

Policy	**Physical Intervention**		
Date for Review	October 2027	**Schedule**	Annually
Date agreed by staff	October 2026	**Date agreed by GB**	December 2026

Introduction

Physical intervention policy

- Commits us to providing a **safe and happy environment** to enable effective teaching and learning to take place.
- Provides a **coherent approach to behaviour management** throughout the school.
- Recognises behaviour may be a **form of communication** and results from how a person feels and how they respond to the environment.
- Accepts that an **integral part of our work in the school is teaching students the skills to manage and improve** their behaviour.
- Ensures that staff members feel **confident** managing a range of behaviours.
- Recognises our individual students need a **differentiated approach** to resolve their behaviour issues.
- Focuses on **positive strategies** with our students and values mutual respect, participation and reward.
- Encourages students to take **responsibility** for their actions and behaviour.

To achieve this successfully we need the full understanding and support of staff, governors, parents, carers and students.

The policy has been developed in response to DfE guidance: Use of reasonable force of which the Federation with its links to LeAFE Training Ltd was mentioned as a key acceptable method and also the April 2026 Guidance Reforms for Restrictive Practice, which again LeAFE Training was used as a partner in the formation of the policy.

The policy should be read in conjunction with **other school policies** relating to interaction between adults and pupils and values.

The policy has been prepared for the support of all teaching and support staff who come into contact with pupils and for volunteers working within the school to explain the school's arrangements for the care and support of pupils presenting very challenging behaviour.

Its contents are available to parents and pupils and is part of our induction programme.

Definitions

Reasonable force

‘The use of restrictive interventions, including reasonable force and seclusion, can have a significant impact on the pupils, staff members and parents involved, as well as the wider classroom. However, there are times when the use of restrictive interventions will be lawful and necessary, for example to keep individuals and the wider school community safe.'

‘…a term used in all legislation which includes physical restrictive interventions. All members of school staff (trained or not) have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than necessary for the least amount of time.’

Restrictive Interventions, including Use Of Reasonable Force in Schools April 2026.

Physical contact

Situations may occur in which proper physical contact occurs between staff and pupils, e.g. in the care of pupils with learning disabilities; in games/PE; to comfort pupils.

Physical intervention

‘a means to prevent, restrict or subdue movement of the body, or part of the body of a pupil. The new 2026 guidance uses 'Restrictive Interventions' as an umbrella term to describe both physical and nonphysical actions aimed to restrain pupils in different ways.’

Physical control/Supportive Holding

This will involve the use of reasonable force when there is an immediate risk to pupils, staff or property. It is important to note that the use of ‘reasonable force’ should be seen as a last resort.

Training

The Imperium Federation provides the LeAFE Method (as accredited by CPD UK, registered with BILD and the RRN) of training for all staff and the school retains a list of all

those staff trained. The school's training and delivery has been witnessed by many organisations including OFSTED, where its use was highly praised within its reports including the DfE report on Supportive Holding where LeAFE was the first methodology listed as an example of best practice.

The list is reviewed on an annual basis (or more frequently if the context requires it) and complies with the DfE issued Keeping Children Safe in Education 2026.

Supportive Rooms

Across the federation, we make use of purposely designed spaces where students are able to de-escalate if they feel that physically they are unable to use their learned strategies.

These rooms :

Waterside	Purple Room (upstairs)	Lilac Room (upstairs)	Blue Room (downstairs)
King's Oak	Blue Room (corridor)	Support Room (corridor)	Reflection Space (Croft)

are fully monitored by both staff and CCTV. At no point is a student left unattended as it is part of our protocols to continue to be involved in order to help them de-escalate. The monitoring of use is recorded so that we can work on improving strategies for individual pupils.

At no point are our rooms locked (they do not have locks fitted).

Authorisation to use reasonable force is not given to volunteers, students or parents.

It will be the responsibility of the Head of School to arrange suitable training. Training for all staff will be made available.

Prior to the provision of training, guidance will be given on action to be taken.

Arrangements will be made clear as part of the induction of staff and training will be provided as part of on-going staff development.

Training will be delivered on a needs-based approach and procedures are in place to monitor incidents.

All training will include theory on at least the following:

- causes of challenging behaviour
- prevention strategies
- positive behaviour management
- de-escalation
- risk assessment
- behaviour support planning
- de-brief following incidents

Physical techniques are not treated in isolation and the school is committed to ensuring that, as a result of incidents, learning opportunities are created for children that allow them to 'own' and take responsibility for their behaviour.

In addition, procedures are also in place to ensure that appropriate support is provided for staff and that following an incident pupil/staff relationships are rebuilt and repaired to ensure that a positive learning environment is maintained.

All the techniques used take account of a young person's:

- age;
- size;
- gender;
- level of physical, emotional and intellectual development;
- special needs;
- social context.

Also, they provide a gradual, graded system of responses.

Recording

All behaviour incidences/physical interventions must be recorded on the schools agreed recording process. Parents will be informed of the incident using the school's communication methods.

Where physical intervention is used to protect the student, others or prevent damage, a record of the incident will be kept. This physical intervention should be recorded in the schools bound book/physical intervention log as well as electronically via our recording system.

The Bound/Numbered Book is a hard-backed book, with numbered pages, retained in the the main office and checked by the Head of School and Executive Head as per policy.

A factual reference to the detailed Incident Report and Health & Safety/Incident will be made. The Incident Report and physical intervention Log will be completed as soon as possible after the incident, normally prior to staff going off duty.

The Head of School or Executive Head will monitor the physical intervention log at the end of each month unless there is a more urgent need for this to be done.

A Health and Safety Accident / Incident Form will be completed and returned to the Local Education Authority in situations where injury has occurred to either members of staff or students.

Where staff have been involved in an incident involving reasonable force, they should have access to counselling and support and this will be arranged by the school at its expense if the staff member requires it.

Monitoring incidents

Whenever a member of staff has to use reasonable force, this will always be recorded and documented following agreed procedures.

Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert a member of the senior leadership team to the needs of any student(s) whose behaviour may require the use of reasonable force.

Monitoring of incidents takes place on a regular basis and the results used to inform planning to meet individual pupil and school's needs. All incidents are analysed and reported to the Governing Board as part of their set agenda.

Complaints

The availability of a clear policy about reasonable force and early involvement of parents should reduce the likelihood of complaints but may not eliminate them.

Any complaints about staff will be investigated through the school's Complaints Policy.

If necessary, the complaint will be dealt with by the Staff Disciplinary Procedures and/or Child Protection Procedures.