

Physical Intervention Policy



**Westminster Primary Academy,
Blackpool**

**Introduced: 2010
Last reviewed: Jan 2026**

Policy for Restrictive Physical Intervention to Control or Restrain Pupils

At Westminster Primary Academy we are committed to safeguarding all our pupils – the safety of pupils is paramount and a major consideration when dealing with incidents requiring reasonable intervention to control or restrain pupils.

The Local Governing Body of Westminster Primary Academy recognises that there are occasions when the use of intervention to control or restrain pupils is necessary. This policy is intended to raise staff awareness of the possibility of such occasions and assist staff in preparing and planning a response if such action is required. It is also intended to inform parents and carers about school procedures.

1. REASONABLE INTERVENTION

There is no legal definition of 'reasonable intervention'. Therefore, it is not possible to set out comprehensively when it is reasonable to use intervention, or the degree of intervention that may be reasonably used. It will always depend on the circumstances of the case. However, Westminster Primary Academy accepts the considerations outlined below.

There are two relevant considerations:

- the use of physical intervention can be regarded as reasonable only if the circumstances of the particular incident warrant it. The use of any degree of intervention is unlawful if the particular circumstances do not warrant the use of physical intervention. Therefore physical intervention could not be justified to prevent a pupil committing a trivial misdemeanour, or in a situation that clearly could be resolved without intervention.
- the degree of intervention employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any intervention used should always be the minimum needed to achieve the desired result.

2. TYPES OF INCIDENT

Westminster Primary Academy recognises that there are a wide variety of situations in which reasonable intervention might be appropriate or necessary to control or restrain a pupil.

The school acknowledges that these fall into three broad categories:

1. Where action is necessary in self-defence or because there is imminent risk of injury
2. Where there is a developing risk of injury, or significant damage to property
3. Where a pupil is behaving in a way that is compromising good order and discipline

Examples of situations that fall within the first two categories:

- a pupil attacks a member of staff or another pupil
- pupils fighting
- a pupil engaged in, or is on the verge of committing deliberate damage or vandalism to property
- a pupil is causing, or at risk of causing injury or damage by accident, by rough play, or misuse of dangerous objects/materials
- a pupil is running in a corridor in a way in which he/she might have or cause an accident likely to injure him or herself or others



- a pupil absconds from a class or tries to leave school – (this only applies if a pupil could be at risk if not kept in the classroom or at school)

Examples of situations that fall into the third category are:

- a pupil persistently refuses to follow an instruction to leave a classroom
- a pupil is behaving in a way that is seriously disrupting a lesson

3. AUTHORISED STAFF

In an emergency situation to protect a child or others from immediate harm (category 1 in section 2 above):

In this situation all employees at Westminster Primary Academy are authorised by the Headteacher, under the direction of the Local Governing Body, to use reasonable intervention to control or restrain pupils or where such intervention as is reasonable to search for legally prohibited items, but not to search for items banned under the school rules only. Staff are informed of such authorisation at staff briefings, training sessions, when the policy is distributed and reminded of their responsibilities at regular intervals when the Behaviour Policy is reviewed and discussed. To ensure that all staff fully understand what the authorisation involves, Senior Leadership will arrange training/guidance in this area.

Such holds should be brief and safe following the principles set out in section 4. Wherever possible, a help hug technique or shoulder guide is the preferred method of physical intervention. Communication is vital at all times both to the pupil involved and other adults; what is happening, why and what will come next.

In a situation which is escalating and disruptive but not immediately harming another person or themselves (categories 2 and 3 in section 2 above):

Staff working on de-escalation of the situation will call for Team Teach support and two of the higher trained staff will attend.

They will communicate clearly with the child, each other and anyone else in the vicinity what actions will be taken, why and where.

Appropriate Team Teach holds will be used to remove the child to a safe calm down space when it is safe to do so. Appropriate safe spaces include the Focus Room, Nurture Room, Early Years calming room, Year 1 calming room, or SLT office, these rooms will be used wherever this is possible.

In line with '*Restrictive interventions, including use of reasonable force, in schools, 2026*' guidance: It is not realistic to suggest that teachers should never touch pupils and they and other staff in schools have the right to use reasonable intervention to control or restrain pupils in certain circumstances.



4. APPLICATION OF INTERVENTION

Physical intervention can take several forms;

- physically interposing between pupils
- blocking a pupil's path
- holding
- leading a pupil by the arm
- shepherding a pupil away by placing a hand in the centre of the back
- in more extreme circumstances using restrictive holds

At Westminster Primary Academy Staff WILL NOT act in the following ways:

- hold a pupil around the neck, or collar, or in any way that might restrict the pupil's ability to breathe;
- slap, punch, or kick a pupil;
- trip up a pupil;
- hold a pupil face down on the ground.

Under NO CIRCUMSTANCES is CORPORAL PUNISHMENT permitted.

SECLUSION

In extreme circumstances "Seclusion" may be used as a safety measure to manage immediate risk. Seclusion is defined (in *Restrictive interventions, including use of reasonable force, in schools* DFE guidance 2026) as a non-disciplinary safety measure involving the supervised confinement of a pupil, away from others, in an area from which they are prevented from leaving of their own free will.

This is recorded under the 'Seclusion' tag on CPOMs and reported to parents.

Please see section 6 The Recovery Phase - post incident support.

5. PRACTICAL CONSIDERATIONS

Staff members will use their own professional judgement when they feel a pupil needs this kind of support. Unless it is an emergency hold, the action should be discussed with a colleague (section 2, point 1).

- Before intervening physically the staff member should, wherever practicable, tell the pupil who is misbehaving to stop and what will happen if he/she does not. The staff member should continue attempting to communicate with the pupil throughout the incident and should make it clear that physical contact or physical intervention will stop as it ceases to be necessary. A calm and measured approach to a situation is needed and staff should never give the impression that they have lost their temper, or are acting out of anger or frustration, or to punish a pupil.
- Another staff member should not intervene in an incident without help if he/she believes that there is the risk of personal injury.
- The age and level of understanding of the pupil and the severity of the incident are important factors to consider.

SEND

- **When considering the use of intervention, staff must take into account the pupil's SEND status and any 'reasonable adjustments' required to minimize the risk of distress or injury specific to their needs.**



6. THE RECOVERY PHASE - Post incident support

Westminster Primary Academy is committed to post-incident support for the wellbeing of child, staff member and parent.

- A member of SLT must be informed of any physical intervention in order that a fully rounded post-incident support package can be put in place

The child

- Ensure they are safe and have not suffered any injury
- Provide with the space or comfort that they need, dependent on the individual
- Ensure they are comfortable physically eg if they need a drink and if some form of cooling fan is required
- Restorative conversation with the child and staff involved to rebuild relationships

The Staff

- A member of SLT to support in a debrief for staff (to manage stress / trauma)
- Ensure no injury has occurred
- Reflection conversation, could the situation have been managed differently at any stage
- Analysis of triggers
- Supervision is available to staff involved in physical intervention

The parent

- Consideration must be given to the parent, these situations can be distressing for parents
- Information should be given in a factual, clear, concise manner and any questions the parent has answered in a timely manner
- Parents/carers are invited to a follow-up discussion to review the triggers of the incident and co-produce or update the child's Positive Handling Plan as necessary

7. RECORDING INCIDENTS

- The School Policy indicates that all incidents which necessitate the use of physical intervention **must be recorded** as soon as possible and the Headteacher, Deputy Headteacher or a member of the Leadership Team must always be informed.
- Reporting is done by completing the physical intervention log book on google drive and the associated google form and logging the incident leading up to this on CPOMS.
- A hard copy of the form must be shared with the parent and a signed copy be scanned and uploaded to the document vault on CPOMs.
- Any first aid requirements will be logged following the school's first aid procedures

Appendix 1 - hard copy of information collated in the report

Appendix 2 - Positive Handling Plan template - to be completed with the parent and child (dependent on age). To be established when it is felt that a child is in need of such. This is usually when multiple interventions have been used in a short period of time.

Parents/carers/social workers will always be informed of physical interventions on the same day – either orally or in writing.

Additional guidance for staff completing the record can be sought from the Designated Safeguarding lead who is Level 2 Team Teach trained or our 2 members of the HLTA team who are qualified trainers of Team Teach.



7. COMPLAINTS

Complaints should initially be directed to the Headteacher and the Complaints Policy outlines the actions that will be taken. This can be found on the school website.

8. MONITORING & REVIEW

Anonymised information about incidents that have required the use of reasonable intervention will be reported to the Local Governing Body each meeting. Information will be analysed to ensure a consistent approach with Authority Guidance and Policy and will specifically monitor whether restrictive interventions are having a disproportionate impact on pupils with SEND, to ensure the school is meeting its duties under the Equality Act 2010.

9. LINKS TO OTHER POLICIES/GUIDANCE

This policy should be read in conjunction with:

- Safeguarding Policy
- Behaviour Policy
- Keeping Children Safe in Education 2025
- Restrictive interventions, including use of reasonable force, in schools 2026

Links to these can be found on our [school website](#)

10. TEAM TEACH STATEMENT

“Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally. These are not to be seen necessarily as a failure of professional technique but a regrettable and infrequent ‘side-effect’ of ensuring that the service user remains safe.”

George Matthews - Founder



2025-26 Physical Intervention Reporting

It will be assumed that the Westminster email address logged when you open this form is the person completing it. The date will also be logged at this time. If you are using someone else's log in please enter your name in the other information section at the end.

Reports will be checked by a member of SL T who will enter their name and the date of checking on the response spreadsheet.

* Indicates required question

1. Email *

2. Log number

3. Surname *

4. First name *

5. Class *

6. Date *

Example: 7 January 2019

7. Time *

Example: 8.30 a.m.

8. Number of holds

9. Length of hold ie.1x 1min, 1 x 2mins

10. Where did the intervention take place - if the physical intervention was taking a child from one place to another please select 'Journey' and both places

*

Tick all that apply.

child's classroom

Intervention space associated with child's year group

Corridor associated with child's year group

Focus room

An SL T Office

KS2 Library

Playground

Journey

Other:

11. Staff involved in physical intervention *

12. Staff witnesses (not involved)

13. Witnesses (Pupils)

14. Other witnesses

15. What was the reason for the physical intervention? *

Tick all that apply.

Refusal to do as asked

The child's own safety

Safety of other pupils

Safety of staff

Other:

16. What was the behaviour that led to the physical intervention?



17.What strategies were used by the class team to de-escalate prior to the physical intervention?

18. Physical intervention technique used. Select all used: *

Tick all that apply.

Bean bag hold

Help hug move

Help hug seated hold

Guiding elbows move

Single elbow move - 1 person

Single elbow seated hold- 1 person

Single elbow move - 2 people

Single elbow seated hold - 2 people

Double elbow move - 1 person

Double elbow move - 2 people

Double elbow seated hold - 1 person

Double elbow seated hold - 2 people

Figure of 4 move

Figure of 4 seated

Other:

19. Member of staff on right side of the child *

20. Member of staff on the left side of the child *

21. Other staff involved - please state involvement

22. Follow up support for the pupil. (These are the actions that were taken to ensure the pupil was ok after the physical intervention and do not relate to any behaviour issues that occurred before.)

*

23. Sanctions *

Tick all that apply.

None

Isolation (learning time)

Isolation (social time)

Suspension

Other:

24. Injuries to child or staff (Please include acts of physical aggression by pupil that did not result in injury)

25. Please complete the relevant section below and ensure an accident form is completed if appropriate.

Injuries to a child must be discussed with the parent and a member of SLT.

Please include details of any acts of physical aggression that did not result in injury

25. Please provide details of any injuries to the pupil:

26. Please provide details of any injuries to the staff member:

Reporting to parents

If the child is a Looked After Child please inform Ryan Bold so he can email the social worker.

27. Who was informed (ie mum) *

28. Member of staff who informed parents/carers:



29. Mark only one oval.

Phone call

In person

Letter

Other:

30. Time contact made *

Example: 8.30 a.m.

31. Reflection

On reflection was there anything that could have been done differently at any point?

***Any other information**

Use this space to record any additional notes about the incident, communication with parents or carers or if you are not logged in as yourself.

32. Any other information

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**A COPY OF THIS FORM MUST BE SIGNED BY PARENTS
AND UPLOADED TO THE DOCUMENT VAULT ON CPOMS**



Pupil name:

Class:

Date of Planning meeting:

Name	Relationship to child	Name	Relationship to child

Medical Information: (Consider impact as plan is developed below.)

Information to inform plan from any previous physical interventions:

Are there any patterns or known triggers to the incident(s) that have needed physical intervention?	What techniques have been used before and how did the pupil respond to them?	Any other information from previous incidents relevant to this plan?

Managing an incident plan:

Stage of Crisis	Topography of behaviour (Describe what the behaviour looks/sounds like)	Preferred supportive/intervention (Describe strategies that should be attempted at each stage, including critical friends)
Anxiety		
Defensive/ Escalation		
Crisis		
Recovery		
Follow Up		How should parents/carers be informed?

Preferred type of intervention: (Describe preferred holds, standing, sitting.)

The Positive Handling Plan Recording Sheet will be completed for all interventions and parents informed by the method agreed above.

Parent/carer signature:

Date:

Print name:

