



Winshill Village Primary and Nursery School

Restrictive Physical Intervention Procedure



April 2026, September 2026

Next Review: September 2027

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Statement of Intent

At Winshill Village Primary and Nursery School, we are committed to creating a safe, secure and nurturing environment in which all pupils can grow, develop and learn. Central to this is our ethos of *"Dream Big and Learn Without Limits,"* where every child is supported to flourish both academically and emotionally.

We recognise that behaviour is a form of communication and may indicate that a pupil is experiencing difficulty, distress, or unmet needs. As such, the school adopts a proactive and inclusive approach to behaviour, focusing on early identification of triggers, effective support strategies, and the development of positive relationships to minimise the risk of escalation.

The school prioritises de-escalation, emotional regulation, and restorative approaches. However, we acknowledge that there may be rare occasions where staff need to use physical intervention, including safe touch or reasonable force, in order to prevent harm to a pupil or others when all other strategies have been unsuccessful or are inappropriate in the circumstances.

This procedure recognises that any use of physical intervention must be carefully considered and carried out in a manner that is safe, proportionate, and in the best interests of the child. It will always be used as a last resort and never as a form of punishment.

The aim of this procedure is to ensure that any physical intervention is applied consistently, safely, and lawfully, in accordance with current legislation and national guidance, while maintaining the dignity, wellbeing, and rights of all pupils.

1. Legal Framework

This procedure 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' (KCSiE)
- HM Government 'Reducing the Need for Restraint and Restrictive Intervention'

This procedure operates in conjunction with the following school [Winshill Village Primary School - School Policies & Procedures](#) and JT MAT Trust policies and procedures [Policies – John Taylor Multi-Academy Trust](#):

- Behaviour Procedure
- JT MAT Safeguarding Policy
- Special Educational Needs and Disability Procedure
- JT MAT Staff Disciplinary Procedure
- JT MAT Compliments, Comments and Complaints Policy and Procedures
- JT MAT Staff Code of Conduct

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- School Specific Safeguarding Procedure

2. Roles and Responsibilities

The Local Governing Body is responsible for:

- Monitoring the overall implementation of this procedure.
- Notifying the headteacher that the Relationships and Behaviour Procedure 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 procedure 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 JTMAT Safeguarding 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 Relationships and Behaviour Procedure sets out the circumstances in which force might be used.
- Responding to any complaints, in liaison with the Local Governing Body, 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.

The SENDCO 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.

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- Evaluating on a termly basis how reasonable force and physical intervention is used regarding pupils with SEND, in collaboration with the Headteacher.

The DSL (Designated Safeguarding Lead) and DDSLs (Deputy Designated Safeguarding Leads) are 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 procedure.
- Reviewing this procedure in liaison with the Headteacher and Local Governing Body.

All staff members will be responsible for:

- Avoiding restrictive interventions wherever possible and only using reasonable force as a last resort.
- 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: An action or measure used to prevent, limit, or control the movement of a pupil's body, or part of their body. Within this procedure, *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

The school will expect staff to assess whether the incident requiring a response can be resolved without physical intervention.

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Where possible, the school implements 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.

The school understands that, in some cases, action may be required very quickly, e.g. if 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

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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.

5. Seclusion

The school 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.

The school 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 school 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 procedure.

Seclusion will not be used as a disciplinary response to deliberate or wilful misbehaviour. The school will use appropriate disciplinary measures, such as removal from the classroom, in line with the Relationships and Behaviour Procedure.

6. Pupils with SEND

At Winshill Village Primary and Nursery School, we recognise that pupils with Special Educational Needs and Disabilities (SEND) may experience the school environment differently and may respond to distressing, overwhelming, or confusing situations through behaviours that reflect unmet needs. In some cases, these behaviours may place the pupil or others at risk.

We are committed to understanding that behaviour is a form of communication and ensuring that pupils with SEND are supported through proactive, inclusive, and personalised approaches. Staff are trained to recognise individual triggers, patterns of behaviour, and the ways in which pupils with communication difficulties may express anxiety, discomfort, or frustration.

The school will take all reasonable steps to minimise the disproportionate use of restrictive interventions for pupils with SEND by:

- Identifying underlying causes of behaviour
- Implementing early intervention strategies
- Providing appropriate support and adjustments

The SENDCo will ensure that:

- The requirements of the Equality Act 2010 are met, including reasonable adjustments and non-discrimination
- Staff understand the specific needs and vulnerabilities of pupils with SEND

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- Individual risk assessments and support plans are in place where required
- Staff working closely with pupils are fully informed of appropriate strategies

The school will utilise staff who know pupils well to:

- Identify triggers and early warning signs
- Anticipate potential escalation
- Implement consistent and effective preventative strategies

We will work in partnership with:

- Pupils
- Parents and carers
- External professionals

to develop appropriate support, prevention, and de-escalation strategies tailored to individual needs.

De-escalation strategies may include:

- Reducing or removing environmental stimuli that may be causing distress
- Adapting body language, tone of voice, and communication style
- Supporting pupils to recognise and regulate emotions (e.g. Zones of Regulation or similar approaches)
- Providing time, space, or access to a safe and familiar environment
- Engaging pupils in calming, familiar, or preferred activities
- Using distraction or redirection where appropriate

Staff will recognise that strategies are individual to each pupil and will not assume that an approach effective for one pupil will be suitable for another.

Where appropriate, staff will work collaboratively with pupils and their parents/carers to co-produce Individual Behaviour Support Plans. These plans will:

- Identify triggers and early signs of distress
- Outline agreed de-escalation strategies
- Detail communication approaches
- Specify any agreed physical intervention strategies where absolutely necessary

All plans will be:

- Shared with relevant staff
- Reviewed regularly

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- Updated following any significant incident

Where a pupil is identified as being at increased risk of requiring physical intervention, the school will:

- Complete a detailed risk assessment
- Provide appropriate staff training
- Implement preventative strategies to reduce risk

Winshill Village Primary and Nursery School will adhere to its Special Educational Needs and Disabilities (SEND) Procedure at all times, ensuring that all pupils are supported to access learning, feel safe, and achieve their full potential.

7. Post-incident Support

At Winshill Village Primary and Nursery School, all incidents involving the use of physical or restrictive intervention are reviewed promptly to ensure that learning is taken from each situation and that future risk is reduced.

Following an incident, the school will:

- Evaluate the circumstances as soon as practicable
- Consider why the intervention was necessary
- Assess the impact on pupils, staff, and others involved
- Identify any patterns, triggers, or trends
- Review whether alternative strategies could be used in the future

Where appropriate, any pupil or member of staff involved will receive immediate medical assessment and treatment for any injuries sustained.

A structured debrief process will take place to support reflection, learning, and wellbeing. This will include:

- Separate opportunities for the pupil and staff to share their perspectives
- A focus on understanding what happened and why
- Consideration of how similar situations can be managed differently in the future

Debrief conversations will be facilitated by a member of staff who was not directly involved in the incident, ensuring objectivity, support, and a calm environment for reflection. Where appropriate, an additional member of staff may be involved to further support the process.

In line with the school's restorative approach, follow-up discussions will aim to:

- Repair relationships
- Support emotional regulation
- Reinforce positive strategies for future situations

The school will continue to monitor the wellbeing of those involved and provide additional support where required. This may include pastoral support, further intervention strategies, or involvement of external agencies where appropriate.

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Any pupils who witness an incident will also be supported sensitively, ensuring they feel safe, reassured, and able to discuss any concerns.

8. Recording and Reporting Incidents

The Local Governing Body 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.

The school 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.

The school 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 SENDCO 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 shared with the Local Governing Body **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 Staffordshire Families Integrated Front Door (SFIFD).

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.

A follow-up discussion about the incident with parents may be appropriate. This may include a discussion about:

- Behavioural triggers or warning signs of an impending incident.
- Whether any agreed behaviour support plans were followed.

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- 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 investigating 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 Local Governing Body will ensure that this 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 procedure, 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.

The school 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 Staffordshire Families Integrated Front Door (SFIFD).

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 restrictive interventions will be dealt with in accordance with the Trust's JTMAT Compliments, Comments and Complaints Policy and Procedures.

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 (KSCiE) will be followed, including the provisions regarding suspension of staff.

10. Monitoring and Review

This procedure will be reviewed on an annual basis by the Headteacher, DSL, SENDCO and Local Governing Body, who will consider any necessary changes and communicate the findings of the review to all members of staff.

The next scheduled review for this procedure is April 2027.

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Physical Intervention Report Form

We believe that reasonable force should only be used when absolutely necessary. This form has been created to ensure that all incidents of this type are recorded. This form will be filed in the individual pupil's **My Concern** profile. Incidents must also be documented in the [Physical Intervention Log](#).

Name of staff member(s)	
Name of pupil(s)	
Date	
Time	
Location	
Name(s) of staff member(s) who witnessed the incident	
Informed parties (parents, social workers, police, etc.)	
Circumstances prior to the incident	
Brief account of the incident	
Details of any negative impact on other pupils	
Reason(s) for physical intervention (please tick)	

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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 the school, 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
Brief account of why the use of force was assessed as necessary	
Any post-incident support required	
Injuries (if any) to staff members, the pupil concerned or other pupils	
Damage (if any) to property	
Recommendation(s) to avoid future incidents	
Headteacher's signature:	Date:
Signature of staff member concerned:	Date:

Physical Intervention Log

[illegible]