

Hempshill Hall Primary School



Positive Intervention Policy **2026-27**

Date approved: Sept 2026

Review Sept 2027

Physical Intervention Policy

1.

Introduction

This revised policy has been prepared taking into account the updated DFE guidance 'Restrictive interventions, including the use of reasonable force in schools' April 2026. DOH and DfES Guidance for Restrictive Physical Interventions 2002, and the Use of reasonable force - Advice for head teachers, staff and governing bodies DfE July 2013, along with other documentation relevant to physical interventions (see appendix 1 for comprehensive list).

This policy will be reviewed on an annual basis.

This policy should be read in conjunction with the Behaviour policy and other school policies and guidance relating to interaction between adults and students.

Objectives

At Hempshill Hall Primary School, we aim to provide a safe, caring and friendly environment for our students to allow them to learn effectively, improve their life chances and help them to maximise their potential.

Ensuring the safety of our students and staff is taken very seriously. We believe that all students and staff have the right to feel safe whilst at school or on school run activities.

It is understood that in exceptional circumstances, staff may need to take action in situations where the use of reasonable, proportionate and necessary force may be required.

Hempshill Hall Primary School acknowledges that physical techniques are only a small part of a whole school approach to behaviour management. This policy should be read in conjunction with the Behaviour and Safeguarding policies.

2. Acceptable forms of physical intervention in school

"Physical intervention" (PI) is the term used to describe contact between staff and pupils where no force is involved. There are occasions when it is entirely appropriate and proper for staff to have contact or physical intervention (PI) with children, however, it is crucial that they only do so in ways appropriate to their professional role and in relation to the pupil's individual needs. There are occasions when staff may have cause to have physical intervention (PI) with pupils:

- To comfort a pupil in distress (so long as this is appropriate to their age)
- To gently direct a pupil
- To support physical management e.g. positioning in to standers or pieces of equipment as part of therapy programs
- For curricular reasons (for example in PE, Drama, etc)
- First aid and medical treatment
- In an emergency to avert danger to the pupil or pupils
- In rare circumstances, when Restrictive Physical Intervention is warranted

Not all children feel comfortable about certain types of physical contact; this should be recognised and, wherever possible, adults should seek the pupil's permission before initiating contact and be sensitive to any signs that they may be uncomfortable or embarrassed. Staff should acknowledge that some pupils are more comfortable with touch than others and/or may be more comfortable with touch from some adults

than others. Staff should listen, observe and take note of the child's reaction or feelings and so far as is possible, use a level of contact and/or form of communication which is acceptable to the pupil.

It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one pupil, in one set of circumstances, may be inappropriate in another, or with a different child.

In all situations where physical contact between staff and pupils takes place, staff must consider the following:

- The pupil's age and level of understanding
- The pupil's individual characteristics and history
- The duration of contact
- The location where the contact takes place (it should not take place in private without others present)

Physical contact must never be used as a punishment, or to inflict pain. All forms of corporal punishment are prohibited. Physical contact shall not be made with the pupil's neck, breasts, abdomen, genital area, or any other sensitive body areas, or to put pressure on joints. It must not become a habit between a member of staff and a particular pupil. Physical intervention should be in the pupil's best interest and should only be used with an awareness of the need to differentiate the attachment to staff from the attachment to key adults such as parents and siblings.

3. Minimising the need to use force

As a school we are firmly committed and constantly strive to create a calm and safe environment that minimises the risk of incidents arising that might require the use of reasonable force. In addition to this, students who present with challenging behaviour have an individual risk assessment and / or handling plan, and students with conditions that result in increased anxiety levels, and therefore an increased risk of presenting with challenging behaviour may have individualised support or programmes to help them manage this.

The school incorporates curriculum sessions that explore and help students to learn about their feelings and managing conflict. The curriculum also promotes independence, choice and inclusion and students are given the maximum opportunity for personal growth and emotional well-being.

Staff at the school will only use restrictive physical intervention as a last resort and will use all skills available to them to de-escalate and diffuse incidents as they arise to prevent them from reaching a crisis point.

Staff will only use reasonable force when the risks involved in doing so are outweighed by the risks involved in not using force.

Staff authorised to use force

All teachers and staff whom the Head Teacher has authorised to have control of students automatically have the statutory power to use reasonable force within the context of The Education and Inspections Act 2006.

At Hempshill Hall Primary School the following members of staff have been authorised to use reasonable force where necessary and appropriate:

- Teachers and any member of staff who have control or charge of students in a given lesson or circumstance have permanent authorisation.

- Other members of staff for example administrative teams also have the power to use reasonable force if a circumstance should arise in which immediate action should be taken.

Authorisation is not given to volunteers, students on placements, visitors and parents as they will not have control of students who may present challenging behaviour but will be supervised at all times.

These groups of people should not be left in control of students who may present with challenging behaviour.

Supply staff must ensure that they are familiar with this school's policy. Appropriate guidance will be given if they have not undertaken Restrictive Physical Intervention (RPI) Training.

All members of staff are reminded that all students who present with challenging behaviour will have a current dated Individual Risk Assessment and / or Handling Plan and this should be adhered to. If staff feel that any aspects of the Risk Assessment need amending for any reason they should immediately request a meeting to review this with the SENCO / Hub Lead and class teacher.

4 Staff Training

Named staff at Hempsill Hall Primary School will receive Physical Intervention training through Nottingham City Council Behaviour Support Team for RPI training. Prior to training being given, guidance will be given on action to be taken. Training will be provided as part of on-going staff development.

The training given to staff provides an insight into recent legislation and guidance that could impact on policy and practice as well as a range of physical and non-physical strategies to help manage the risks posed by students with challenging behaviour.

Staff in school, working directly with the students with identified challenging behaviours that may require support receive a full day training in managing disruptive behaviour, de-escalation and restrictive Physical Intervention (RPI). This enables staff to actively support each other and the students if an incident occurs and a student needs physical intervention to keep themselves and/or others safe.

Staff who receive this training will be accredited to use the physical elements of the training for a defined period as stated on their certificates and will attend a refresher course on an annual basis.

The SENCO and Hub Team in school are available to provide help and support and will work with individuals or staff teams as appropriate.

All staff in the school receive training around behaviour, support and de-escalation.

Implications of this policy

The Education and Inspections Act 2006 stipulates that reasonable force may be used to prevent a student from doing, or continuing to do any of the following things:

- Self-injuring
- Causing injury to others
- Committing a criminal offence
- Engaging in any manner prejudicial to maintaining good order and discipline at the school or among its students, whether the behaviour occurs in the classroom during a teaching session or elsewhere within the school (this includes authorised out of school activities)

The use of RPI techniques is one of the methods used to manage and reduce the risks presented by students with challenging behaviour. Positive handling plans are written for any student who it is felt may require the use of restrictive physical intervention to help manage their challenging behaviour. These plans run alongside their Individual Risk Assessments and are reviewed after every incident of restraint. (see appendix 2 for a copy of the positive handling plan template, it is also available electronically in the behaviour folder on the network)

Planned and emergency physical interventions

Planned interventions are ones that are described in a student's positive handling plan. This should cover most scenarios and will include the use of specified RPI techniques for the individual.

An emergency intervention is one where a situation arises that was unforeseen or is uncharacteristic of the student. Members of staff retain their duty of care to the students and their response even in an emergency should be reasonable and proportionate to the circumstances.

Following any such incident, a positive handling plan may be drawn up (or existing plans updated) to support effective responses to any future situations that may arise.

Deciding whether to use force

Both challenging behaviour and restrictive physical interventions will involve a risk to both staff and students. The aim of a student's individual risk assessment, positive handling plan and this policy is to reduce the risks as far as is reasonably practical. ***The risk of employing a physical intervention should be lower than the risks of not doing so.***

Information regarding student's behaviour and positive handling plans are stored on the school network. Staff should make themselves familiar with these documents when working with any of the students.

All staff authorised to use physical intervention with students receive training in RPI techniques and receive information about the risk to students of positional asphyxia. There are very clear protocols delivered during training to minimise the possibility of this and to ensure that appropriate safeguards are implemented.

Seclusion

At times it may be appropriate to seclude a child away from their peers.

Seclusion (definition) involves keeping a pupil confined alone in a space and preventing them from leaving

Seclusion will be used only as a safety measure to keep a pupil or others **safe** when the pupil is highly dysregulated, not as a punishment or threat. In such circumstances, the pupil is not acting with **intent**

The space must be safe, non-intimidating and the pupil must be **supervised at all times. Safe spaces will be identified, where appropriate, in children's individual behaviour plans/risk assessments.**

As soon as the pupil is calm and the risk reduces they will be allowed to leave.

All incidents which involve seclusion will be **recorded and reported** to SLT as soon as possible after the event.

School will provide **parents** with written information about the incident and aim to inform them the **same day. This may be in writing, via Arbor or an email.**

Health and Safety of Staff

Under the Health and Safety at Work Act, employees have a responsibility to report any circumstances which give rise to an increased risk to their health and safety. Staff who have, or acquire, permanently or temporarily, any medical condition that may impact on their ability to carry out student's behaviour and positive handling plans have a duty to report these to the Head Teacher immediately as there may be an impact on their own safety and that of their colleagues and /or students.

Using Force

No legal definition of reasonable force exists however for the purpose of this policy and the implementation of it at Hempshill Hall Primary School:

- Positive handling uses the minimum degree of force necessary, for the shortest period of time to prevent a student from harming themselves, others or property.
- The scale and nature of any physical intervention must be proportionate to both the behaviour and the individual to be controlled, and the nature of the harm they might cause.
- Staff would be expected to follow personalized de-escalation strategies in the first instance to manage an incident/challenging behaviour.
- If this was unsuccessful and the situation continued to escalate and was deemed to require it, then staff would be expected to employ other RPI techniques that they have been trained in.

All the techniques should take in to account the students:

- Age
- Size
- Gender
- Level of physical, emotional and intellectual development
- Special needs
- Social context.

The RPI techniques allow for an individual response to each student.

Where records identify a need for a planned approach, individual risk assessments and positive handling plans are drawn up. Where possible these are completed through multi-agency collaboration and with parental consent, shared with other agencies supporting the students so to try and facilitate consistency in the approaches used where practicably possible.

It is important to state that every incident of the use of reasonable force carries risks, and that even when carrying out approved techniques there is the potential for injury to both the student and the members of staff involved. RPI techniques seek to avoid injury, but it is still possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of the technique, but a regrettable and infrequent side effect of ensuring that the student remains safe. Any such injury will be reported on the physical intervention log.

Reporting, recording and monitoring incidents

Where physical control or restraint has been used a record of the incident will be completed and kept. Appropriate documentation, including the PI logs are kept securely on the server.

The PI logs should be completed as soon as possible after the incident (and as a maximum within 24 hours).

These PI logs will be reviewed on the day, or within 24 hours, with the SENCO and/ or SLT.

Staff should take into account the following when deciding if an incident is significant:

- An incident where unreasonable use of force is used on a student would always be a significant incident.
- Any incident where substantial force has been used (e.g. physically pushing a student out of a room) would be significant.
- The use of a restraint technique is significant.
- An incident where a student was very distressed (though clearly not overreacting) would be significant.

The school will also consider

- The student's behaviour and the level of risk presented at the time.
- The degree of force used and whether it was proportionate in relation to the behaviour.

- The effect on the student or member of staff.

If whilst dealing with an incident of challenging behaviour an injury, or the potential for injury to have been caused, has occurred to either a member of staff or a pupil the relevant form should be filled in.

Violence to staff incidents should be recorded directly on to the Nottingham City Council corporate safety system site – speak with the School Office Manager to do this.

All incidents will be reported to parents.

This may be by telephone or in person depending on the nature of the incident and the agreed method of reporting as agreed with parents when positive handling plans are drawn up. A written record of the incident will be shared with parents/ carers on the day, or within 24 hours.

Following each incident, individual risk assessments and positive handling plans will be reviewed and amended as necessary/appropriate. Meetings with class teams, parents and other agencies will be arranged if deemed necessary.

Monitoring of incidents with the Head Teacher and the representative from the governing body (currently the governor with responsibility for safeguarding) will take place on a regular basis and the results used to inform planning to meet individual student and school needs. A review of incidents is shared termly with governors through the standards HT report to Governors.

Post incident support

Physical techniques are not used in isolation and the school is committed to ensuring that as a result of an incident learning opportunities are created for students to allow them to take responsibility for their behaviour at an appropriate level to their stage of development.

In addition, procedures are in place to ensure that appropriate support is provided for staff (including access to a confidential support network - PAM assist) and that following an incident student/staff relationships are maintained or improved to ensure a continued positive learning environment. All colleagues are encouraged to seek and offer support where it is deemed necessary.

Students may require a calming activity, time away from the class/activity, resuming with their usual activity/routine, time with a member of staff to debrief about the incident.

Complaints and allegations

Complaints and allegations are dealt with in accordance with the school's complaints policy and also through the safeguarding policy and procedures. Please see separate policies for more detailed information on these

There are 3 Appendices

1. Further sources of information
2. Individual Positive handling plan / (2b) Risk Assessment template
3. Restrictive Physical Intervention Monitoring Form

Appendix 1

Further sources of information

Other departmental advice and guidance

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Reducing the Need for Restraint and Restrictive Intervention

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812435/reducing-the-need-for-restraint-and-restrictive-intervention.pdf

Screening, searching and confiscation – advice for head teachers, staff and governing bodies.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

Dealing with allegations of abuse against teachers and other staff – guidance for local authorities, head teachers, school staff, governing bodies and proprietors of independent schools

Working Together to Safeguard Children - A guide to inter-agency working to safeguard and promote the welfare of children

Associated resources (external links)

Police and Criminal Evidence Act 1984 (PACE) Code G: Revised Code of Practice for the Statutory Power of Arrest by Police Officers

Health and safety act 1974

Human Rights Act 1998

Children Act 1989 –revised 2004

Mental capacity Act 2007

The criminal justice and immigration Act 2008

LASSA 1970

Children and Families Act Sept 2014

Appendix 2 Positive Handling Plan

Hempshill Hall Primary School **Positive Handling Plan**



Name:

DOB

Class:

Triggers?

Warning signs noted pre previous RPI incidents?

Regulation Techniques pre RPI required:

Distraction		Removal of other children	
Choices		Change of adult	
Humour		Finger Breathing / 5 point scale	
Consequences explained		Food	
Planned ignoring		Sensory Circuits / Body Break	

Medical conditions that should be taken into account before intervening:

Preferred and most effective handling strategy
Standing / sitting / ground / get outs

De-briefing strategy for pupil

Parent preferred
communication re RPI

Phone Call:

Email of incident:

Any RPI (Restrictive Physical Intervention) used MUST be recorded within the electronic RPI log within 24 hours of incident.

RPI log is reviewed weekly within Safeguarding meetings.

Positive Handling plans must be written alongside the Positive Intervention Policy

Appendix 2b

RISK ASSESSMENT: High-Profile Pupil (Page 1 of 6)

SCHOOL / ACADEMY:		SECTION/TEAM	DATE OF ASSESSMENT
WHO MIGHT BE HARMED? Employees, the named pupil, other pupils, work experience students, new & expectant mothers and members of the public			HOW MANY ARE AFFECTED?
NAME OF PUPIL:			
BRIEF HISTORY:			

PART A HAZARDS AND TRIGGERS

HAZARDS (Risk of Harm to Others etc.)	Any history?	TRIGGERS (insert code(s) into box next to hazard)				DAILY? / MONTHLY? / LESS OFTEN?
		A	Inability to cope with group activities	D	Unable to accept change in routine	
		B	Does not accept or understand rules / instructions	E	Interaction with specific member of staff	
		C	Inability to express thoughts/feelings due to significant receptive/expressive language difficulties	F	Interaction with specific pupil	
				G	Specific time of day / day of week	
				H	Ill Health	
				I	Other (state below)	
		CODE(S): DETAILS:				
• Bites / spits						
• Grapples / wrestles / pushes						
• Inappropriately touches						
• Head butts						
• Kicks / stamps						
• Lies on floor / thrashes about on floor						
• Self-harm						
• Shouts / screams						
• Slams doors						
• Pinches / scratches / pulls hair						
• Punches / slaps						
• Throw items / uses tools as 'weapons'						
• Unpredictable behaviour						

Appendix 3



RESTRAINT RECORDING FORM

Child's / Young Person's Name:	
Date:	
Report by:	
Location of incident:	
Restraint witnessed by:	
Restraint carried out by:	

1. Brief description of events leading to RPI requirement (bullet points):

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1a. De-escalation techniques used:

2. Why was the decision made to use restraint (select below)?

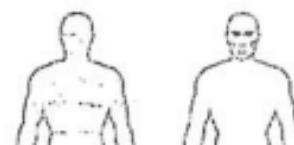
To prevent child / young person from committing a crime?	
To prevent child / young person from causing injury to him/herself?	
To prevent child / young person from causing injury to others?	
To prevent child / young person from causing damage to property?	
To prevent child / young person from running away?	
f) Other? (Please specify)	

3. Description of physical restraint holds/ seclusion used: (Include time span of any holds/ seclusion)

Technique	Time span	Additional comments?
Bar over		
Wrap over		
Reverse harness		
Use of chairs		
Change over		
Small children		
Breakaway		
Seclusion		

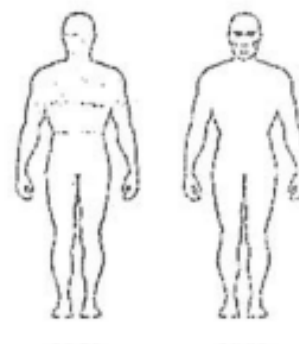
4. Did the child / young person suffer any injuries as a result of this incident?

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5. Did staff or others suffer any injuries as a result of this incident?

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POST INCIDENT INFORMATION

6. Was any post-incident support offered and given to the child / young person?

De-brief with Teacher / TA	
De-brief with member of Leadership Team	
Other (please specify)	
Offer declined by child / young person	

7. Was any post-incident support requested by and given to member of staff / other adult?

De-brief with Colleague	
De-brief with member of Leadership Team	
Other (please specify)	
Not requested	

COPY OF THIS REPORT MUST BE PRINTED/ EMAILED TO PARENT & BEHAVIOUR LOG UPDATED ON ARBOR

Signature of person submitting incident report

Signed:

Print name:

Date:

Signature of Headteacher / SLT member

Signed:

Print name:

Date: