/>
Verbal advice/support	<input type="checkbox"/>	Consequences	<input type="checkbox"/>
Rule reminder	<input type="checkbox"/>	Another member of staff	<input type="checkbox"/>
Hurdle help	<input type="checkbox"/>	Take up time	<input type="checkbox"/>
Planned ignoring	<input type="checkbox"/>	Other (please state):	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="checkbox"/>

JUSTIFICATION FOR USE OF RESTRICTIVE PHYSICAL INTERVENTION:

(tick the appropriate box below)

To prevent/interrupt;	A criminal offence	<input type="checkbox"/>
	Injury to pupil/staff/others	<input type="checkbox"/>
	Serious damage to property	<input type="checkbox"/>
	Significant Disruptive behaviour	<input type="checkbox"/>
	Pupil absconding	<input type="checkbox"/>
	<u>Other (please state)</u>	<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

NATURE OF RESTRICTIVE PHYSICAL INTERVENTION USED
(Identify level of hold used, estimate of duration and factual staff accounts from each individual involved)

RESPONSE AND VIEW OF THE YOUNG PERSON: (this field **must** be completed if possible)

Name of staff:

Date:

DETAILS OF ANY RESULTING INJURY:

(injury to whom and any action taken)

First Aid Book completed	Yes <input type="checkbox"/> No <input type="checkbox"/>	Date:
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ANY OTHER RELEVANT FACTUAL INFORMATION:

NAME OF SENIOR PERSON NOTIFIED:		TIME/DATE	
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HEADTEACHER'S COMMENTS:

SIGNATURE OF HEADTEACHER:		DATE:	
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PARENTS INFORMED	Yes <input type="checkbox"/> No <input type="checkbox"/>	METHOD:	DATE:
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EXCLUSION OF		DETAILS:	
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YOUNG PERSON	Yes <input type="checkbox"/> No <input type="checkbox"/>
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Pupil Significant Incident Form

For all incidents involving unsafe/risk or unacceptable behaviour where a physical intervention was not used.

Pupil name:	
Staff name/s:	
Incident date/time/place:	

Nature of incident (tick boxes as appropriate)	Vandalism	<input type="checkbox"/>	Physical control	<input type="checkbox"/>	
	Bullying	<input type="checkbox"/>		Absconding	<input type="checkbox"/>
	Assault	<input type="checkbox"/>		Substance abuse	<input type="checkbox"/>
	Diversion	<input type="checkbox"/>		Non-compliance	<input type="checkbox"/>
	Isolation	<input type="checkbox"/>		Serious disruption	<input type="checkbox"/>
	Time out	<input type="checkbox"/>			<input type="checkbox"/>
		<input type="checkbox"/>			<input type="checkbox"/>

ANTECEDENTS: (events leading up to incident)

BEHAVIOUR: (how did the pupil respond, describe what actually happened)

CONSEQUENCES: (how did the staff intervene, how did the child respond, and how was the situation resolved)

NAMES OF ALL INVOLVED: (observers/support staff)

HEADTEACHERS COMMENTS:

DATE:

NAME OF REPORT COMPILER:	DATE:
NAME OF SMT INFORMED:	DATE:
FIRST AID REQUIRED:	PAGE NO:
OSHENS RECORDED:	DATE:
PARENTS INFORMED:	Yes <input type="checkbox"/> No <input type="checkbox"/> METHOD: DATE:
EXCLUSION OF YOUNG PERSON	Yes <input type="checkbox"/> No <input type="checkbox"/> DETAILS:

