



HOLTON SLEAFORD

— INDEPENDENT SCHOOL —

Physical Intervention Policy

Use of reasonable force (DfE)

This policy provides a framework for the use of Physical Intervention within Holton Sleaford Independent School (HSIS) and takes into account information provided in (Section 550A of the Education Act 1996) as well as the DfE "Guidance on the Use of reasonable force - advice for Proprietor, Head of School, staff and governing bodies is that Physical Intervention used by staff must be in accord with the idea of "Reasonable Force" and used only as a last resort once all other strategies have been exhausted.

There is no legal definition of reasonable force. The use of force can only be regarded as reasonable if the circumstances of the incident warrant it and the degree of force employed is proportionate to the level of challenging behaviour presented or the consequences it is intended to prevent.

It is essential that any discussion of Physical Intervention is set in the wider context of education and behaviour management; it should not be seen as an isolated technique. Physical Intervention will only be used when all other methods are exhausted.

Schools can use reasonable force to: (DfE use of reasonable force 07/13)

- Remove disruptive children from the classroom, where they have refused to follow instructions to do so.
- Prevent a pupil behaving in a way that disrupts a school event, school trip or visit.
- Prevent a pupil leaving a classroom, where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.
- Restrain a pupil at risk or harming themselves through physical outbursts.

Schools cannot: (DfE use of reasonable force 07/13)

- Use force as a punishment - it is always unlawful to use force as a punishment.

The Legal Context

The document that concerns us most is Section 550A of the Education Act 1996. This led to 07/13 The use of reasonable force to restrain or control pupils, which sets out guidelines for the use of force to control or restrain pupils.

A calm considered approach to the situation is needed. When circumstances justify, staff can:

- Physically interpose between pupils.
- Use Holding, Pushing. Pulling.
- Lead a pupil by the arm
- Shepherd a pupil away by placing a hand in the centre of the back
- (In extreme circumstances) use more restrictive holds.
- Use necessary action consistent with the concept of "Reasonable Force".

If authorised to do so by the Proprietor and Head of School, staff may use such force as is reasonable to prevent a pupil from:

- Committing a criminal offence
- Injuring themselves or others
- Damaging property, including their own
- Behaving in a way which is prejudicial to the good discipline and order of the school whether in the classroom or elsewhere where the teacher has lawful control of a pupil.

Physical Management Interventions

Staff are trained on an annual basis to use a range of guides, escorts and restraints ranging from least intrusive to most intrusive. These provide a graded and gradual response aimed at intervening with the appropriate amount of reasonable force. Restraints where two people are used will be deemed as a more restrictive hold. As the amount of restriction / number of people increases so does the risk; staff need to make a risk assessment based on the situation as to the level at which they are going to intervene.

1-2 Person Standing / Walking

Friendly Hold

Single elbow

Double elbow

Shield

2 Person Standing/Sitting

Single elbow (1 Each)

Arms in rest position

Shield

2 Person to Ground Recovery

Friendly Hold

Single elbow

Double elbow

Shield

3-5 Person Ground Hold

2 staff restraining arms - 1 on each

1-2 staff restraining the feet

1 staff member at the head monitoring breathing

Shield to ground

No pressure or weight on pupil's torso

NB. Ground Recovery holds are the most restrictive and carry the highest risk.

Training on Physical Intervention techniques given to staff will include the understanding of personal space and body language before any Physical Intervention techniques are taught.

Any Physical Interventions used will need to take account of age, cultural background, gender, stature, and medical history of the student involved.

Placing Physical Intervention in Context

Physical Intervention is never seen in isolation at HSIIS. It is but one strategy available to staff and should always be seen as a last resort when all other strategies have failed.

Physical Interventions can be placed in 2 broad categories:

- Emergency Interventions:

Emergency Interventions will involve staff employing, where necessary, one or a combination of the strategies mentioned in the previous section in response to an incident. This will occur when all other strategies have been exhausted or the incident requires a rapid physical response (for example a child running on to a road).

➤ **Planned Interventions:**

Planned Interventions involve staff employing, where necessary, one or a combination of the strategies mentioned in the previous section as an agreed response to an identified behaviour. This will be documented in a Positive Handling Plan, which will be linked to their Behaviour Management Plan and will be reviewed half termly. The Positive Handling Plan will list the accepted strategies to be used as well as strategies that may be used beforehand. A risk assessment will also be completed identifying the risks involved in the procedure as well as the risks involved if a planned Physical Intervention is not used.

Preventative Strategies need to be:

- Clear and understood by all those who come into contact with the individual.
- Based on thoughts / discussion about possible reasons for Challenging Behaviour.
- Where possible functionally incompatible with the behaviour we are trying to stop.

Reactive Strategies need to be:

- Clear and understood by all those who come into contact with the individual
- Manageable
- Focused on the behaviour not the child
- Flexible
- Aimed at De - escalation

Reporting and Monitoring of Incidents

Reporting and monitoring is of paramount importance for several reasons:

- Protection for staff and pupils
- Keeps a record of number of incidents so times / areas that most incidents occur can be tracked.

- Reporting of a physical intervention needs to be completed on the same day as the intervention.
- A staff member who was involved in the incident needs to also complete a medical check for the pupil.
- After physical management form is complete it needs to be signed and dated by staff who were involved or who witnessed the intervention and the forms need to be placed in the office.
- All forms can be accessed from SchoolPod, completed, and placed in the office.

<u>Written by...</u>	<u>Daniel Laughton</u>	<u>18/11/25</u>
<u>Approved by...</u>	<u>Mike Whatton</u>	<u>18/11/25</u>
<u>Signed...</u>		
<u>Date sent to Governors</u>		<u>Due for Review</u>
<u>Date approved by Governors</u>		<u>18/11/26</u>