


# BURNT TREE PRIMARY SCHOOL RESTRICTIVE PHYSICAL INTERVENTION POLICY



<b>Signed by Chair of Governors</b>	
<b>Date</b>	14/04/2026
<b>Due For Review</b>	February 2028

## INTRODUCTION

Burnt Tree Primary School is committed to ensure that all pupils and staff are able to work in a safe, supportive and nurturing environment, free from disruption and aggression, where every pupil has the opportunity to achieve their full potential. The school promotes positive behaviour and attitudes for all pupils, this is explained further in the Behaviour Policy. Some pupils, because of the nature of their difficulties, will require additional support to manage their behaviour, which may result in physical intervention.

Our school is a safe, caring and inclusive environment for all, which promotes positive attitudes to behaviour. Our behaviour policy details the way in which we create a positive and caring ethos in the school.

Some children, because of the nature of their difficulties, will need additional help to manage their behaviour, this may result in the use of physical intervention if that child is in a crisis situation i.e. in danger of harming themselves or others. Staff will be trained and updated as appropriate on the strategies and procedures they should adopt if all normal systems have failed i.e. there is a crisis situation.

Staff who work directly with pupils presenting challenging behaviours will be Crisis Prevention (MAPPA) trained.

***Crisis Prevention has proven to be successful in equipping staff with safe and effective physical interventions to manage the more challenging and aggressive behaviour experienced from time to time.***

The programme delivers a solid foundation based on the philosophy of providing the best *Care, Welfare, Safety, and Security* for staff and those in our care that:

- **Focuses** on prevention, deceleration and avoidance.
- **Addresses** the risks of physical interventions.
- **Teaches** safe, non-harmful interventions.
- **Offers** proven post-incident strategies to prevent future crises.

## PHYSICAL RESTRAINT

Physical intervention is only ever used as a last resort when all other attempts to defuse a situation have broken down and then with the minimum of reasonable force.

The Use of Physical Intervention will only be used:

- As an act of care and not as a punishment
- As a last resort, when all other reasonable behaviour strategies have been ineffective or impracticable
- With the minimum force and for the shortest time necessary, in proportion to the circumstances
- In a manner that maintains the safety and dignity of all those who are involved.
- when a pupil poses a danger to themselves or to others, or they are damaging property on or off site.

Staff should be able to justify that strategies other than physical intervention have been attempted and proved ineffective.

In order to prevent or defuse a difficult situation, staff may find it useful to:

- Summon the assistance of another authorised member of staff
- Continue speaking and listening to the pupil
- Divert, distract, cajole or humour the pupil
- Employ appropriate levels of eye contact during any dialogue
- Reason with the pupil and offer him/her appropriate choices

Physical restraint may include, but is not limited to, the following:

- Guiding a pupil by the arm to remove them from the room
- Blocking a pupil's path
- Standing between pupils to prevent movement
- Physically holding a pupil to prevent a fight
- Holding a pupil on the floor – a pupil must only be held on the floor in extreme circumstances

A pupil must not be restrained in a locked room where they cannot leave of their own free will.

Under the Education Act 1996, the Head Teacher authorises members of staff employed by the school and representatives from outside agencies to use reasonable force only to prevent a pupil from doing or continuing to do any of the following:

- preventing a child from committing a criminal offence
- preventing a child causing personal injury to themselves or others
- preventing a child causing damage to property
- engaging in any behaviour prejudicial to maintaining good order and discipline

We are committed to equal opportunities for all, irrespective of race, gender, sexuality, disability or religion. We will monitor the impact of this policy to ensure that no group is adversely affected.

De-escalation will be attempted in the first instance to try to avoid the use of physical intervention. In circumstances where a child requires physical intervention, then the pupil may be 'held' by trained members of staff, unless the situation becomes dangerous to both the pupil and member(s) of staff. This policy applies when the pupil is on the school premises or on an educational visit. The Education Act 1996 does not cover all situations in which it might be permissible to use physical intervention. For example, everyone has the right to defend themselves against an attack providing they do not use a disproportionate degree of force.

Consideration of these strategies should be maintained during and after the need for physical intervention. As soon as it is safe, physical intervention should be gradually relaxed to allow the pupil to regain self-control. The pupil should be informed about what will happen next and be offered reassurance and encouragement to remain calm. In this way, the pupil will be more likely to see physical intervention as an act of care. In some circumstances it may be determined that for the pupil's own safety or for the safety of others that a period of seclusion is required. This will be used as an opportunity for reflection and to continue de-escalation so that the pupil can return to class as soon as possible.

### **PLANNED/UNPLANNED INTERVENTION**

For a very small number of children, it may be necessary to incorporate restrictive physical intervention into a positive handling plan, for use when other de-escalation techniques have not resolved the situation. This would only be in place for a child with a history of severe behavioural difficulties who, at times, is not able to respond to de-escalation strategies. Consideration is given to a pupil's possible behaviour when on out of school visits and trips before deciding whether a PHP is needed. The PHP will be sought from appropriate support services on the best ways to prepare a child with significant behavioural difficulties for off site visits. This should help to avoid anxiety in the young person and staff and therefore, the need for the use of restrictive physical intervention.

**Planned intervention** - The pupil will have a Positive Handling Plan. The PHP will include possible de-escalation strategies and the need for risk assessment prior to the use of a restrictive physical intervention.

### **Questions that could form part of a risk assessment**

- Can I de-escalate the situation?
- Can I avoid the need to use restrictive physical intervention by removing other pupils?
- Does the context warrant a physical intervention?
- Would intervening make the likelihood of serious injury to myself, the child or others less likely?

## **Unplanned intervention**

There is a need for any member of staff, in an emergency situation, to make an immediate risk assessment before deciding on the appropriate action.

In the unlikely event of an adult needing to use restrictive physical intervention while alone with a child they should:

- As soon as possible remove the child and/or the danger and ensure their safety.
- Alert the nearest member of staff
- Record the incident and ensure HT/Senior member of staff is informed.

**NB Restrictive physical intervention is only ever a last resort, de-escalation techniques should be employed if possible.**

Some types of emergency/unforeseen situations may lead to the necessity for physical intervention including:

- running into a busy road,
- dangerously close to water or other hazard
- fighting
- attempting to harm another person

## **MINIMISING THE NEED TO USE FORCE**

Burnt Tree School is committed to minimising the need to use force through the creation of a positive ethos including:

- whole school behaviour policy, (behaviour recovery/trauma and attachment training)
- training in de-escalation of incidents

## **TRAINING**

Members of staff who are trained for physical intervention will have completed CPI Training, this is the Crisis Prevention Institute Verbal Intervention and Safety Intervention training (Formerly known as MAPA), this is delivered by the Local Authority. Staff will complete annual refresher training. The principles of the training are predominantly about de-escalation, and physical intervention will only be used as a last resort.

## **POST INCIDENT**

All incidents of physical intervention must be recorded.

Support will be offered to staff who have been involved in the use of physical intervention. They will be given time and an opportunity to reflect on the incident, and time to complete the 'Physical Intervention Log'.

## **RECORD KEEPING**

It is important that there is a detailed written record when physical intervention is used; it may help prevent a misunderstanding or misinterpretation of an incident. Members of staff who use physical intervention must complete a 'Physical Intervention Log'. A copy of this record will be passed to the SENDCo and Head Teacher immediately. Parents will be informed if physical intervention is part of plan to meet a pupil's specific needs, this will be in conjunction with other professionals. This is only relevant for a small number of pupils. In other cases, parents will be informed if physical intervention has taken place.

## **POST INCIDENT DISCUSSION**

This is extremely important and needs to address :

- details of what exactly happened
- was the school policy adhered to?
- why did it happen?
- who was involved?
- is there a pattern of behaviour involved?
- if this was a planned intervention, does the plan need changing?
- what can be done to prevent it happening again?
- is there a training issue?

## **MONITORING THE USE OF PHYSICAL INTERVENTION**

The SENCo in partnership with the Head Teacher will monitor the use of physical intervention in school. Incidents will also be monitored and shared with other professionals, such as Inclusion Support.

## **COMPLAINTS AND ALLEGATIONS**

Burnt Tree Primary School will deal with complaints and allegations of misconduct arising from incidents under the Complaints/Child Protection procedures as appropriate.

## **LA GUIDANCE**

If schools need help or advice in respect of physical intervention of behaviour management strategies, either in writing policy or in case of incidents/emergencies, contact:

Head Teacher, The Orchard School

0121-569 7040

Head Teacher, Shenstone Lodge School

01543 480369

Behaviour Team Co-ordinator, Inclusion Support

0121 569 2777

Early Years Team – 0121 569 2860/2859

LA Inclusion Support staff will monitor the use of restrictive physical intervention in their schools to give advice and support if necessary via SAP meetings, or following an incident if school staff wish to discuss it with an outside agency.

# BURNT TREE PRIMARY SCHOOL

## Positive Handling Plan

Pupil Name:

Date:

People involved in developing this plan (must include parents/carers):

Why does the child or young person require a PHP?

Details the strategies that:

Create the most appropriate environment for this pupil making it less likely that physical intervention would be required.

- 
- 
- 
- 
- 

May de-escalate a situation

Detail the hold or holds that would be used (if there were a need to hold the pupil firmly to prevent harm to themselves or others).

Details the persons who are authorised by the head teacher to hold the pupil if necessary.

Name:	<input type="text"/>	Name:	<input type="text"/>
Name:	<input type="text"/>	Name:	<input type="text"/>
Name:	<input type="text"/>	Name:	<input type="text"/>
Name:	<input type="text"/>	Name:	<input type="text"/>

I, the parent/carer of \_\_\_\_\_ have discussed this  
positive handling plan and agree to \_\_\_\_\_ being held safely if  
the staff assess that there is no alternative for his/her own safety or the safety of others.

Signed:  Date:

On behalf of the staff of \_\_\_\_\_ school, I undertake to ensure that we  
inform the parents/carers of \_\_\_\_\_  
\_\_\_\_\_ on each occasion that we have to hold safely.

Signed:  Date:

*Head Teacher*

Date of review of plan \_\_\_\_\_

# BURNT TREE PRIMARY SCHOOL

## Record of Incident Requiring Restrictive Physical Intervention

Name of Pupil:

Person Recording the Intervention:

Date of Incident:

Time of Incident: (am/pm)

Log Book Number:

Page and no. in Log Book:

Location of Incident:

### Staff Members Involved:

### Active/Passive

### Designation

Staff Members Involved:	Active	Passive	T	LSP	ST	HT
<input type="text"/>	Act <input type="checkbox"/>	Pass <input type="checkbox"/>	T <input type="checkbox"/>	LSP <input type="checkbox"/>	ST <input type="checkbox"/>	HT <input type="checkbox"/>
<input type="text"/>	Act <input type="checkbox"/>	Pass <input type="checkbox"/>	T <input type="checkbox"/>	LSP <input type="checkbox"/>	ST <input type="checkbox"/>	HT <input type="checkbox"/>
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<input type="text"/>	Act <input type="checkbox"/>	Pass <input type="checkbox"/>	T <input type="checkbox"/>	LSP <input type="checkbox"/>	ST <input type="checkbox"/>	HT <input type="checkbox"/>

Other Witnesses to Intervention:

De-escalation Techniques used:

Verbal Support

Space Given

Reassurance

Redirection

Calm Talking

Time Out

Planned Ignoring

Distraction

Other:

Response to De-escalation:

Positive

Negative

Reasons for Intervention:

Immediate /potential danger to child:

Immediate/potential danger to others

Serious damage to property:

Other (please state):

What happened prior to intervention:

**Techniques used in Intervention:**


**Position:** Standing  Sitting  Ground

Is the intervention an agreed strategy linked to the Behaviour Management Plan? Yes  No

**Details of Incident:**

Duration of Incident: Hours  Minutes

Duration of Intervention: Hours  Minutes

**Medical Intervention:** (please indicate all appropriate areas):

Breathing monitored: Yes <input type="checkbox"/> No <input type="checkbox"/>	Circulation monitored: Yes <input type="checkbox"/> No <input type="checkbox"/>
Injuries to pupil: Yes <input type="checkbox"/> No <input type="checkbox"/>	Injuries to staff: Yes <input type="checkbox"/> No <input type="checkbox"/>
If so, what?	If so, what?
Accident form completed? Yes <input type="checkbox"/> No <input type="checkbox"/>	Violence to employees form completed? Yes <input type="checkbox"/> No <input type="checkbox"/>
Seen by: F/Aider <input type="checkbox"/> GP <input type="checkbox"/> School Nurse <input type="checkbox"/> Casualty <input type="checkbox"/>	Seen by: F/Aider <input type="checkbox"/> Casualty <input type="checkbox"/> GP <input type="checkbox"/>

Action taken after the incident:

Alterations made to behaviour plan:

Yes  No

If so, what?

Staff debrief completed:

(completed by the Head Teacher/Deputy Head Teacher)

Yes  No

Pupil debrief completed:

Yes  No

Staff signature(s):

Date:

Head Teacher Signature:

Date:

Notifications:

**BURNT TREE PRIMARY SCHOOL  
PHYSICAL INTERVENTION LOG BOOK**