

PARKVIEW ACADEMY

MANAGING PHYSICAL

INTERVENTIONS POLICY

Date Reviewed: July 2025



Contents	2
1. Statement of Intent	3
2. Rationale	3
3. Scope	3
4. Staff Policy	4
4.1 Smoke-Free Environment	4
4.2 Staff Breaks	4
4.3 Support for Staff	4
5. Learner Policy	4
5.1 General Rule	4
5.2 Exceptional Circumstances	4
5.3 Support for Learners	5
6. Enforcement and Breaches	5
7. Communication and Awareness	5
8. Monitoring and Review	5
9. Related Policies	5

1. General Guidelines

Physical contact should generally be avoided when working with our client group. Some schools adopt a “no touching” rule. However, there are many occasions when physical contact is necessary and appropriate, such as escorting a student safely across a busy road by holding their hand or clothing. This is acceptable and justified.

All staff will receive ongoing training to understand which types of physical contact are appropriate. For example, letting a student sit on a staff member’s knee is not appropriate.

Mistakes may occur. If a concern arises during employment, a reflective supervision meeting with your line manager will be held to discuss the situation and agree future actions.

2. Ethos

Our work with learners is conducted in an atmosphere of cooperation and mutual respect. Clear and appropriate boundaries and behaviour expectations are set for each individual. Pupils, carers, and staff are aware of the reward and sanction systems that encourage positive behaviour.

The needs of each individual are acknowledged and respected, considering diversity in experience, race, culture, disability, language, community, sex, and gender.

All staff receive Team Teach training within six months of appointment. This ensures professional skills in managing challenging behaviours through de-escalation strategies that reduce the need for restraint and support positive relationships. Positive Behavioural Support (PBS) approaches complement Team Teach methods.

3. Legal Framework

Physical restraint must be limited to emergency situations and used only as a last resort. Under Section 93 of the Education and Inspections Act 2006, all school staff have the legal power to use reasonable force to maintain good order and discipline.

Reasonable force may be used to prevent learners from:

- Committing an offence
- Causing injury or damage to themselves or others
- Engaging in behaviour that disrupts good order and discipline

4. What Does it Mean to Physically Restrain a Student?

Physical restraint is the controlled use of force to protect a child from harming themselves, others, or property. It requires skill, judgment, and knowledge of non-harmful restraint methods, combined with de-escalation techniques.

Why use physical restraint?

It should prevent or deflect harmful actions or remove dangerous objects. It is only necessary when a child cannot control their behaviour and other management strategies have failed.

5. The Aims

- Protect everyone in the school community from harm
- Prevent unnecessary, inappropriate, or harmful physical interventions
- Provide staff with training and information to manage physical interventions effectively
- Support staff who experience assault or verbal abuse
- Ensure thorough recording and reporting of incidents to protect students and staff

6. Risk Assessments

Most students will not require physical intervention. For those who may, risk assessments must be current and individualised to anticipate and minimise challenging behaviour.

Risk assessments consider:

- Environment
- Body language
- Communication methods
- Group composition
- Seating arrangements
- Distraction techniques
- Visual aids

Activity Risk Assessments are completed for specific trips or activities to reduce risks.

Individual Risk Assessments and Personal Handling Plans outline:

- Management and de-escalation strategies
- Involvement of parents

- Staff briefing and training needs
- Additional support arrangements

7. Procedures

If physical restraint is used, ensure that all strategies are appropriate and recorded accurately (see Section 9).

8. Action Steps / Strategies

- Use strategies that consider the student's likely reaction
- Use minimal language appropriate to communication levels
- Instruct the pupil to stop and explain expected behaviour and consequences
- If possible, summon another adult or use radio codes:
 - Blue code: urgent help, state location
 - Yellow code: colleague support for de-escalation
 - Green code: SMT support if urgently needed
- Continue communicating calmly with the student
- Explain that restraint will end as soon as it is no longer necessary
- After the incident, provide medical support, respite, and follow-up repair strategies
- Maintain a calm, professional demeanor throughout

9. Recording Procedures

All restraint incidents must be recorded and reported to the Senior Management Team (SMT). Records should include:

- Pupil(s) and staff involved
- Circumstances leading to restraint

- Strategies used before restraint
- Details of restraint methods and duration
- Outcome, including injuries and follow-up actions
- Witnesses
- Parental contact and communication

10. Complaints

We have a duty of care to all students. Clear communication with parents and adherence to policy help prevent complaints but cannot eliminate them entirely.

Any complaints about restraint use will be investigated under disciplinary, safeguarding, or legal procedures. Staff have the right to report assaults and seek support.

11. Statement for Parents

This policy is available to parents on request. Parkview Academy aims to:

- Prioritise care and protection for all
- Use restraint only as a last resort and very rarely
- Handle incidents responsibly and with follow-up support
- Clearly explain when and how staff may use reasonable force
- Outline staff, pupil, and parent responsibilities in behaviour management

Appendices

Appendix 1: Reasonable Force

Use only as last resort; force must be proportionate to risk. Isolation or seclusion is not permitted. See [Gov.uk Guidance on Reducing the Need for Restraint](#).

Appendix 2: When to Use Reasonable Force

Examples include physical attacks, fighting, risk of injury, absconding, or serious disruption.

Appendix 3: Strategies for Dealing with Reasonable Force

- Move calmly and confidently
- Use simple language
- Intervene early
- Maintain eye contact appropriately
- Summon help if needed
- Remove others at risk
- Do not intervene alone with high-risk situations; seek assistance

Appendix 4: Training Provider

Parkview Academy uses Team Teach, which holds a National Training Award for excellence. Training combines de-escalation with safe physical interventions, aligning with Positive Behavioural Support (PBS) principles. Staff are trained to exhaust other behavioural strategies before restraint is used.

Emma Chatzistryidou

Headteacher, July 2025

ALP Parkview Academy is a trading name of ASD Learning Limited