

# Upton-by-Chester High School

## Physical Intervention Policy



Policy Link	
SLT	Mr L. Cummins
Governor	Mr P. Ivison
Statutory	No

To	Date
Committee	Pastoral
Full Governing Body	December 2025
Next Review	December 2026
Make available on:	Yes/ No
School website	Yes
Staff shared area	Yes

*'Learning to shape the future'*

## 1. Purpose

The purpose of this policy is to make clear the position of the school with regards to necessary physical interventions and to safeguard the well-being of learners and staff when a situation or incident requires the use of physical intervention.

It is the objective of Upton-by-Chester High School to maintain consistent and safe practices in the use of handling, reasonable force & restraint.

## 2. Physical Intervention and the Law

The law allows all adults who are authorised by the Headteacher to be responsible for learners to use such force as is reasonable to prevent a learner:

- a) Committing a criminal offence (or for younger children that which would be an offence)
- b) Causing personal injury, injury to others or damage to property
- c) Engaging in any behaviour prejudicial to maintaining good order and discipline

Staff should not hesitate to act in these situations provided they follow this policy and the attached guidance; however, they should always satisfy themselves that the action they take would be considered justifiable by a wider audience of their professional colleagues.

## 3. Definition of Terms:

**Handling** – refers to any physical intervention applied by a member of staff where it necessary to make physical contact with a learner to manage their conduct or ensure their own or others safety. Handling strategies may be restrictive or non-restrictive and include shepherding, guiding, supporting, blocking, confining, holding and, in the most extreme cases, restraining.

**Use of Reasonable Force** – is the application of appropriate and proportionate force required to achieve the required outcome from the handling strategy employed (see above) without further endangering the learner, member of staff or others present at the time of physical intervention.

**Restraint** - is the positive application of force in order to actively prevent a learner from causing significant injury\* to him/herself or others or seriously damaging property.

\*Significant Injury would include actual or grievous bodily harm, physical or sexual abuse, risking the lives of, or injury to, themselves or others by wilful or reckless behaviour, and self-poisoning.

It must be shown that on any occasion where physical restraint is used there were strong indicators that if immediate action had not been taken, significant injury would have followed.

## 4. Implementation of Physical Intervention:

All members of staff working with learners at the school are authorised to handle, use reasonable force or restrain learners if/when such physical intervention is necessary.

No member of staff is required to employ any physical intervention strategy if they are not comfortable or confident to do so effectively.

No member of staff should intervene physically if they have reason to believe that to do so would worsen the situation/incident that is taking place.

In all circumstances where physical intervention is or may become required, members of staff should ensure that adult assistance is requested before intervention, although it is understood that circumstances may lead to the need for intervention prior to the assistance arriving.

Staff considering handling, use of reasonable force or restraint must provide opportunity for the learner to alter their behaviour/actions before employing a physical intervention strategy and should continue to make instructions to the learner and details of their intended interventions clear.

The method of physical intervention employed must use the minimum reasonable force for the minimum length of time (additional guidance regarding what intervention is and is not appropriate is given in Appendix A).

## **5. Recording Physical Intervention**

All incidents where staff feel that they have used force to modify behaviour or conduct should be recorded. It is not necessary to record every incident of contact with a learner, but where a member of staff perceives that contact has been received at all negatively, they are advised to record the circumstances.

Intervention Recording Forms are in the policies folder within the Staff Shared Area in the Google Drive. and should be submitted to the Headteacher and Designated Safeguarding Lead, via CPOMs, as soon as possible after the intervention has taken place. This must be before the end of the working day at the latest. It is the responsibility of the intervening member of staff to complete the record form on the day that the intervention took place.

All significant incidents will be recorded on the day and reviewed by a senior leader within 24 hours. Parents/carers will be informed as soon as practicable, normally within one school day and normally via the Director of Key Stage. The Headteacher will maintain an overview log and report trends termly to governors.

The circumstances and nature of the physical intervention will be held on the record of the learner involved.

The DSL will inform any necessary agencies/authorities of the physical intervention in accordance with DFE and LA guidance.

For the safeguarding of both staff and learner, any subsequent investigation of the situation/incident should be undertaken by a member of staff other than the one applying the physical intervention.

## 6. SEND and Physical Intervention

Where a learner's behaviour presents a known risk of requiring physical intervention, the school will prepare a Positive Handling Plan or individual risk assessment in consultation with parents/carers, pastoral staff and the SENCO. Reasonable adjustments will be made for pupils with SEND or medical needs. This reflects paragraphs 43–48 of the 2025 DfE guidance.

## 7. Post-Incident Support and Review

After any incident, staff and learners involved will be offered the opportunity to debrief separately and jointly, as appropriate. Where appropriate, the pupil's support plan or risk assessment will be updated to reduce future risk. Staff involved will receive support from the DSL or HR lead.

## 8. Searching Learners

On occasions a member of staff may have reasonable grounds to suspect that a learner is in possession of an item or items which contravene school regulations and could potentially cause harm to the learner or others. Under these circumstances The Education Act 2011 extends the power of staff to search learners without their consent. **Any prohibited items found in learners' possession will be confiscated.** These items will not be returned to learners. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to learners after discussion with senior leaders and parents, if appropriate.

Searching and screening learners is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Searches will be conducted by two members of staff, at least one of whom will be the same gender as the learner.

Upton-by-Chester High School does not endorse and will not undertake a physical search of any learners' person. Where necessary a learner will be asked to remove his/her coat and/or blazer, empty all pockets, open their bags and in some circumstances remove their shoes and socks. Possessions and items of apparel that have been removed may then be searched by the staff present.

If undesirable items are discovered the school will use its power of confiscation to retain the offending item(s). Parents/carers, if not present, will be contacted to explain what has been found and any subsequent sanctions that have been applied. Where appropriate, parents/carers will be invited to retrieve the offending property and asked to ensure that they are not brought to school again.

In the event that illegal items are discovered then the Police will be informed immediately.

## 9. Training for Staff

The following training is in place in Upton-by-Chester High School

- At least annually staff are reminded of the content and implications of this policy.
- All staff receive training regularly on how to prevent the need for physical intervention, including how to de-escalate situations and awareness of positive handling techniques.
- Specialist training may be offered to staff where there is an increased likelihood of staff having to engage in physical restraint. The relevant staff are trained using Team Teach.

Records of training are maintained by the school and held by the Headteacher.

## **10. Equality, Dignity and Human Rights**

All physical interventions will be carried out with respect for learners' dignity and in accordance with the Equality Act 2010 and Human Rights Act 1998. Staff must take care to avoid discrimination or disproportionate use of force against any learner.

## **11. Communication and Accessibility**

This policy will be shared with all staff annually, via a briefing session and will be made available to parents on the school website, and explained to learners through assemblies or tutor sessions as part of the behaviour curriculum.

## **Appendix A:**

### **Guidance for Staff re: Handling, Use of Reasonable Force & Restraint**

#### **1. Purpose of this document**

- To provide for the safety and security of learners in need of physical intervention.
- To clarify for staff the steps they are allowed to take if a situation requiring physical intervention arises

- To enable staff to distinguish between what intervention is and is not acceptable.
- To ensure that staff have an up-to-date knowledge of statutory requirements.
- To help ensure that any physical intervention is minimal, infrequent, recorded and that relevant authorities and parents are appropriately informed.

## 2. ***The decision to employ a Physical Intervention Strategy***

You should be aware that all staff who have responsibility for a learner or group of learners are authorised to employ physical intervention strategies in the event they are necessary and that the law allows you to intervene in this manner.

You should however be aware that you have a choice whether or not to intervene physically in any given situation and that you should not do so if you are uncomfortable with the situation or not confident to deal with it effectively.

You should be aware that in the event that you employ a physical intervention strategy, the parents of the learner will be informed of your actions, the record of the intervention will be kept on the learner's file and where necessary relevant authorities (e.g. IRT) will be notified of the incident for your own future protection.

## 3. ***In what way can you Physically Intervene?***

Any application of physical intervention must only use the **minimum force** for the **minimum amount of time**.

There are a number of ways in which you can physically intervene and you must choose the strategy appropriate to the situation and presenting least risk to yourself, the learner and other persons.

### ***Appropriate actions include;***

**Shepherding or Guiding;** using body positioning and positive gestures to move a learner away from harm. This may include the placing of a hand on the back (between the shoulder blades) and using reasonable force to actively move them from one place to another.

**Blocking or Interposing;** placing yourself between the learner and their objective (e.g. exit, another learner) thereby preventing the potential injury damage or prejudice to good order.

**Holding and Leading;** leading the learner (with open hand e.g. by the upper arm) to prevent them from injury, damage, etc. In cases of resistance from a learner, it may be necessary to employ holding to effectively achieve shepherding and, hence you are actively leading them away.

**Restraining;** used only in the most extreme cases, restraining may require a significant amount of force in order to prevent significant injury (as described in the policy). Essentially, restraining is a more extreme version of holding, may require more than one adult and may last significantly longer than other

strategies. However, the same care must be taken to restrain a learner appropriately.**4. In what ways must you NOT Physically Intervene?**

The purpose of physical intervention is essentially to maintain good order and ensure the safety of all individuals, therefore it is never appropriate to employ a physical intervention strategy if you are not in control of your own emotions. Physical interventions must never be employed in anger or frustration. If you find yourself angry or frustrated by the situation at hand you must step back and allow someone else to manage the issue.

It is never appropriate to use physical intervention strategies as a punishment.

Just as there are a number of acceptable intervention strategies, there are also a number of actions it is completely inappropriate to take.

***Inappropriate actions include;***

**Hitting or Striking;** while it is entirely possible that in the course of an intervention (e.g.

breaking up a fight) you may be hit yourself, you must not strike a learner.

**Deliberately inflicting pain;** it is not okay to twist limbs or put pressure on joints (e.g. arm up a learner's back), pull or hold hair, pinch or hold a learner in a pain inducing way (e.g. by the ear).

**Making contact with sexually sensitive areas of the body;** where at all possible contact should be restricted to arms, shoulders and the back as previously described.

**Restricting breathing;** by holding round the throat or for a prolonged period around the chest. It is also never appropriate to sit on/straddle a learner or hold them face down to the floor.

**5. *Guidance for managing your intervention***

a) Always give a learner an opportunity to resolve the situation without use of physical intervention first.

b) Always send for assistance from colleagues or another authorised adult; other learners should never be involved in physical intervention. You may have to intervene before help arrives, but not managing this entirely on your own is safer for all concerned.

c) Be aware of your emotions. Are you comfortable and confident to deal with this scenario without anger? If not – don't intervene.

d) Continue to communicate with the learner (and witnesses) throughout the incident even if the learner doesn't respond. Be clear about what you are doing and inform the learner that the intervention will cease when it is no longer necessary.

e) Apply only appropriate strategies and the minimum required force to achieve the required outcome (prevention of injury/harm, learner/staff safety, restoration of good order). Release the learner once this has been achieved.

f) Manage the situation calmly – even if the learner responds negatively.

g) Complete a 'Physical Intervention Record Form' as soon as possible after the event.

## 6. Minimising the need for Physical Intervention

In most circumstances Physical Intervention really should be a last resort or an emergency action. Therefore, all staff should:

- endeavour to create a calm environment which will minimise the risk of incidents where the use of physical intervention may be required;
- endeavour to teach learners how to manage strong emotions and conflict through opportunities for SMSC and wider aspects of the school curriculum; quickly seek to de-escalate incidents if they do arise;
- only use reasonable force when the risks involved in doing so are outweighed by the risks involved in not using force;
- be aware of risk assessments and positive handling plans for specific individual learners.

A list of authorised personnel is available from the school but will include all teachers and staff who are contracted by the school.

## Appendix B – Use of force form

### Upton-by-Chester High School Log

<b>Learner name:</b>	<b>Learner Form:</b>
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<b>Date and time force was used:</b>
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<b>Place force was used:</b>
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**Name of staff member(s) using force:**

**Names of witnesses:**

**Reason for physical intervention**

**Please tick  
all  
appropriate**

Prevent a learner harming another person (including staff or fellow learner)

Prevent a learner harming themselves

Prevent a learner engaging in serious disorder and disruption to a lesson/ school event/ on a school trip

Remove a learner from a classroom where they have refused to follow an instruction to leave

Conduct a search without consent for knives, weapons, alcohol, illegal drugs, stolen items, tobacco, cigarette papers, fireworks, pornographic images, any article which is likely to be used to commit an offence/ cause injury/ cause damage to property.

**Description of the circumstances concerning why force was used, and what force was used. Please ensure that your account explains why the use of force was *proportionate* and *necessary*:**

**Describe what actions have been taken to inform parents/ carers of the pupil about the use of force and when:**

Empty rectangular box at the top of the page.

**Describe what follow-up action is being undertaken:**

Large empty rectangular box for text entry.

Signed..... Date.....

**THIS FORM SHOULD BE UPLOADED TO CPOMS AS SOON AS PRACTICALLY POSSIBLE**