

**Three Counties Academy Trust**



# Physical Intervention Policy

## #SG7

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## Common abbreviations and acronyms

<b>AA</b>	Admissions Authority	<b>GPA</b>	Government Procurement Arrangement
<b>AAI</b>	Adrenaline Auto-Injector (Epi Pen)	<b>HASH</b>	Herefordshire Association of Secondary Heads
<b>ACM</b>	Asbestos Containing Materials	<b>HBV</b>	Honour Based Violence
<b>AFH</b>	Academies Financial Handbook	<b>HR</b>	Human Resources
<b>AHT</b>	Assistant Headteacher	<b>H&amp;S</b>	Health and Safety
<b>AIR</b>	Attendance Intervention Reviews	<b>HoS</b>	Head of School
<b>APIs</b>	Application Programme Interfaces	<b>HSE</b>	Health and Safety Executive
<b>BAME</b>	Black, Asian and Minority Ethnic Backgrounds	<b>ICO</b>	Information Commissioners Office
<b>BCP</b>	Business Continuity Plan	<b>IHP</b>	Individual Healthcare Plan
<b>BFR</b>	Budget Forecast Return	<b>IRMS</b>	Information and Records Management Society
<b>CAMHS</b>	Child and Adolescent Mental Health Services	<b>IWF</b>	Internet Watch Foundation
<b>CEO</b>	Chief Executive Officer	<b>KCSIE</b>	Keeping Children Safe in Education
<b>CFO</b>	Chief Financial Officer	<b>KS1/2/3/4</b>	Key Stage 1/2/3/4
<b>CIF</b>	Condition Improvement Fund	<b>LAC</b>	Looked After Child
<b>CIN</b>	Child in Need	<b>LADO</b>	Local Authority Designated Officer
<b>CLA</b>	Children Looked After	<b>LGB</b>	Local Governing Body
<b>CMIE</b>	Child Missing in Education	<b>LLC</b>	Low-Level Concerns

<b>COO</b>	Chief Operating Officer	<b>LSA</b>	Learning Support Assistants
<b>COSHH</b>	Control and Substances Hazardous to Health	<b>MASH</b>	Multi-Agency Safeguarding Hub
<b>CP</b>	Child Protection	<b>MAT</b>	Multi-Academy Trust
<b>CPD</b>	Continuing Professional Development	<b>MFA</b>	Multi-Factor Authentication
<b>CSCS</b>	Children's Social Care Services	<b>MFL</b>	Modern Foreign Language
<b>CSE</b>	Child Sexual Exploitation	<b>NCSC's</b>	National Cyber Security Centres
<b>CTIRU</b>	Counter-Terrorism Internet Referral Unit	<b>NPQEL</b>	National Professional Qualification in Executive Leadership
<b>CWD</b>	Children with Disabilities	<b>PA</b>	Persistent Absence
<b>DBS</b>	Disclosure and Barring Service	<b>PAN</b>	Published Admission Number
<b>DDSL</b>	Deputy Designated Safeguarding Lead	<b>PECR</b>	Privacy and Electronic Communications Regulations
<b>DfE</b>	Department for Education	<b>PEP</b>	Personal Education Plan
<b>DHT</b>	Deputy Headteacher	<b>PEEP</b>	Personal Emergency Evacuation Plan
<b>DSE</b>	Display Screen Equipment	<b>PEx</b>	Permanent Exclusion
<b>DSL</b>	Designated Safeguarding Lead	<b>PLAC</b>	Previously Looked After Child
<b>DPO</b>	Data Protection Officer	<b>PP</b>	Pupil Premium
<b>EAL</b>	English as an Additional Language	<b>PSHE</b>	Personal, Social and Health Education
<b>ECT</b>	Early Career Teacher	<b>PSED</b>	Public Sector Equality Duty

<b>EHA</b>	Early Help Assessment	<b>PTFA</b>	Parent, Teacher and Friends Association
<b>EHCNA</b>	Education, Health and Care Needs Assessment	<b>RIDDOR</b>	Reporting of Injuries, Diseases and Dangerous Occurrences Regulations
<b>EHCP</b>	Education, Health and Care Plan	<b>RHE</b>	Relationships and Health Education
<b>EHE</b>	Elective Home Education	<b>RSHE</b>	Relationships, Sex and Health Education
<b>ELSA</b>	Emotional, Literacy and Support Assistant	<b>SALT</b>	Speech and Language Therapist
<b>ESFA</b>	Education and Skills Funding Agency	<b>SARC</b>	Sexual Assault Referral Centre
<b>EVC</b>	Educational Visit Coordinator	<b>SBM</b>	School Business Manager
<b>EWO</b>	Education Welfare and Safeguarding Support Officer	<b>SCCs</b>	Standard Contractual Clauses
<b>EYFS</b>	Early Years Foundation Stage	<b>SDQ</b>	Strengths and Difficulties Questionnaire
<b>FBV</b>	Fundamental British Values	<b>SEMH</b>	Social, Emotional, and Mental Health
<b>FGM</b>	Female Genital Mutilation	<b>SENCO</b>	Special Educational Needs Coordinator
<b>FOI</b>	Freedom of Information	<b>SEND</b>	Special Educational Needs and Disabilities
<b>FSM</b>	Free School Meals	<b>SLA's</b>	Service Level Agreements
<b>FTS</b>	Find a Tender Service	<b>STEM</b>	Science, Technology, Engineering and Maths
<b>GAG</b>	General Annual Grant	<b>TA</b>	Teaching Assistant
<b>GDPR</b>	General Data Protection Regulation	<b>TCAT</b>	Three Counties Academy Trust
<b>GIAS</b>	Get Information about Schools	<b>VSH</b>	Virtual School Headteacher

## Statement of intent

Three Counties Academy Trust (TCAT) believes that it is important to establish a safe, secure, and stable environment to enable pupils to grow, develop and learn. To achieve this, we recognise that, in certain circumstances, physical intervention, including safe touch and the use of reasonable force, is necessary.

TCAT understands that behaviour is often a means of communication which may signal that a pupil is in need of support but does not know how to express this; therefore, our schools take a proactive approach to anticipating, managing, and minimising potential triggers of distressed behaviour that may cause harm.

This policy acknowledges that situations may arise in which staff members will be required to use physical intervention, and in some cases reasonable force, in order to handle pupils' emotions or aggressive behaviour when other measures have failed to do so.

The aim of this policy is to ensure that physical intervention is used in a correct and safe manner, which is in accordance with the relevant legislation and national guidance.

**NB. Where the term “parent” or “parents” is used this includes those who act as carers or have parental responsibility.**

## 1. Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Education Act 2011
- Children Act 1989
- Equality Act 2010
- DfE 'Restrictive interventions, including use of reasonable force, in schools'
- DfE 'Working Together to Safeguard Children'
- DfE 'Keeping children safe in education'
- HM Government 'Reducing the Need for Restraint and Restrictive Intervention'

Where legislation has been passed or updated during the shelf life of this policy, we will always apply the latest version available irrespective of the version quoted here.

This policy operates in conjunction with the following policies:

- Behaviour Policy
- Complaints Policy and Procedures (GN9)
- Disciplinary Policy and Procedures (HR3)
- Staff Code of Conduct (HR26)
- Special Educational Needs and Disabilities (SEND) Policy (SD3)
- Child Protection and Safeguarding Policy and Procedures (SG1)
- Allegations of Abuse Against Staff Policy (SG5)
- Reporting Low-Level Safeguarding Concerns Policy (SG11)

Central TCAT policies have the policy number identified, e.g. "SG1". Where no policy number is identified this indicates the policy is a school specific policy available from an individual TCAT school's website.

## 2. Roles and responsibilities

The Trust Board and where delegated Local Governing Bodies are responsible for:

- Monitoring the overall implementation of this policy
- Notifying the Executive Headteacher/CEO that each TCAT school's Behaviour Policy should include the power to use reasonable force
- Evaluating on an annual basis instances of physical intervention to analyse how and when reasonable force is used and identify any trends
- Reviewing this policy on a regular basis
- Responding to any complaints, in liaison with the Executive Headteacher/CEO and Headteachers/Heads of School, from pupils or parents regarding the use of reasonable force

The Executive Headteacher/CEO, Headteachers and Heads of School are responsible for:

- Deciding whether members of staff require additional training to enable them to carry out their responsibilities, considering the needs of pupils
- Ensuring all members of staff understand the correct conduct in terms of positive handling and any other use of physical intervention
- Handling any allegations of abuse in line with TCATs Allegations of Abuse Against Staff Policy
- Maintaining the records of the use of physical intervention and evaluating on a termly basis how physical intervention, including the use of reasonable force is used
- Ensuring that any member of staff who uses physical intervention completes the Physical Intervention Report Form
- Ensuring that their school Behaviour Policy sets out the circumstances in which force might be used
- Responding to any complaints, in liaison with their Local Governing Body and/or the Trust Board per the Scheme of Delegation, from pupils or parents regarding the use of reasonable force
- Carrying out risk assessments to ensure that staff who regularly work alongside pupils can use reasonable force and other restrictive interventions as safely as possible, if and when required

SENCOs are responsible for:

- Providing training to members of staff on how to handle the needs of pupils with SEND

- Ensuring staff understand how pupils with SEND may react differently to reasonable force
- Ensuring that staff understand the additional vulnerability of pupils with SEND or medical conditions
- Developing individual risk assessments for pupils with SEND or medical conditions that are agreed with the pupil's parents and ensuring teaching staff are aware of these
- Ensuring that staff understand how physical intervention and reasonable force principles may need to be adapted for pupils with medical conditions
- Evaluating on a termly basis how reasonable force and physical intervention is used with regard to pupils with SEND, in collaboration with their Headteacher/Head of School

DSLs are responsible for:

- Providing staff with annual reasonable force training where their Headteacher/Head of School deems it necessary
- Ensuring all members of staff use physical intervention and reasonable force in accordance with this policy
- Notifying the LA of the use of physical intervention where informing the parents may result in serious harm to the pupil
- Advising on this policy to the Executive Headteacher/CEO and the Trust Board

All staff are responsible for:

- Avoiding restrictive interventions wherever possible and only using physical intervention as a last resort
- Only using physical intervention in certain circumstances, including to prevent or stop a pupil from:
  - Causing injury to themselves or others
  - Committing a criminal offence
  - Damaging property
  - Causing disorder among pupils, whether during a teaching session or otherwise
- Understanding the unacceptable uses of force and the legal implications of using force in this way

### 3. Definitions

**Physical, including Restrictive intervention:** An action or measure used to prevent, limit, coerce or control the movement of a pupil's body, or part of their body. Within this policy, restrictive intervention is used as an umbrella term encompassing both physical and non-physical interventions intended to restrict a pupil's movement or behaviour.

**Reasonable force:** A legal term used in legislation which includes physical restrictive interventions. All members of school staff have the statutory power to use reasonable force in limited circumstances. Reasonable force refers to the minimum level of force necessary, applied for the shortest possible duration, and proportionate to the specific circumstances of the incident.

**Significant incident:** Any incident in which the use of force exceeds appropriate physical contact between pupils and staff. This includes situations where physical force is used to carry out or support a non-physical restrictive intervention.

**Seclusion:** A non-disciplinary intervention involving the confinement of a pupil to a space away from others, with their freedom to leave restricted. This may be achieved through physical obstruction, blocking exits, or actions that lead the pupil to believe they will face negative consequences if they attempt to leave.

**Restraint:** A term used in legislation to describe a non-disciplinary intervention that immobilises a pupil or restricts their movement. Restraint may involve direct physical contact or indirect actions. Examples include holding a pupil's arms to their sides or removing an item that enables mobility, such as crutches.

### 4. Avoiding physical intervention and reducing risk

TCAT expects that each school will expect staff to assess whether the incident requiring a response can be resolved without physical intervention.

Where possible, TCAT schools implement an approach of prevention, where staff will be trained in recognising warning signs of severe pain or distress and/or aggressive behaviour, communicating empathetically with pupils displaying such signs to aid them in regulating their emotions, and altering their environment to minimise distressing stimuli.

Teaching staff will be aware of the behavioural patterns, medical conditions and levels of need of pupils in their class and will ensure that incidents of disruptive or aggressive behaviour in the classroom are handled in line with individual pupils' needs.

Staff will not generally resort to physical contact or reasonable force immediately without first questioning whether there is a need to use physical intervention. Staff will question whether:

- **It is necessary:**
  - Staff will consider whether there are other more effective, less restrictive ways to manage a situation
  - Staff will assess whether a physical restrictive intervention is likely to successfully reduce the relevant risks, or whether its use would escalate the situation further or cause more harm than the behaviour itself
  - Where possible, staff will communicate with other staff members to understand any broader risks in the environment
- **It is proportionate:**
  - Staff will use the least amount of force or least physical restrictive intervention necessary for the least amount of time required to reduce relevant risks
  - If the intervention itself is escalating the situation, staff will reconsider their approach and attempt an alternative strategy
  - Staff will consider the personal circumstances of the pupil, e.g. medical conditions, SEND or other vulnerabilities, their characteristics, e.g. age and size, and relevant equality implications under the Equality Act 2010
- **The pupil's welfare:**
  - Staff will consider the impact on the pupil's overall welfare, balanced against any actions taken
  - Staff will maintain respect for a pupil's dignity
  - Where possible, staff will clearly and calmly communicate to the pupil what is happening, why, and explain what the pupil needs to do
  - For pupils with communication difficulties or EAL, verbal and/or non-verbal strategies will be used to ensure the pupil understands what is happening and has adequate time to process information and respond
  - Staff will seek to understand the pupil's feelings and use this information to determine whether the restrictive intervention should be, or continue to be, applied, reduced or stopped

Physical intervention will only be used in situations where it is needed to stop a pupil from causing harm to themselves or others, committing a criminal offence, damaging property, or causing disorder among pupils. Any physical intervention used in situations that are non-urgent will only be used once all alternative options have been exhausted and where the staff member in charge deems that the situation is escalating.

TCAT schools understand that, in some cases, action may be required very quickly, e.g. in the event that a pupil attempts to run out into a busy road, or where pupils begin a violent fight with one another and staff are forced to pull the pupils apart. Staff will not be penalised for resorting to

the use of physical intervention or reasonable force in such situations where it is justified and perceived necessary to prevent harm to others or property in the circumstances.

Positive handling will be applied with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control.

***It is the position of TCAT that physical intervention, including that viewed as reasonable force is not used as a method of behaviour management or discipline – only as a last resort in situations that require de-escalation to prevent harm.***

## **5. Seclusion**

TCAT and our schools will recognise seclusion as a non-disciplinary measure that may be used, in exceptional circumstances, to reduce risk and avoid the need for physical intervention when a pupil is experiencing high levels of emotional or behavioural dysregulation and is not acting with intent.

All TCAT schools will ensure that seclusion is used only as a safety measure to protect the pupil or others from harm and will not use seclusion as a consequence or through the threat of punishment.

Where seclusion is used, TCAT schools will ensure that:

- The space used will be safe, suitable, and not intimidating or threatening to the pupil
- The pupil will be appropriately supervised at all times
- The restriction will last only for as long as the immediate risk of harm remains
- The pupil will be allowed to leave as soon as it is safe to do so

The school will record and report any incident involving seclusion in accordance with the procedures set out in the recording and reporting incidents section of this policy.

Seclusion will not be used as a disciplinary response to deliberate or wilful misbehaviour. In such an event, all TCAT schools will use appropriate disciplinary measures, such as removal from the classroom, in line with their Behaviour Policy.

## 6. Pupils with SEND

Each TCAT school will have due consideration to how pupils with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Staff members will be trained on understanding triggers and how pupils that find communication challenging may express their needs, discomfort or confusion through actions.

TCAT schools will seek to minimise the potential disproportionate use of physical interventions used on pupils with SEND by understanding underlying triggers of challenging behaviour and providing proactive support.

Each SENCO will ensure that the stipulations of the Equality Act 2010 are adhered to in relation to reasonable adjustments, non-discrimination and the Public Sector Equality Duty, and will ensure that staff that come into regular contact with pupils with SEND are aware of the ways in which their needs can be met without physical intervention.

TCAT schools will utilise staff who know individual pupils well to help identify and manage risk such as trigger points when challenging behaviour is more likely to occur and develop proactive strategies to reduce the likelihood of physical interventions being used. Each school will also work with the pupil, parents and other professionals to develop prevention and de-escalation strategies.

De-escalation strategies may include:

- Removing stimuli that may be causing distress
- Changing body language, facial expression, or tone of voice
- Supporting the pupil to express their emotions before they become overwhelmed
- Engaging the pupil in an activity which can help them manage their feelings of anxiety
- Distracting the pupil in something that interests them or by introducing familiar objects and activities to redirect their attention

Staff members will not assume that a technique employed for one pupil with SEND will be applicable to other pupils with SEND.

Where appropriate, staff will work with pupils with SEND and their parents in the co-production of behaviour related support plans. These plans will outline any adjustments and methods to communicate their needs effectively. Support plans will also detail circumstances where it may be appropriate for staff to have increased physical contact with a pupil. Any behaviour related support plan will be reviewed with the pupil and their parent periodically and following any significant incident.

Where there is an identified risk, e.g. an increased likelihood in the need to use reasonable force and other physical interventions, TCAT schools will put risk assessments in place and mitigate these risks through training and prevention strategies.

Our schools will adhere to TCATs Special Educational Needs and Disabilities (SEND) Policy at all times.

## **7. Post-incident support**

Each TCAT school will evaluate all incidents involving the use of physical intervention as soon as practicable after the event to understand why it was used, the impact on pupils and staff, any patterns and trends, and how the use of physical interventions might be avoided in the future.

If appropriate, the pupil and staff member involved will receive a medical assessment and treatment for any injuries as soon as possible

Follow-up conversations will be used to facilitate reflection, learning and to support pupil and staff wellbeing. Such conversations will be framed as part of the overall debriefing process and seek to understand what happened during the incident and why, based on separate reflections from both the staff and pupils involved. This process will be facilitated by a staff member who was not involved in the incident, with input from an additional person to ensure impartiality and support.

The school will continue to monitor pupil and staff wellbeing and provide additional support if needed. Additionally, any pupil who witnesses an incident of physical intervention will also be provided with appropriate support where necessary, irrespective of if such a physical intervention were deemed as the use of reasonable force.

## **8. Recording and reporting incidents**

The Trust Board will ensure that a procedure is in place across all TCAT schools for recording and reporting each significant event in which a staff member uses force on a pupil.

Incidents will be recorded as soon as practicable after the event. It will be recorded by the staff members involved and they will aim to do this no later than the same day. The requirement to record will apply even if the use of physical interventions in certain circumstances is agreed with parents as part of a pupil's behaviour related support plan.

In instances of the use of force by staff on a pupil or pupils, TCAT schools will record the following details on the Physical intervention Report Form, and the Physical Intervention Log as a minimum:

- Names of pupils and staff directly involved
- Any relevant needs or circumstances of the pupil, including whether the pupil involved has SEND, and their SEN status code
- The time, date, location, and approximate duration of the intervention
- A brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and what type of physical intervention was used, the degree of force, and details of any physical injuries sustained
- A brief account of why the use of force was assessed as necessary in that instance
- Any post-incident support, e.g. details of any medical treatment for injuries or other adverse impacts

TCAT schools may also record details such as witness accounts, how and when parents were notified, and what follow-up action has taken place.

Records should be retained and analysed by the Headteacher/Head of School, and SENCO where physical intervention was used on a pupil with SEND, on a regular basis and reported to the Local Governing Body to ensure that such interventions are being used appropriately, and to identify patterns of behaviour and responses to that behaviour that may require changes to school practice, e.g. increased staff training or further behavioural or emotional support. Records should also be sent to the Executive Headteacher/CEO who will share the data with the Trust Board for evaluation.

Where physical restraint has been used the pupil's parents will be informed unless it appears that doing so would be likely to result in serious harm to the pupil. If the decision is made that the parents cannot be informed as this would place the child at greater risk, the incident will be reported to the LA by the DSL.

A report of the incident made to parents will include the following details as a minimum:

- The time, date, location and approximate duration of the intervention
- A brief account of why the intervention was assessed as necessary
- A brief account of what type of force was applied, and the degree of force
- The details of any physical injuries sustained, if applicable

Parents will also be invited to have a follow-up discussion about the incident where appropriate. This may include a discussion about:

- Behavioural triggers or warning signs of an impending incident
- Whether any agreed behaviour support plans were followed
- What de-escalation strategies were used and how effective they were
- What might be done differently in the future

The Headteacher/Head of School will be responsible for conducting a thorough investigation to find out the correct details of what occurred; this may include talking to other pupils about the incident, for instance those who witnessed the event.

### **Recording and reporting the use of seclusion and non-force related restraint**

The Trust Board will ensure that a procedure across all TCAT schools is also in place for recording and reporting any incident involving seclusion or non-physical restrictive intervention, whether or not physical force has been used. This duty applies even where such interventions are agreed with parents as part of a pupil's behaviour related support plan.

Incidents involving seclusion or non-physical restrictive intervention will be recorded as soon as practicable after the event by the staff members involved and, wherever possible, no later than the same day.

For the purposes of this policy, non-physical restrictive interventions include actions that restrict a pupil's movement without direct physical contact, such as preventing a pupil from leaving a space or removing an item that enables mobility.

TCAT schools will record the following details as a minimum:

- Names of the pupil and staff directly involved
- The time, date, location, and approximate duration of the intervention
- Any relevant needs or circumstances of the pupil, including SEND where applicable
- A brief account of why the intervention was assessed as necessary in that instance
- Any post-incident support provided, including medical or emotional support where relevant

Parents will be informed of incidents involving seclusion or non-physical restrictive intervention as soon as practicable, and no later than the same day, unless it appears that doing so would be likely to result in serious harm to the pupil. Where parents cannot be informed for this reason, the incident will be reported to the local authority.

Where an incident involving seclusion or non-physical restrictive intervention also constitutes a significant use of force, the school will follow the reporting procedure for significant use of force only, and information will not be duplicated.

Records of seclusion and non-physical restrictive interventions will be retained, monitored, and reviewed alongside records of physical intervention to support oversight, identify patterns or trends, and inform any necessary changes to school practice or pupil support.

## **9. Complaints**

Any complaints regarding the use of physical interventions will be dealt with in accordance with TCATs Complaints Policy and Procedures.

If an allegation regarding inappropriate use of force or other restrictive interventions is made against a staff member, the incident will be investigated and TCATs Allegations of Abuse Against Staff Policy and Disciplinary Policy and Procedures will be followed.

## Monitoring and review

This policy will be reviewed in line with the published schedule at the front of this document and at any point material changes require it by the Executive Headteacher/CEO in collaboration with the Board appointed Trustee, the Trust Board and Executive and Senior Leadership.

Any changes made to the policy will be amended by the Executive Headteacher/CEO and will be communicated to Executive Leaders, the TCAT Central Team and to Headteachers/Heads of School, who, in turn, will alert school-based staff.

The next scheduled review date for this policy is 12<sup>th</sup> February 2029.

Signed by:

_____	Executive Headteacher/CEO	Date: _____
_____	Board appointed Trustee	Date: _____

## Appendix A: Physical Intervention Report Form

We believe that reasonable force should only be used when absolutely necessary. With this in mind, this form has been created to ensure that all incidents of this type are recorded. Incidents must also be documented in the Physical Intervention Log.

<b>Name of staff member(s)</b>	
<b>Name of pupil(s)</b>	
<b>SEND status</b>	
<b>Date</b>	
<b>Time</b>	
<b>Location</b>	
<b>Name(s) of staff member(s) who witnessed the incident</b>	
<b>Informed parties (parents, social workers, police, etc.)</b>	

<b>Circumstances prior to the incident</b>	
<b>Brief account of the incident (including approximate duration, degree of force used and any and all physical injuries sustained)</b>	
<b>Details of any negative impact on other pupils</b>	
<b>Reason(s) for physical intervention (please tick)</b>	
To prevent a pupil from causing injury to themselves or others.	<input type="checkbox"/>

To prevent a pupil from committing a criminal offence.	<input type="checkbox"/>
To prevent a pupil from damaging property.	<input type="checkbox"/>
To prevent a pupil from causing disorder among pupils at the school, whether during a teaching session or otherwise.	<input type="checkbox"/>
<b>Was it a planned intervention, e.g. in line with approved strategies for the behaviour of specific pupils? (Please circle)</b>	Yes/No
<b>Brief account of why the use of force was assessed as necessary</b>	
<b>Any post-incident support required</b>	
<b>Injuries (if any) to staff members, the pupil concerned or other pupils</b>	
<b>Damage (if any) to property</b>	

<b>Recommendation(s) to avoid future incidents</b>	
<b>Headteacher/Head of School signature:</b>	<b>Date:</b>
<b>Signature of staff member concerned:</b>	<b>Date:</b>

## Appendix B: Physical Intervention Log

We believe that physical intervention including the use of reasonable force must only be used when absolutely necessary. Reasonable force will always be used in accordance with the Physical Intervention Policy. All incidents of this nature must be recorded in this log. Details of the individual incident will be recorded using the [Physical Intervention Report Form](#).

Date and time	Name of pupil	Name of staff member	Name(s) of witnesses	Injuries (if any) to pupils or staff	Damage (if any) to property	Nature of intervention	Was the Headteacher/Head of School notified?	Signed by staff member