

PARKVIEW ACADEMY

MANAGING PHYSICAL INTERVENTIONS POLICY

Date Reviewed: September 2026



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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

Restrictive interventions, including the use of reasonable force, must only be used where necessary and proportionate to the circumstances. Under Section 93 of the Education and Inspections Act 2006, all school staff have the legal power to use reasonable force in limited circumstances.

Reasonable force may be used to prevent learners from:

- Causing injury to themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils at the school

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.

Force must never be used for the purpose of punishment. Pupils must not be restrained in a way that affects their airway, breathing or circulation, including by covering the mouth or nose or applying pressure to the neck or abdomen. Where a pupil is unintentionally held on the ground, staff must release the hold or reposition the pupil into a safer alternative or standing position as quickly as possible.

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 pupils where there is an identified risk that reasonable force or other restrictive interventions may be required, risk assessments must be in place, kept current and individualised to anticipate and minimise risk

Risk assessments consider:

- Circumstances in which increased physical contact or restrictive intervention may be required, and clear parameters for its use
- 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 Behaviour Support Plan outline:

- Management and de-escalation strategies

- Involvement of parents
- Staff briefing and training needs
- Additional support arrangements

7. Procedures

If reasonable force or another restrictive intervention is used, it must be necessary and proportionate to the circumstances, using the least amount of force or least restrictive intervention necessary for the shortest time required to reduce the relevant risk.

Any significant incident involving the use of force must be recorded in writing as soon as practicable after the incident, normally on the same day. The incident must also be reported to the pupil's parent(s) as soon as practicable, normally on the same day, in accordance with Section 9.

Any use of seclusion or non-force related restraint must also be recorded and reported to parents in accordance with 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 significant incidents involving the use of force must be recorded in writing as soon as practicable after the incident, normally on the same day. Records must include:

- Pupil and staff involved
- Any relevant needs or circumstances of the pupil, including identified SEND and SEN status code
- Time, date, location and approximate duration of the intervention
- What happened before the incident, including known or potential triggers
- Preventative and de-escalation strategies used
- The type and degree of force used, where applicable
- Why the use of force was considered necessary
- Any physical injuries sustained
- Any post-incident support or medical treatment
- When and how parents were notified
- Any follow-up actions

Each significant use of force must be reported to the pupil's parent(s) as soon as practicable after the incident, normally on the same day. The information provided should include the time, date, location and approximate duration of the intervention, why it was considered necessary, the type and degree of force used, and details of any physical injuries sustained.

Any incident involving seclusion or non-force related restraint must also be recorded and reported to parents as soon as practicable, normally on the same day. This applies even where the intervention has been agreed with parents as part of a pupil's Behaviour Support Plan.

The requirement to report an incident to a parent does not apply where the pupil is aged 20 or over, or where reporting the incident to a parent would be likely to result in serious harm to the pupil. Where reporting to a parent would be likely to result in serious harm, the incident must be reported to another parent where this can be done without causing significant harm, or, where there is no such parent, to the local authority within whose area the pupil ordinarily resides.

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 the use of restrictive interventions will be dealt with under the school's complaints procedure. Where an allegation is made against a member of staff regarding inappropriate use of force or another restrictive intervention, the procedures set out in Keeping Children Safe in Education and the school's safeguarding procedures will be followed.

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 restrictive interventions only where necessary and proportionate to the risk, using the least restrictive intervention necessary for the shortest time required. Seclusion must only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. It must not be used as a punishment and must be recorded and reported to parents in accordance with this policy.

See DfE guidance: Restrictive interventions, including use of reasonable force, in schools. [Restrictive interventions, including use of reasonable force, in schools - GOV.UK](#)

Appendix 2: When to Use Reasonable Force

Examples include physical attacks, fighting, risk of injury, committing a criminal offence, damaging property, or serious disorder among pupils.

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.

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Headteacher, September 2026

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