



Glenmere Community **Primary School**

Physical Intervention Policy

Date policy last reviewed: June 2026

Signed by:

_____	Headteacher	Date: _____
_____	Chair of governors	Date: _____

Policy Review

Date	By	Changes Made	Approved by Trustees
09/06/26	Tami Dorrington	Trust policy reviewed against Glenmere's policy. More definitions added into Glenmere policy and updated Physical Intervention Report form to align with new requirements.	

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Statement of intent

Glenmere Community Primary School believes that it is important to establish a safe, secure and stable environment to enable pupils to grow, develop and learn. To achieve this, Glenmere recognises that, in certain circumstances, physical intervention, including safe touch and the use of reasonable force, is necessary.

Glenmere 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, Glenmere takes 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.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance 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 2025'
- HM Government 'Reducing the Need for Restraint and Restrictive Intervention'
- Restrictive Intervention Policy (DfE April 2026)

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Allegations of Abuse Against Staff Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Complaints Procedures Policy
- Staff Code of Conduct
- Low-level Safeguarding Concerns Policy
- Child Protection and Safeguarding Policy

2. Roles and responsibilities

The governing board is responsible for:

- Monitoring the overall implementation of this policy.
- Having oversight of the school's use of restrictive interventions and will monitor patterns, frequency and safeguarding implications through regular reporting.

- Notifying the headteacher that the 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 an annual basis.
- Responding to any complaints, in liaison with the headteacher, from pupils or parents regarding the use of reasonable force.

The headteacher is 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.
- Handling any allegations of abuse in line with the Allegations of Abuse Against Staff Policy.
- Maintaining the records of the use of reasonable force and evaluating on a termly basis how reasonable force and physical intervention is used.
- Ensuring that any member of staff who uses reasonable force completes the [Physical Intervention Report Form](#).
- Ensuring that the Behaviour Policy sets out the circumstances in which force might be used.
- Responding to any complaints, in liaison with the governing board, 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.
- Ensuring that this policy is implemented effectively, that staff are appropriately trained, and that systems for recording and monitoring are robust and consistent with DfE expectations.

- Ensure that staff receive appropriate training in behaviour management, de-escalation techniques and the safe use of restrictive intervention where required. Training will be proportionate to role and refreshed regularly, in line with DfE guidance.

The SENCO is 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 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 the headteacher.

The DSL is responsible for:

- Providing staff with annual reasonable force training where the headteacher deems it necessary.
- Ensuring all members of staff use reasonable force in accordance with this policy.
- Reviewing this policy in liaison with the headteacher and governing board.

All staff members will be responsible for:

- Avoiding restrictive interventions wherever possible and only using reasonable force as a last resort.
- Following this policy, using de-escalation strategies wherever possible, and ensuring that any use of restrictive intervention is lawful, proportionate and recorded.
- Only using reasonable force 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

Restrictive intervention: A restrictive intervention is any action that restricts a pupil's movement, liberty or freedom to act independently. This may include physical intervention such as restraint, but also non-physical actions such as blocking a pupil's path or confining a pupil to a space. 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. The use of "reasonable force" refers to the application of the minimum force necessary for the shortest possible duration in order to prevent harm or serious disruption.

Guiding Principles: The school will adopt a preventative and child-centred approach. The use of restrictive intervention is always a last resort and is not a behaviour management strategy in itself. It must never be used as a punishment, to secure compliance, or as a substitute for effective behaviour support. Any intervention must be necessary in the circumstances, proportionate to the level of risk presented, and applied for the shortest time possible. Staff must act in the best interests of the pupil and others, maintaining the pupil's dignity throughout. Particular care will be taken in relation to pupils with special educational needs or disabilities, recognising that behaviour may be a form of communication and that reasonable adjustments may be required.

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.

Circumstances in Which Intervention May Be Used: Restrictive intervention may only be used where it is necessary to prevent a pupil from causing injury to themselves or others, committing a criminal offence, causing serious damage to property, or seriously disrupting the good order of the school. All members of staff have the legal authority to use reasonable force in such circumstances; however, they are expected to do so in accordance with this policy, the DfE guidance, and their training.

4. Avoiding physical intervention and reducing risk

At Glenmere, we will expect staff to assess whether the incident requiring a response can be resolved without physical intervention.

Where possible, we 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 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 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.

Reasonable force 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 reasonable force 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.

Glenmere understands 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. 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.

The school places a strong emphasis on prevention. Staff are expected to use de-escalation strategies and positive behaviour support to reduce the likelihood of incidents occurring. This includes recognising early signs of distress, adapting communication, offering space or time, and using distraction or reassurance.

Where pupils are known to present a higher risk, individual behaviour or risk management plans will be developed. These plans will identify triggers, early warning signs and agreed strategies to support the pupil safely.

5. Seclusion

Seclusion, defined as the supervised confinement of a pupil in a room or area from which they cannot freely leave, will only be used where it is necessary to manage a serious and immediate risk to safety. It must never be used as a disciplinary measure.

Glenmere 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.

Glenmere 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, the pupil must be continuously supervised, and the intervention must end as soon as it is safe to do so, in line with DfE guidance.

Where seclusion is used, Glenmere 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.

Glenmere 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. Glenmere will use appropriate disciplinary measures, such as removal from the classroom, in line with the Behaviour Policy.

The school strictly prohibits any intervention that could cause harm, injury or distress beyond that which is unavoidable in preventing immediate risk. This includes techniques that deliberately inflict pain, restrict breathing or circulation, or involve holding a pupil in a prone (face-down) position.

6. Pupils with SEND

Glenmere 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.

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

The 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 reasonable force.

Glenmere 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 restrictive interventions being used. We 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 support plans. These plans will outline any adjustments and methods to communicate their needs effectively. Behaviour support plans will also detail circumstances where it may be appropriate for staff to have increased physical contact with a pupil. Any behaviour 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, Glenmere will put risk assessments in place and mitigate these risks through training and prevention strategies.

Glenmere will adhere to its Special Educational Needs and Disabilities (SEND) Policy at all times.

7. Post-incident support

Following any incident, the immediate priority is to ensure the physical and emotional wellbeing of the pupil and any staff involved. Appropriate first aid or medical attention will be provided where necessary.

A debrief will take place to reflect on the incident, including the perspective of the pupil where possible. This process should support learning, reduce the likelihood of recurrence, and inform any necessary updates to behaviour or risk management plans.

Glenmere will evaluate all incidents involving the use of restrictive 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 restrictive 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.

Glenmere will continue to monitor pupil and staff wellbeing and provide additional support if needed. Additionally, any pupil who witnesses an incident of restrictive intervention will also be provided with appropriate support where necessary.

8. Recording and reporting incidents

In line with statutory requirements introduced in April 2026 and set out in DfE guidance, every use of restrictive intervention must be formally recorded. The record must be completed as soon as possible after the incident and must include a clear account of what happened, why the intervention was necessary, and what actions were taken.

Parents or carers must be informed of any incident involving restrictive intervention as soon as practicable (preferably the same day), and a record of this communication must be kept.

The governing board will ensure that a procedure is in place 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 restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan.

Glenmere will record the following details 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 reasonable force was applied, 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.

Glenmere 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, and SENCO where physical intervention was used on a pupil with SEND, on a [termly](#) basis 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 governing board [annually](#) for evaluation.

Where reasonable force or 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.

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 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.

Accurate and timely recording is essential both for safeguarding purposes and for identifying patterns or trends that may require further intervention or support.

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

The governing board will ensure that a procedure 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 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.

Glenmere 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, Glenmere 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 restrictive interventions will be dealt with in accordance with Glenmere's Complaints Procedures Policy.

If an allegation regarding inappropriate use of force or other restrictive interventions is made against a staff member, the procedures in Keeping children safe in education will be followed, including the provisions regarding suspension of staff.

10. Monitoring and review

This policy will be reviewed on an [annual](#) basis or sooner if required in response to changes in legislation, DfE guidance, or best practice by the headteacher, DSL, SENCO and governing board, who will consider any necessary changes and communicate the findings of the review to all members of staff.

The school will regularly review records of restrictive interventions in order to identify patterns, evaluate practice and improve support for pupils. This will include consideration of any disproportionate impact on particular groups of pupils.

The next scheduled review for this policy is [January 2027](#)

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](#).

School Name	
Date of incident	
Time	
Location	
Name of pupil(s) D.O.B Year Group SEND / Vulnerabilities	
Name(s) of staff member(s) who witnessed the incident	
Description of the Incident	
Circumstances prior to the incident	

De-escalation Attempts	
Details of any negative impact on other pupils	
Reason(s) for physical intervention (please tick)	
To prevent a pupil from causing injury to themselves or others.	☐
To prevent a pupil from committing a criminal offence.	☐
To prevent a pupil from damaging property.	☐
To prevent a pupil from causing disorder among pupils at Glenmere, whether during a teaching session or otherwise.	☐
Was it a planned intervention, e.g. in line with approved strategies for the behaviour of specific pupils? (Please circle)	Yes/No
Type of Intervention Used	
Details of Intervention	

Start Time:

End Time:

Duration:

Description:

Brief account of why the use of force was assessed as necessary. Was it Proportionate?

Any post-incident support required

Injuries (if any) to staff members, the pupil concerned or other pupils

To Staff:

To Pupil:

To Any Other Pupil:

Damage (if any) to property

Pupil Voice	
Recommendation(s) to avoid future incidents	
Follow-Up Actions	
Completed By	
Name: Role: Signature: Date:	
Senior Leader Review	
Name: Outcome / Comments: Signature:	
Headteacher's signature:	Date:
Signature of staff member concerned:	Date:

Physical Intervention Log

We believe that reasonable force must only be used when absolutely necessary. Reasonable force will always to 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 notified?	Signed by staff member