


Title: Physical Intervention and Physical Contact with Pupils Policy		
Version Number: 4		
Owner: Chair		
Full Governing Body Ratification	Date: May 2026	
Total Number of Pages: 12	Review Date: May 2027	
File Name: Restrictive interventions including the use of reasonable force		

Equality and Diversity Statement

All Saints' C of E (VC) Primary School, Maldon is committed to treating all members of the community with fairness and respect regardless of their ethnic background, gender, religion, disability, sexual orientation or their socio-economic background. This policy has been written to assist the school community and ensure that as far as is reasonable no child or adult shall be unfairly treated, discriminated against or disadvantaged as a result.

All Saints' C of E (VC) Primary School

POLICY ON THE USE OF PHYSICAL INTERVENTION AND PHYSICAL CONTACT WITH PUPILS

Mission Statement

In line with the All Saints' Primary School Mission Statement, we are committed to ensuring that 'Every Child Shines' thus ensuring that pupils and staff are able to live and work in a supportive and caring environment. Staff act as role models, demonstrating a mutual respect, so that teaching can take place in an atmosphere conducive to learning for all pupils.

In the rare circumstance that it becomes appropriate to use physical intervention, it will be used as an act of care and not punishment and staff will follow the guidelines outlined below. This policy is guided and informed by the DfE document, restrictive interventions including the use of reasonable force in schools (April 2026).

Everyone who comes into contact with children has a role to play in safeguarding them. At All Saints C of E Primary School our strategies and practice reflect our child centered approach and our Christian values.

We understand that behaviour is a form of communication and believe that children who feel safe and happy are better equipped to learn. We understand that all behaviour happens for a reason and that difficult behaviour is not necessarily deliberate. We understand that in situations of need, a child may simply behave in a way that has been successful in the past in protecting them and enabling them to survive that moment.

We know that the first step to understanding a particular behaviour of concern is to try to find out why the behaviour is happening. We follow the Essex approach, TPP (Trauma Perceptive Practice) to understanding behaviour and supporting emotional wellbeing.

Statutory framework

Our school works in accordance with the following legislation and guidance (this is not an exhaustive list):

- [Keeping Children Safe in Education \(DfE 2025\)](#)
- [Working Together to Safeguard Children \(DfE 2026\)](#)
- [Use of reasonable force and other restrictive interventions guidance \(DfE 2026\)](#)
- Education and Inspections Act 2006, especially sections 93 and 93A
- Schools (Recording and Reporting of Seclusion and Restraint) (No. 2)
- (England) Regulations 2025
- Health and Safety at Work etc. Act 1974 and associated regulations
- Human Rights Act 1998

Circumstances When Physical Intervention Might Be Appropriate

We all have a legal obligation under our 'duty of care' to keep children safe. In incidents of difficult or harmful behaviour, we may have to apply a restrictive intervention to prevent harm, once we have exhausted all other support options. The DfE guidance, The use of restrictive interventions including reasonable force, (DfE 2026) states that all members of school staff have a legal power to use reasonable force in certain circumstances - outlined below. At All Saints, all our staff are trained in managing and supporting behaviour and in safe and appropriate restrictive interventions. However, staff are not expected to physically intervene using the restrictive intervention techniques and if they would prefer not to they can ask for the support of the SLT.

Difficult and harmful behaviour

The DfE guidance, The use of restrictive intervention, including reasonable for (DfE 2026) states that all members of school staff have a legal power to use reasonable force in certain circumstances - this is to prevent or stop a pupil from :

- Causing injury to themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils at the school, whether during a teaching session or otherwise

Difficult behaviour – in the school context encompasses behaviour that has a duration, frequency, intensity or persistence and is beyond the typical range for the school. It generally:

- Interferes with the child's own and/or other children's learning; disrupts the day-to-day functioning of the school, making it a less safe and orderly environment.
- Is less likely to be responsive to the usual range of interventions identified within the school behaviour policy.

It should be recognised that difficult behaviour may also include withdrawn behaviour, including any reluctance to respond or engage in learning or socialising.

Harmful behaviour – in the school context encompasses behaviour that is generally:

- Physically aggressive towards adults or other children including pushing, punching, kicking, biting, scratching, spitting, head-butting
- Verbally abusive which may include racist/homophobic/sexist abuse
- Destructive, including destruction of property and the environment
- Self harming, including head banging, scratching, hitting, kicking, biting and poking
- Striking another child/adult with an object

A potentially dangerous situation may involve staff in:

- Physically interposing between pupils;

- blocking a pupil's path;
- holding;
- shepherding a pupil away using agreed, appropriate techniques (See Appendix B) by placing a hand in the centre of the back or the back of the shoulders;
- using more restrictive holds (in more *extreme circumstances only*).

Staff are not permitted to act in a way that might cause injury, for example, by:

- holding a pupil round the neck, or by the collar, or in any other way that might restrict the pupil's ability to breathe;
- slapping, punching or kicking a pupil;
- twisting or forcing limbs against a joint;
- tripping up a pupil;
- holding or pulling a pupil by the hair or ear;
- holding a pupil face down on the ground.

The use of any degree of force is unlawful if the particular circumstances do not warrant the use of physical force. Physical force cannot be justified in a situation that could clearly be resolved without force, for example, to prevent a pupil from committing a trivial misdemeanor.

Other circumstances

- Where action is necessary in self-defence or because there is an imminent risk of injury to persons
- Where a pupil absconds from class or tries to leave the school, in circumstances where that pupil could be at risk if not kept in a classroom or school.

It may be necessary to forcibly move a child in the following situations, but only when all other practicable strategies have been tried:

- when a pupil persistently refuses to obey instructions to leave a classroom;
- when a pupil is behaving in a way that is seriously disrupting a lesson.

A member of staff will sometimes need to rely on their professional judgment about whether or not to physically intervene by placing themselves in a hazardous situation or standing back and thereby allowing a pupil or colleague to face a potential hazard. Staff must balance the level and duration of their intervention against the seriousness and likely consequences of the incident.

What Staff Will Do Before and During Restrictive intervention

Our approach to supporting children with behaviour follows the TPP approach where we seek to understand the stress/distress response in children. We place an emphasis on prevention and de-escalation and expect staff to consider the 3 part approach before resorting to the need to use restrictive intervention techniques:

NECESSARY - Are there more effective ways/ less restrictive ways to manage the situation? Will it escalate the situation?

PROPORTIONATE - Use the least amount of force needed for the least amount of time.

WELFARE - Consider the impact on the child, how are they feeling? Use this to consider when to stop or reduce the intervention.

Before physically intervening, staff will:

- remain calm and attempt to engender calm;
- tell the pupil to stop and explain to them what will happen if they do not;
- use a range of non-physical interventions aimed at calming or defusing the situation in order to prevent further escalation of anger or distress.

These might include:

- continuing to speak and listen to the pupil
- employing an appropriate level of eye contact during any dialogue;
- diverting, distracting, cajoling or humoring
- reasoning with and offering appropriate choices to the pupil.

Sometimes a teacher should not intervene in an incident without help. For example, when dealing with physically large pupils or with groups of pupils, or if the teacher believes s/he may be at risk or injury. Teachers should always remove other pupils who may be at risk and summon assistance from a colleague or colleagues.

Once informed, the Headteacher, Deputy Headteacher or Phase leader will decide on the appropriate next steps.

The adult should inform the pupils that s/he has sent for help. Until assistance arrives, the adult should continue to attempt to defuse the situation orally and try to prevent the incident from escalating.

Whilst physically intervening, staff will:

- use the minimum amount of force required to achieve the desired outcome for the least amount of time necessary;
- tell the pupil that physical restraint will stop as soon as it ceases to be necessary;
- continue to use a range of non-physical interventions aimed at calming or defusing situations in order to prevent further escalation, as above.

Training

Staff at All Saints are trained in the TPP approach which helps staff to see behaviour as communication and how to support children using a range of calming strategies for regulation. Appendix A shows appropriate restrictive intervention techniques that staff are trained in and that are displayed in the staff room area. These are regularly reviewed with staff and form part of the induction of new staff.

Planning for the Needs of Individual Pupils

Our school aims to identify, in consultation with parents, carers, and where appropriate other agencies, any pupil whose behaviour is considered potentially to require a physical or restraining intervention or response, or in response to a incident where restrive intervention has needed to be used. The needs of those pupils will be considered in relation to:

- Individual child protection, medical, social, behavioural, learning or cultural factors;

- Individual Education Plans, Pastoral Support Programmes or Personal Education Plans.

If a member of staff considers that a particular pupil may at some time need such intervention, the circumstances and needs will be presented for discussion to an appropriate meeting of relevant staff. Support planning and risk assessments for individuals will then be created and adult response plans will be put in place, using the TPP approach and resources.

Other Physical Contact with Pupils

Our school believes that some use of appropriate, positive, physical contact with pupils can contribute to its development as a safe and friendly school. Some physical contact may be necessary or unavoidable when staff are working with:

- Pupils requiring First Aid;
- Pupils receiving coaching in sport or as part of another curriculum activity;
- Pupils in distress;
- Younger children changing for physical activity;
- Pupils who need support to separate from a parent.

Staff will make professional and sensitive judgments about the nature and extent of their physical contact with pupils. We will have particular regard for cultural sensitivities and gender differences, for the needs of pre-pubescent pupils and of those who may be particularly vulnerable following previous trauma or abuse.

Reporting and recording

We record incidents where restrictive intervention has needed to be used. Incidents will be recorded as soon as practicable after the event by the staff involved. Appendix B is used to record these incidents and these are then uploaded onto our CPOMS system.

Details of the incident are shared with parents/carers on the same day verbally and in writing. Reporting and recording includes details about the behavioural trigger and de-escalation strategies used. Incidents are also regularly reviewed so that key staff can meet with parents and create individualised approaches to support the child going forward, addressing the underlying cause of the distressed behaviour.

Appendix C is a copy of the letter to be sent to parents.

Sharing of Information

All members of the school community should know of the existence of this policy. **Staff aware of specific incidents must maintain confidentiality and discretion.** This will enable Governors and staff dealing with consequence or complaint to do so without having acquired hearsay knowledge.

Complaints

Complaints following a dispute about the use of force by an adult should, in the first instance, be referred to the Headteacher. This will result in an investigation, which will take account of the written or verbal reports which have been collected. Where disputes cannot be resolved informally within school, complaints should be pursued in accordance with the school's complaints which are available upon request from the school office.

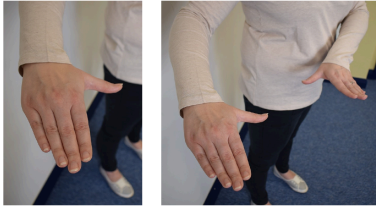




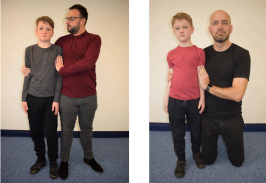



Implementation, Monitoring and Review

The Governing Body and Head teacher are responsible for:

- Ensuring that all staff are familiar with Essex Local Authority's guidelines and the school policy;
- Ensuring that all relevant staff have received training in non-physical interventions in order to reduce the need for physical restraint;
- Ensuring that named personnel have received training in physical intervention techniques;
- Monitoring and reviewing the implementation of the school's policy.

APPENDIX A

Agreed, appropriate techniques for physical intervention

<p>Open mitten</p> 	<p>Open mitten (used to move a student away)</p> <ul style="list-style-type: none"> • Fingers together • Thumb away from fingers • Palms parallel to floor <p>The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice</p>
<p>Closed mitten</p> 	<p>Closed mitten (used to draw a student close)</p> <ul style="list-style-type: none"> • Fingers and thumb together <p>The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice</p>
<p>Offering an arm (to support, guide or escort)</p> 	<p>Supportive hug (to support, guide or escort)</p> 
<p>Supportive hug (to support, guide or escort)</p> 	<p>Supportive arm (to support, guide or escort)</p> 
<p>Supportive arm (to support, guide or escort)</p> 	<p>Open mitten escort (to support, guide and escort)</p> 
<p>Open mitten escort (to support, guide and escort)</p> 	

APPENDIX B

Child's name:	D.O.B:	Year group:
Member (s) of staff involved		
Date of incident		
Time of incident		
Location of incident		
Names of any additional staff (those who witnessed the incident)		

What led to the incident?:

Co-regulation prior to the decision to use restrictive intervention:			
Verbal advice and support		Swapping of staff	
Calm talking and reassurance		Distraction/diversion	
Personalised co-regulation script		Offering choices and options	
Humour		Offering safe spaces	
Other (specify)			

Reason for the restrictive intervention	To prevent or stop a pupil from causing injury to themselves or others	
	To prevent or stop a pupil from committing a criminal offence	
	To prevent or stop a pupil from damaging property	
	To prevent or stop a pupil from causing disorder among pupil, whether during a teaching session or otherwise	

Detail of the incident (a brief account, including what led up to it, any stressors if known)

Detail of the intervention			
Time started	Technique	Duration	Staff name

Any physical mark or harm caused by the use of the intervention to the child	Yes/No	Details including the response to the harm:
Signed off by staff involved:		
Staff name	Signature	Date

Action following the incident:			
	Name	Date/time	Detail
Incident reported to senior staff by			
Verbal communication to parent/carer by			
Child wellbeing and medical check by			
Staff wellbeing check by			
Restorative conversation with child by			
Review of incident by			
Child's personalised plan updated by			
Incident recorded on CPOMS by			

Where a significant incident occurred, the following would be completed.

SLT monitoring		
	Yes/No	Detail
The intervention was in accordance with statutory guidance:		
Any further support needed/next steps:		
SLT member name:		
SLT member signature:		
Date:		

Appendix C
Template letter to inform parents/carers of the incident

Dear (parent/carer)

Further to our earlier conversation, I am writing to confirm our discussion about the incident today. As discussed, it was deemed necessary to use a restrictive intervention with (child's name). You will be aware that such an intervention is used as a last resort only, when other interventions and de-escalation techniques have not been sufficient. As already shared with you, it was felt by staff involved that it was necessary, proportionate and the appropriate response at the time in order to keep (child's name) and everyone else safe.

In line with our policy and procedures, I am sharing the details of the incident with you.

Include details here about date/time/duration and why the intervention was deemed necessary. Provide some details of what led to the event, what other de-escalation strategies were tried and the type of force used.

It is important that we continue to work together going forward in order to support (child's name) and as such I would like to

Include details here of next steps to support the child. This may be having an initial meeting to create a support plan or review one already in place.

Please do not hesitate to contact me if you have any further questions and thank you for your on-going support.

Yours sincerely