

*Learning, to make a difference,
in God's world*

Pilgrims' Cross CE Aided Primary School



Restrictive Physical Intervention Policy

Date Agreed: April 2026

Review Date: April 2027

Restrictive Physical Intervention Model Policy

BACKGROUND

This policy has been created to align with our legal duties, including our obligations under the Human Rights Act 1998 and the Equality Act 2010 and outlines the requirements for recording and reporting incidents where restrictive physical intervention or seclusion has been used. This policy is based on guidance from the Department for Education Use of reasonable force and other restrictive interventions guidance (2026) which must be read alongside the model policy and HCC guidance document.

The following definitions inform this policy and how we might support pupils in our setting:

- **Restrictive physical intervention:** a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil.
- **Reasonable force:** a term used in legislation which includes restrictive physical interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.
- **Seclusion:** a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.
- **Restraint:** a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include

direct physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint.

All staff within this setting help pupils to take responsibility for their own behaviour and all behaviour is viewed as a communication. We do this through a combination of approaches, which include:

- Relational practice.
- Trauma informed practice.
- Positive role modelling.
- Unconditional positive regard and trusting relationships.
- Teaching a broad and balanced curriculum that is well matched to the needs of the pupils.
- Setting appropriate boundaries and holding high expectations for all.
- Providing supportive feedback.
- Consideration of how the school and classroom environment can support all pupils to achieve and thrive.
- Sharing best practice for whole class behaviour management, and for managing communal spaces.
- Training staff in effective communication strategies.
- Recording and analysing data on the use of restrictive physical intervention to inform future plans.
- Working closely and collaboratively with parents of individual pupils
- Develop strategies to support individual pupils based on their identified needs
- Meeting the legal requirements of the Equality Act 2010 through provision of reasonable adjustments to ensure that pupils can benefit from what our setting offers
- Using preventative de-escalation techniques giving pupils time, space and taught strategies to be co-regulated or self-regulated.

More details about our positive approach to behaviour can be found in our Behaviour Policy.

There are times when pupil's behaviour presents particular challenges that may require restrictive physical intervention and the use of reasonable force. These occasions will be rare and intervention will only be used when necessary, appropriate and in the best interests of the pupil following the use of de-escalation strategies. This policy sets out our expectations for the use of such intervention. It is not intended to

refer to the general use of physical contact which might be appropriate in a range of situations:

- To give first aid
- To support physical care
- To guide or escort pupils, such as holding the hand of a pupil at the front/back of the line when going to assembly, when walking together around the school or on a school trip, or when helping a pupil to a space they have chosen to access to self-regulate
- To comfort a distressed pupil
- To congratulate or praise a pupil, for example a pat on the back or a handshake
- To demonstrate how to use a musical instrument
- To demonstrate exercises or techniques during PE lessons or sports coaching

This policy is consistent with our Child Protection, Safeguarding and Equal Opportunities policies and with national and local guidance for schools on safeguarding pupils.

We exercise appropriate care when using physical contact and acknowledge that for some pupils, physical contact would be inappropriate. Although, it is acknowledged that in an emergency situation physical contact may be required. For example, those with a history of physical or sexual abuse or those from certain cultural or religious groups. We pay careful attention to issues of sex and privacy, and to any specific requirements of certain cultural or religious groups.

When can restrictive physical intervention be used

- To prevent a pupil from doing or continuing to cause injury to themselves or others.
- To prevent a pupil from committing or continuing to commit a criminal offence.
- To prevent a pupil from doing damage or continuing to do significant damage to property.
- To prevent a pupil from causing disorder among pupils at the setting, whether during a teaching session or otherwise or continuing to cause disorder among pupils at the setting. (However, we would not consider restrictive physical intervention or the use of reasonable force to be appropriate unless there was a

direct risk of harm to a pupil, their peers or the staff involved as a result of the disorder.)

The decision to use restrictive physical intervention will be informed by the following questions as

part of a dynamic, in the moment, risk assessment:

- Is it necessary?
- Is it proportionate?
- Has the pupil's welfare been considered?
- Is it a last resort?
- Is there an alternative less intrusive reasonably practicable action?

Who can use restrictive physical intervention

All staff can use restrictive physical intervention including the use of reasonable force to maintain safety in an emergency.

All teachers and any other person, who by virtue of their contract, have control or charge of pupils are authorised to use restrictive physical intervention including reasonable force under the conditions listed above.

At times the Headteacher may authorise additional staff to have control or charge of pupils and therefore be able to use restrictive physical intervention including the use of reasonable force.

All staff in our school receive regular training in relation to managing behaviour including co-regulation, de-escalation and planning for behaviour change. Records of this are maintained by the school and monitored by the governing body.

Where it is likely that a member of staff may be required to support a pupil through the use of restrictive physical intervention they access training from an accredited provider and risk assessments are used to ensure that this can happen as safely as possible.

What type of physical intervention can be used

We all have a duty of care towards the pupils in our setting. This applies as much to what we **don't** do as what we **do** do. We have a responsibility to intervene to keep pupils safe, taking control for the pupil, not control of them.

We do not use restrictive physical intervention for the purpose of punishment. We do not make use of any technique that could affect a pupil's breathing, risk positional asphyxia or affect circulation or apply pressure to their neck or abdomen. Pupils are

not held on the ground. If a pupil goes to ground independently, they are immediately released.

Staff do not act in ways that might reasonably be expected to cause injury for example by:

- Holding a pupil around the neck or collar.
- Twisting or forcing limbs against the joint.
- Holding a pupil by the hair or ear.

Where staff require specific training in the use of restrictive physical intervention and reasonable force, we arrange that they receive training via Team Teach training courses. This training is accredited by the Institute of Conflict Management (ICM). Staff have access to annual refresher training.

Seclusion is only ever used as a safety measure to protect others from harm whilst a pupil is experiencing high levels of emotional or behavioural dysregulation and is not acting with intent.

This is an emergency response and seclusion does not form part of our wide range of planned interventions.

Where seclusion has been the only safe and practicable response in an emergency situation, we ensure that the pupil is confined in a safe and non-threatening or intimidating environment. We supervise the pupil at all times and as soon as the risk of immediate harm has reduced we enter the space to support the pupil to regulate.

As part of our duties all instances of restrictive physical intervention, reasonable force and seclusion are recorded and reported.

Consideration for pupils with special educational needs and/or disabilities (SEND)

All staff are aware that some children and young people with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. We acknowledge the potential triggers that may include:

- Pain / medical needs
- sensory overload
- unfamiliar situations or environments
- feelings of fear and anxiety.

We seek to understand the underlying triggers of challenging behaviour so that we can provide proactive support, create an inclusive environment and consider the impact of school policies on pupils with SEND. We are aware that pupils with SEND may become disproportionately subject to the use of physical intervention and the use of reasonable force. We seek ways to mitigate this risk through working with pupils,

parents and other professionals to develop prevention and de-escalation strategies. Possible strategies would include:

- removing stimuli that may be causing distress
- changing body language, facial expression, and/or tone of voice
- supporting the pupil to express their emotions before getting overwhelmed
- engaging the pupil in an activity which can help them manage their feelings of anxiety
- distracting the pupil in something that interests them or by introducing familiar objects and activities to redirect their attention

Where there is an identified risk, such as increased likelihood in the need to use reasonable force and/or other restrictive interventions, we have risk assessments in place. We make use of co-produced behaviour support plans which outline adjustments to the school environment and ways for pupils to communicate their needs effectively. Our behaviour support plans detail circumstances where it may be appropriate for staff to have increased physical contact with a pupil. Support plans are reviewed periodically with the pupil and their parents/carers.

Where a pupil has a disability, we have a duty under the Equality Act 2010 to take reasonable steps to avoid disadvantage so that the pupil can fully participate in the

education provided by our school, and that they can enjoy the other benefits, facilities and services that the school provides for pupils.

Recording and Reporting

Our Governing Body ensure that all instances of the use of restrictive physical intervention, including the use of reasonable force and seclusion are recorded and reported in line with Section 93A of the Education and Inspections Act (2006).

We complete records as soon as possible after the incident and no later than the same day. We record incidents despite restrictive physical intervention being use in with prior agreement of the parents / carers.

Our records include:

- Name of pupil and all staff involved – participants and observers.
- Any relevant needs including the SEND status code (K, EHCP)
- Time, date, location and approximate duration of the intervention or series of short interventions.
- What was happening before?
- What do you think triggered this behaviour?
- What de-escalating techniques were used prior to physical intervention?
- Any other information relevant to include.
- Why was restrictive physical intervention used?
- Post incident support.

We report each incident of restrictive physical intervention to parents no later than the same day. If we believe that reporting the use of restrictive physical intervention to a parent will place a pupil at risk of significant harm we report the incident to either the other parent if there is no risk of significant harm or the local authority via pbs.teamteach@hants.gov.uk with the title RPI Report – Risk of Significant Harm.

We report to parents verbally and then follow up in writing via an email / our internal messaging service / sharing a copy of the record form (delete as appropriate). Our report to parents will include:

- Time, date, location and approximate duration of the intervention.
- Why intervention was deemed appropriate.
- What type of intervention was used including the amount of force.
- Details of any injuries sustained by the pupil

As part of our commitment to working collaboratively with parents we arrange follow up meetings to discuss potential tiggers for behaviour, review the behaviour support

plan in place, reflect on de-escalation strategies and what might be done differently moving forward. In addition, we review risk assessments, ensuring that all pupils where there is a risk of the need to use restrictive physical intervention have an individual risk assessment in place.

As per the school's duty under the schools (Recording and Reporting of Seclusion and Restraint) (No.2) (England) Regulations 2025 we record and report instances of seclusion and non-force related restraint as per the procedure above.

Pupil and Staff Support

We acknowledge that any restrictive physical intervention, including the use of reasonable force may be distressing for both pupils and staff. We ensure that any necessary medical assessment and treatment is sought following an incident. Injuries to the pupil are recorded on the restrictive physical intervention record and the school's accident book, staff report injuries via the HCC online reporting system in addition to the restrictive physical intervention record. HCC - [Report an accident or incident](#)

To support the wellbeing of both pupils and staff we hold de-briefs to facilitate reflection as well as repairing and rebuilding relationships and inform future actions. Where possible a member of staff who was not involved in the incident supports the de-brief process.

Monitoring

Our named governor, David Rawlins, supports our school to comply with this policy and the associated DfE guidance. School leaders and governors review incidents of restrictive physical intervention to:

- Identify and implement improvements to policy and practice paying particular attention to
- situations where the same intervention has been used over a period of time and remains ineffective.
- Identify areas of learning and development.
- Understand patterns of behaviour, triggers and the effectiveness of pupil plans.
- Identify any disproportionate use of restrictive physical intervention in relation to pupils who share protected characteristics, SEN or other vulnerabilities.

These reviews take place at least annually and more regularly if restrictive physical intervention is in frequent use. Where data is collated we ensure that we do not over-

interpret small sub-groups and appreciate the limitations of our data and what can be inferred from it.

Concerns and Complaints

The use of restrictive physical intervention including the use of reasonable force can be distressing for all involved which can lead to concerns, allegations or complaints of inappropriate or excessive use.

Our school's complaints policy outlines how to make a complaint as well as the timescales for responses.

Where an allegation of assault or abusive behaviour is made, our Headteacher is immediately informed. If the allegation relates to the Headteacher then the Chair of Governors is immediately informed. We follow our Safeguarding and Child Protection Policies in these instances.

Safety and wellbeing of pupils and staff is our utmost priority, and we always seek to avoid injury. It is possible that as part of a restrictive physical intervention including the use of reasonable force a pupil may accidentally be scratched or bruised. This should not necessarily be seen as a failure of the professional technique but a regrettable and infrequent side effect of making sure the pupil remains safe.

Reviewing

We adopted this policy on 23rd April 2026.

The policy will be reviewed annually by the Governing Body.

Appendix One: Summary guidance for staff on the use of physical intervention

Introduction

This guidance for staff is a summary of our school's detailed policy on the use of physical intervention. Where staff are in any doubt about the use of physical intervention, they should refer to the full policy.

This summary guidance refers to the use of restrictive physical intervention (restraint) which we define as "when a member of staff uses force intentionally to restrict a child's movement against his or her will". Staff should not feel inhibited from providing physical intervention under other circumstances, such as providing physical support or emotional comfort where such support is professionally appropriate. The use of such support must be consistent with our Child Protection policy.

Who can restrain? Under what circumstances can restraint be used?

Everyone has the right to use reasonable force to prevent actual or potential injury to people or damage to property (Common law power). Injury to people can include situations where a child's behaviour is putting him or herself at risk. In all situations, staff should always aim to use a less intrusive technique (such as issuing direct instructions, clearing the space of danger or seeking additional support) unless they judge that using such a technique is likely to make the situation worse.

Teachers and other authorised staff (see full policy for more details about this) may also use reasonable force where a child's behaviour is prejudicial to the maintenance of good order. Staff should be very cautious about using restrictive physical intervention under such circumstances, as it would only be appropriate in exceptional circumstances.

Statutory power - Section 93 of the *Education and Inspections Act* (2006) enables school staff under statutory power to use such force as is reasonable and proportionate to prevent a pupil from doing or continuing to do any of the following:

- committing an offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
- causing personal injury to, or damage to the property of, any person (including the pupil himself) and
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise).

Restraint should never be used as a substitute for good behaviour management, nor should it be employed in an angry, frustrated, threatening or punishing manner.

Although all staff have a duty of care to take appropriate steps in a dangerous situation, this does not mean that they have to use restraint if they judge that their attempts to do so are likely to escalate the situation. They may instead issue a

direction to stop, call for additional assistance or take appropriate action to make the environment as safe as possible (e.g. by clearing the room of children).

Where it is anticipated that an individual pupil's behaviour makes it likely that they may be restrained, a risk assessment and intervention plan should be developed and implemented.

What type of restraint can be used?

Any use of restrictive physical intervention should be consistent with the principle of reasonable force. This means it needs to be in proportion to the risks of the situation, and that as little force is used as possible, for as short a period of time, in order to restore safety. Staff should:

Before physical contact:

Use all reasonable efforts to avoid the use of physical intervention to manage children's behaviour. This includes issuing verbal instructions and a warning of an intention to intervene physically.

Try to summon additional support before intervening. Such support may simply be present as an observer or may be ready to give additional physical support as necessary.

Be aware of personal space and the way that physical risks increase when a member of staff enters the personal space of a distressed or angry child. (Staff should also note that any uninvited interference with a student's property may be interpreted by them as an invasion of their personal space.) Staff should either stay well away or close the gap between themselves and the child very rapidly, without leaving a "buffer zone" in which they can get punched or kicked.

Avoid using a "frontal", "squaring up" approach, which exposes the sensitive parts of the body, and which may be perceived as threatening. Instead, staff should adopt a sideways stance, with their feet in a wide, stable base. This keeps the head in a safer position, as well as turning the sensitive parts of the body away from punches or kicks. Hands should be kept visible, using open palms to communicate lack of threat.

Where physical contact is necessary:

Aim for side-by-side contact with the child. Staff should avoid positioning themselves in front of the child (to reduce the risk of being kicked) and should also avoid adopting a position from behind that might lead to allegations of sexual misconduct. In the side-

by-side position, staff should aim to have no gap between the adult's and child's body. This minimises the risk of impact and damage.

Aim to keep the adult's back as straight and aligned (untwisted) as possible. We acknowledge that this is difficult, given that the children we work with are frequently smaller than us.

When attempting to make safe if a child has hold of another person (adult or child), ensure they are able to release their grip, but stabilise their position for balance, and make safe by ensuring they cannot pull away.

Beware in particular of head positioning, to avoid clashes of heads with the child.

Hold children by "long" bones, i.e. avoid grasping at joints where pain and damage are most likely. For example, staff should aim to hold on the forearm or upper arm rather than the hand, elbow or shoulder. Where possible, use "caring C's", forming a 'c' shape with thumb and 4 fingers, rather than gripping with individual fingers.

Ensure that there is no restriction to the child's ability to breathe. In particular, this means avoiding holding a child around the chest cavity or stomach.

If a child goes to the ground, immediately release them.

Keep talking to the child (for example, "When you are safe, I will release my hold") unless it is judged that continuing communication is likely to make the situation worse.

Don't expect the child to apologise or show remorse in the heat of the moment.

Use as little restrictive force as is necessary in order to maintain safety and for as short a period of time as possible.

After an incident

It is distressing to be involved in a restrictive physical intervention, whether as the child being held, the person doing the holding, or someone observing or hearing about what has happened. All those involved in the incident should receive support to help them talk about what has happened and, where necessary, record their views.

Where appropriate and possible, we also encourage staff to contact the Employee Support Line (ESL), at [Employee Support \(Employee Assistance Programme\) | Hampshire County Council \(hants.gov.uk\)](#) or contact the Teacher Support Line on 08000 562 561.

Staff should inform the Headteacher as soon as possible after an incident of restrictive physical intervention; parents/carers should also be informed. The physical intervention record should be completed as soon as possible and in any event within 24 hours of the incident. There should also be a review following the incident so that lessons can be learned to reduce the likelihood of recurrence in the future.

Appendix Two: Authorised staff

Teachers and those whose contracts give them control and charge of pupils are authorised by statute to use reasonable force if necessary in order to prevent a pupil from doing, or continuing to do any of the following:

1. committing an offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil).
2. causing personal injury to, or damage to the property (including the pupil himself).
3. prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

However, school staff are cautious about the use of restrictive physical intervention under the “prejudicial to the maintenance of good order and discipline” clause and would only do this in exceptional circumstances, with staff that know the student well and who are able to make informed judgements about the relative risks of using, or not using, restrictive physical intervention.

The Headteacher may wish to specifically authorise other individuals to have control and charge of pupils for a specific period of time, e.g. for the duration of a school trip. The Headteacher should ensure that these people, and everyone automatically authorised by contract, are aware of what the authorisation means. The Headteacher should also ensure that those not authorised have been told what steps to take in the case of an emergency.

Appendix Three: Record of staff training

The table below is record of all staff training relating to behaviour management, preventative approaches, managing conflict and restrictive physical intervention techniques.

Names of those trained	Dates of training	Course attended	Dates for future refresher training
Jim Cascarini	27/1/26	Team Teach (L2 reaccreditation)	By 27/1/27
Rossanna Hutchison	27/1/26	"	"
Rebecca Hathaway	27/1/26	"	"
Harry Dookheran	26&27/1/26	Team Teach (L1&2 training)	By 26/1/27
Jack Childs	"	"	"
Greg Edgington	"	"	"
Anastasia Ashby	"	"	"
Katie Harrison	"	"	"

Appendix Four: Risk Assessment document

CHILDREN'S SERVICES RISK ASSESSMENT TEMPLATE FORM RATF-024

Challenging Behaviour In School Risk Assessment (replace with more accurate title of risk assessment if required)

To be completed using local information & using the **Part 3 Guidance Notes** within this document

This assessment is in three parts:

Part 1 – General information & assessment summary comments

Part 2 – The assessment

Part 3 – Guidance notes for carrying out the assessment

PART 1	GENERAL INFORMATION & ASSESSMENT SUMMARY COMMENTS
---------------	--

School / Site	Insert school or site where assessment being carried out
Name of pupil	Insert name of pupil whose behaviour is being assessed
Year group	Insert year group of pupil under assessment
Assessment date	Insert date when risk assessment is being carried out
Assessment serial number	Insert local serial/identification number for future reference

Assessor's comments	Insert comments relevant to findings as appropriate

Name of assessor	Signature of assessor	Date

Assessment reviews	Set future review dates and sign/comment upon comments		
Review date	Reviewed by	Reviewer signature	Remarks

PART 2	The Assessment
---------------	-----------------------

Behaviours causing concern

Use Table One to record the first two aspects of the risk assessment.

Target

The target column should be used to indicate the person to whom the challenging behaviour is usually directed, using the following key:

- Self** The pupil – him or herself
- Staff** Members of staff
- Visitor** Visitors to the school; members of the public when outside of school
- Pupils** Other pupils
- Property** The physical environment

Probability

Record an informed estimate of the likelihood that the behaviour will occur again, ranging from:

- HL** Highly likely. Existing evidence leads staff to conclude that the behaviour is more likely than not to occur again.
- L** Likely. There is a possibility that the behaviour will occur again.
- U** Unlikely. Although the behaviour has occurred before, the context has changed or can be changed to make it unlikely to happen again

Seriousness

Make a judgement about the seriousness of each predicted behaviour.

- A** This would include physical injury requiring medical attention beyond basic first aid; extensive damage to property; significant distress caused to self or others; or lengthy disruption to the normal school routines.
- B** This includes physical injury requiring basic first aid within the school; minor damage to property; some distress caused to self or others; or brief disruption to normal school routines.
- C** No physical injury or damage to property; minor distress or disruption.

Influencing factors

These are described in more detail in Table Two. The numbers referring to each factor may be transcribed as appropriate.

Table One

BEHAVIOURS CAUSING CONCERN				
Behaviour (risk)	Target	Probability	Seriousness	Influencing factors
Verbal aggression (threatening, swearing)				
Physical aggression:				
Kicking				
Punching				
Biting Scratching Spitting (circle as appropriate)				
Hair pulling				
Intimidation communicated by physical action				
Other – please specify				
Property destruction				

Running away from immediate environment				
Running off site				
Refusal to move				
Use of equipment as weapon (throwing or hitting)				
Use of weapon				
Other (please specify)				

Influencing factors

Risk assessment also involves an analysis of the “hazards” – the environmental factors which influence the probability of the behaviour causing concern. In a school situation, these “hazards” are likely to include features of the daily timetable, and interaction with other pupils, and even the skills that adults demonstrate when working with the pupil.

Use Table Two below to show the factors that are associated with the behaviours causing concern.

Table Two (overleaf)

Table Two

POSSIBLE INFLUENCING FACTORS	
1. Periods of unstructured activity	
2. Transition times	
3. Availability of dangerous equipment	
4. Periods of increased pressure e.g. a Home factors (change of home circumstances) b School factors (assessment periods, routine changes) c Other (please specify)	
5. Spaces which involve close physical proximity	
6. Particular pupils/adults (please specify)	
7. Other (please specify)	

Some influencing factors will be particularly closely related to particular behaviours. You may choose to show this by recording the number relating to each influencing factor in the final column of Table One. This will enable you to plan your preventive measures more specifically.

Preventive measures

A range of common preventive measures can be taken to reduce the risk associated with challenging behaviour. Use the table below to show whether these are:

- Currently in place (**P**)
- Currently being actioned (**A**)
- Felt to be inappropriate to the particular risks presented (**I**)

Table Three

PREVENTIVE MEASURES	P	A	I
Proactive measures			
Eliciting pupil view in planning and review			
Providing regular feedback and pastoral support to pupil			
Involving parent/carer in decision-making and planning			
Involving outside agencies (e.g. EP, EWO, Social Services)			
Establishing an individual plan			
Providing regular supervision to staff working with the pupil			
Adapting curriculum arrangements to reflect challenge, choice and structure levels appropriate to the pupil's assessed needs			
Adapting group arrangements to promote positive peer models and minimise inappropriate contact			
Arranging furniture and other equipment to minimise movement and frustration			
Providing frequent rest or change of activity opportunities			
Establishing a positive teaching programme to increase the pupil's range of appropriate skills			
Providing a range of rewards which the pupil can earn by demonstrating the skills defined in the teaching programme, and through other appropriate behaviour			
Identifying the message communicated by the pupil's behaviour			
Agreeing key reactive strategies for handling incidents of challenging behaviour with all staff likely to be in contact with the pupil, and ensuring that these plans are shared with parents			
Providing staff support at difficult times, such as start of day, changeover between lessons, break times, specific lessons			

Systematically reviewing difficult incidents in order to improve upon practice and learn from experience			
Other proactive measures (Please specify)			
Reactive strategies to respond to early warning signs or an escalating situation			
	P	A	I
Active listening			
Environmental adaptation (removing triggers, changing peer/staffing arrangements)			
Diversion/distraction to a preferred activity (Please specify)			
Assistance in the use of an agreed strategy such as a particular communication symbol, or an exit card (Please specify)			
Physical intervention (See Note 1) (Please specify the planned technique)			
Other (Please specify)			

Note 1

All physical intervention must take place within the context of Hampshire's policy and guidance for schools around physical intervention. Specific training in physical intervention is available through Hampshire and Isle of Wight Educational Psychology.

Key actions

It is expected that any pupil whose behaviour is challenging will have an individual behaviour management plan. This will already record many of the preventive and reactive strategies designed to reduce the level of risk presented by the pupil's behaviour. There is no need to repeat these below. Instead, note the date when this plan was initially drawn up, and its proposed review date, and use the space available below to record any *additional* measures to be employed to reduce risk and the person responsible for implementing changes.

Date of current individual management plan:

Proposed date for review of current plan:

FURTHER MEASURES TO BE TAKEN	RESPONSIBLE PERSON

Table Four

ASSESSMENT SUMMARY				
Challenging behaviour risk assessment summary for:				Completed on:
<u>Behaviour(s) causing Concern</u>	Environment(s) where it is likely to be shown	Seriousness (A, B or C)	Key preventive strategies	Key reactive strategies

END OF ASSESSMENT

Introduction to risk assessment

The Health and Safety Executive recommend five steps to risk assessment:

1. Look for the hazards
2. Decide who might be harmed and how
3. Evaluate the risks and decide whether the existing precautions are adequate or whether more should be done
4. Record your findings
5. Review your assessment and revise it if necessary

Risk assessments of challenging behaviour are influenced by the complex, interactional nature of human behaviour. Most young people will already be supported through individual plans, which will include reference to many aspects of risk assessment.

The following format is offered as one way of addressing the five steps above, but should be seen in the context of all the other positive planning that already takes place. This detailed level of risk assessment will not be appropriate in all circumstances but is important where there is feeling that individual or collective behaviours represent a significant hazard.

The framework contains the following sections:

Behaviours causing concern

This section allows a clear description of risks – what types of behaviour does the pupil engage in, which present a risk to others? Action taken in response to this level of risk will vary according to the probability of the behaviour occurring, and the usual intended target for each behaviour.

Possible influencing factors

Behaviour is influenced by the context in which it occurs. This section allows staff to identify key contextual factors such as the physical and social environment, the curriculum and the recent personal history of the pupil.

Preventive measures

Schools can take a range of preventive measures to reduce the risk of challenging behaviour being shown, or to reduce its intensity and duration if it has started. Some preventive measures may be implemented before the challenging behaviour even occurs; others will be responses to early warning signs, or an escalating situation. Specific actions will be related to the assessment of the behaviour and its influencing factors.

Monitoring and review

Behaviour changes over time, and risk assessments will also need to change. Review cycles for individual plans are built into the Special Educational Needs Code of Practice, and it will be important for risk assessments to be reviewed at least as often as twice yearly in order for them to be useful documents. In many cases, the review pattern will need to be more frequent.

These reviews need to be informed by data about the ongoing level of risk. This document does not recommended formats for gathering this data, as many sources will already be available within the school. Data sources will include:

- The young person's views
- The views of those that know the young person from school, at home and in other relevant settings
- Specific incident report forms, such as violent incident records, physical intervention report forms and pastoral records of serious incidents
- Details of points/merits etc. awarded for appropriate behaviour

Useful questions to ask at the review stage include:

- Are any new patterns emerging?
- Has the duration, frequency or intensity of the behaviour changed?
- Has the level of risk altered?
- Which preventive and reactive strategies are working/not working? Why? How do we know?
- Is there anyone else who needs to be involved in the planning and review process?

Key actions

It is important that the risk assessment process does not simply replicate planning and intervention already recorded in other places. The "Key actions" section simply provides a format for recording any actions that are additional to those already recorded.

Risk assessment summary

Some schools may choose to complete the Assessment Summary shown as Table Four so that the key points arising can be shared easily amongst staff. A number of separate behaviours can be recorded with recommended action against each behaviour.

Appendix Five: Related local and national guidance

This policy has been written in the light of more specific guidance that is available to schools.

The main national guidance refers to the Education and Inspections Act (2006)

Department for Education and the Department for Health and Social Care (2019) [*Reducing the Need for Restraint and Restrictive Physical Intervention*](#)

Department for Education (2025) [*Keeping Children Safe in Education: for schools and colleges*](#)

Department for Education (2022) [*Searching, Screening and Confiscation: Advice for schools*](#)

Department for Education (2016) [*Behaviour and Discipline in Schools. Guidance for Governing Bodies*](#)

Department for Education (DfE) [*Use of reasonable force and other restrictive interventions guidance \(2026\)*](#)

Our school policy is based on guidance from Hampshire County Council:

Hampshire County Council (2026) Restrictive Physical Intervention, including the use of reasonable force, in schools and other educational settings

Appendix Six: Key Children's Services Department Personnel

Lead person for Physical Intervention (Education) on behalf of the Physical Intervention Steering Group:

Helen Carlow, Educational Psychologist
Four Chimneys, Winton Close, SO22 6AB

Tel: 01962 876239:

Email: helen.carlow@hants.gov.uk

Appendix Seven: Signatures of staff who have read the Local Authority Restrictive Physical Intervention Policy, Guidance and School Restrictive Physical Intervention Policy

Name and job title	Signature	Date signed
Jim Cascarini		28/4/26
Rossanna Hutchison		“
Rebecca Hathaway		“
Harry Dookheran		“
Jack Childs		“
Greg Edgington		“
Anastasia Ashby		“
Katie Harrison		“

This document was published according to non-statutory and statutory guidance and is subject to change

Published by
Hampshire County Council Children’s Services
2022

Appendix Eight: Physical Intervention Record Form



Physical Intervention Record Form

School DFE

No.....

Name of child/young person

.....

Year Group

Child in care: Yes / No

SEN Register:

Yes / No

When did the incident occur?

Date	Day of week	Time	Where?

Staff involved:

Name	Designation	Trained in an accredited physical intervention package (e.g., Team Teach)	Involved: physically? (P) observer? (O)	Staff signature

Please describe the incident:

1. What was happening before?
2. What do you think triggered this behaviour?
3. What de-escalating techniques were used prior to physical intervention?
4. Any other information relevant to include.

Why was Physical Intervention deemed necessary? Please circle the reason and give a brief description

Reason	Descriptions of risk
Prevent harm to self	
Prevent harm to others	
Prevent damage to property	
Maintain safety	
Other – specify and describe	

Which physical intervention technique/s were used? Tick as applicable and record duration of technique.

	Breakaway	Standing/escorting	Seated (chairs, beanbag, floor)	Lying prone (face down) or supine (face up) *
One person				
Two person				

More than two people (specify)				
---	--	--	--	--

*Due to the increased risk to breathing, holding the child/young person in either of these positions requires an advanced level of training from an accredited provider.

Please give details about the above technique/s

.....

Has the child/young person been held before?	Yes / No
<i>If no:</i> An individual plan and risk assessment for the child/young person must be put in place, clearly detailing proactive, reactive, and physical intervention approaches.	
<i>If yes:</i>	
Does the individual support plan need to be reviewed as a result of this incident?	Yes / No
Does the risk assessment need to be reviewed as a result of this incident?	Yes / No
Who will action these reviews and when? (less than four weeks)	

Who was the incident reported to and when?	
Was there any medical intervention	Yes / No
Include names of any injured person and brief details of injuries	
Please specify any related record form:	
Accident Book <input type="checkbox"/>	Anti Bullying and Racist Incident Record Form <input type="checkbox"/>
Skin map for child/young person and/or adult <input type="checkbox"/>	Violent Incident Record <input type="checkbox"/>
Complaints recorded <input type="checkbox"/>	
Others (please specify)	

Was the pupil debriefed?	Yes / No
Were staff offered a debrief?	Yes / No

Was it taken up?	Yes / No
------------------	----------

Parents/carers were informed:

Date	Time	By whom?	How?

Form completed by:	Name	Designation	Date and time

Good practice dictates that schools should review what happened and consider what lessons can be learned, which may have implications for the future management of the pupil. These need not be added to this form but should be incorporated in the individual plans for the child.

If further advice is required around any issues related to physical intervention or the completion of this form, please contact: pbs.teamteach@hants.gov.uk