

YSGOL  
MAESTEG



# **Restrictive Physical Intervention Policy**

MAESTEG  
SCHOOL



# Restrictive Physical Intervention Policy

19<sup>th</sup> March 2025

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## ***RESTRICTIVE PHYSICAL INTERVENTION IN SCHOOL***

This policy has been written in accordance with Welsh Government Guidelines on: *Safe and effective intervention – use of reasonable force and searching for weapons (2010)* and should be read in conjunction with it.

### **This policy accords with the following legislation:**

- Gender Equality Duty 2007
  - Equality Act 2006 & up dates
  - Employment Equality (Age) Regulations 2006
  - Discrimination Acts 1995 & 2005
  - Employment Equality (Religion or Belief) Regulations 2003
  - Employment Equality (Sexual Orientation) Regulations 2003
  - Special Educational Needs and Disability Act 2001
  - Race Relations (Amendment) Act 2000 o Sex Discrimination (Gender Reassignment) Regulations 1999
  - Human Rights Act 1998
  - Welsh Language Act 1993
  - Sex Discrimination Acts of 1975 & 1986
- Education Guidance to support Gypsy, Roma and Traveller children and young people.

### **1.4 This policy should be read in conjunction with the following school policies and documents:**

- Child Protection Policy
- Safeguarding Policy
- Strategic Equality Plan & Disability/Accessibility Plan
- Good Behaviour Policy (including Anti-Bullying) Policy
- Equality and Diversity Policy
- School Uniform Policy
- Sex & Relationships Education Policy
- Special Educational Needs Policy

## **1. INTRODUCTION**

In Maesteg School we believe that pupils need to be safe, to know how to behave, and to know that the adults around them are able to manage them safely and confidently. Only for a very small minority of pupils and in very rare occasions, will the use of physical intervention be needed. On such occasions, acceptable forms of intervention are used.

The majority of pupils behave well and conform to the expectations of our school. We have responsibility to operate an effective behaviour policy that encompasses preventative strategies for tackling inappropriate behaviour in relation to the whole school, each class, and individual pupils.

All school staff need to feel that they are able to manage inappropriate behaviour, and to have an understanding of what challenging behaviours might be communicating. They need to know what options are available for managing behaviour, and they need to be free of undue worries about the risks of legal action against them if they use appropriate physical intervention. Parents need to know that their children are safe with us, and they need to be properly informed if their child is the subject of a Restrictive Physical Intervention, including the nature of the intervention, and the rationale for its use.

## 2. DEFINITION OF “RESTRICTIVE PHYSICAL INTERVENTION”

“Restrictive Physical Intervention” is the term used to describe interventions where bodily contact using force is used to control or manage a child’s behaviour. It refers to any instance in which a teacher or other adult authorised by the Headteacher has to use “reasonable force” to control or restrain pupils in circumstances that meet the following legally defined criteria.

- To prevent a child from committing a criminal offence (*this applies even if the child is below the age of criminal responsibility*)
- To prevent a child from injuring self or others
- To prevent or stop a child from causing serious damage to property (*including the child’s own property*)
- To stop the child from engaging in any behaviour which is prejudicial to maintain the good order and discipline at the school.

There is no legal definition of “reasonable force”. However, there are two relevant considerations:

- the use of force can be regarded as reasonable only if the circumstances of an incident warrant it;
- the degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour or consequences it is intended to prevent.

The definition of physical force also includes the use of forcible seclusion or use of locked doors. It is important for staff to note that, although no physical contact may be made in the latter situations, this is still regarded as a Restrictive Physical Intervention.

## 3. WHEN THE USE OF RESTRICTIVE PHYSICAL INTERVENTIONS MAY BE APPROPRIATE IN MAESTEG SCHOOL

Restrictive Physical Interventions will be used when all other strategies have failed, and therefore only as a last resort. However, there are other situations when physical handling may be necessary, for example in a situation of clear danger or extreme urgency. Certain pupils may become distressed, agitated, and out of control, and need calming with a brief Restrictive Physical Intervention that is un-resisted after a few seconds. Situations where Restrictive Physical Intervention may be warranted are also explained in Section 2 above.

The safety and well-being of all staff and pupils are important considerations. Under certain conditions this duty must be an over-riding factor.

### WHO MAY USE RESTRICTIVE PHYSICAL INTERVENTION IN MAESTEG SCHOOL

The following staff (as well as the teachers employed at the school) are authorised by the Headteacher to have control of pupils, and **must** be aware of this Policy and its implications. However, non-inclusion on this list does not mean that an adult is necessarily barred from using physical intervention. If the Head has lawfully placed an adult in charge of children, then that adult will be entitled to use restrictive physical intervention

We take the view that staff should not be expected to put themselves in danger and that removing other pupils and themselves from risky situations may be the right thing to do. We value staff efforts to rectify what can be very difficult situations and in which they exercise their duty of care for the pupils.

The following support and teaching staff have been trained in level 1 Team Teach

Level 1	Date
Carley Hughes	Nov-24
Sian John	Nov-24
Jan Ackerman	Nov-24
Rhys James	Nov-24
Jamie Uren	Nov-24
Chris Hill	Nov-24
Eleanor Williams	Nov-24
Michelle Thomas	Nov-24
Rachel Kennedy	Nov-24
Casey Walters	Nov-24
Chantelle Rees	Nov-24
Rebecca Newman	Nov-24
Lucia Thomas	Nov-24
Dafydd Thomas	Nov-24
Rebecca Hudd	Nov-24
Georgia Morris	Nov-24
Kathy Davies	Nov-24
Tracey Dowler	Nov-24
Callum Buttle	Nov-24
Chris Williams	Nov-24
Ellie Lynch	Nov-24

Use of Team Teach is recorded in the TEAM teach log, which is located in ALNCo's office.

#### **4. PLANNING FOR THE USE OF RESTRICTIVE PHYSICAL INTERVENTIONS IN MASETEG SCHOOL**

Staff will use the minimum force needed to restore safety and appropriate behaviour.

The principles relating to the intervention are as follows :-

- Restrictive Physical Intervention is an act of care and control, not punishment. It is never used to force compliance with staff instructions
- Restrictive Physical Intervention will only be used in circumstances when one or more of the legal criteria for its use are met
- staff will only use it when there are good grounds for believing that immediate action is necessary and that it is in the pupil's and/or other pupil's best interests for staff to intervene physically.
- staff will take steps in advance to avoid the need for Restrictive Physical Intervention through dialogue and diversion. The pupil will be warned, at their level of understanding, that Restrictive Physical Intervention will be used unless they cease the unacceptable behaviour
- only the minimum force necessary will be used

- staff will be able to show that the intervention used was a reasonable response incident
- every effort will be made to secure the presence of other staff, and these staff may act as assistants and/or witnesses
- as soon as it is safe, the Restrictive Physical Intervention will be relaxed to allow the pupil to regain self-control
- a distinction will be maintained between the use of a one-off intervention which is appropriate to a particular circumstance, and the using of it repeatedly as a regular feature of school policy
- escalation will be avoided at all costs, especially if it would make the overall situation more destructive and unmanageable
- the age, understanding, and competence of the individual pupil will always be taken into account
- in developing Individual Education/Behaviour Plans, consideration will be given to approaches appropriate to each pupil's circumstance
- procedures are in place, through the pastoral system of the school, for supporting and debriefing pupils and staff after every incident of Restrictive Physical Intervention, as it is essential to safeguard the emotional well-being of all involved at these times.
- a record will be kept of all incidents where Restrictive Physical Intervention has been used (Annex 1B).

## **5. ACCEPTABLE FORMS OF INTERVENTION IN MAESTEG SCHOOL**

- There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, for example:
  - ❑ to comfort a pupil in distress (so long as this is appropriate to their age);
  - ❑ to gently direct a pupil;
  - ❑ for curricular reasons (for example in PE, Drama etc);
  - ❑ in an emergency to avert danger to the pupil or pupils;
  - ❑ in rare circumstances, when Restrictive Physical Intervention is warranted.
- In all situations where physical contact between staff and pupils takes place, staff must consider the following:
  - ❑ the pupil's age and level of understanding;
  - ❑ the pupil's individual characteristics and history;
  - ❑ the location where the contact takes place (it should not take place in private without others present).

Physical contact is never made as a punishment, or to inflict pain. All forms of corporal punishment are prohibited. Physical contact will not be made with the participant's neck, breasts, abdomen, genital area, other sensitive body parts, or to put pressure on joints. It will

not become a habit between a member of staff and a particular pupil. [Should a pupil appear to **enjoy** physical contact this must not be sought via Restrictive Physical Intervention.]

The types of force used could include:

- passive physical contact resulting from standing between pupils or blocking a pupil's path;
- active physical contact such as:
  - i) leading a pupil by the hand or arm;
  - ii) ushering a pupil away by placing a hand in the centre of the back;
  - iii) in more extreme circumstances, using appropriate restrictive holds, **which require specific expertise or training.**

Where there is a high and immediate risk of death or serious injury, any member of staff would be justified in taking any necessary action (consistent with the principle of seeking to use the minimum force required to achieve the desired result). Such situations could include preventing a pupil running off the pavement onto a busy road or preventing a pupil from hitting someone with a dangerous object such as a glass bottle or hammer.

Staff should make every effort to avoid acting in a way that might reasonably be expected to cause injury. However, in the most extreme circumstances it may not always be possible to avoid injuring a pupil.

Staff should always avoid touching or restraining a pupil in a way that could be interpreted as sexually inappropriate conduct.

## 6. **DEVELOPING A BEHAVIOUR MANAGEMENT PLAN IN MAESTEG SCHOOL** (Annex 1A)

If a pupil is identified for whom it is felt that Restrictive Physical Intervention is likely, then a Behaviour Management Plan will be completed. This Plan will help the pupil and staff to avoid difficult situations through understanding the factors that influence the behaviour and identifying the early warning signs that indicate foreseeable behaviours that may be developing. The plan will include :-

- ❑ involving parents/carers and pupils to ensure they are clear about what specific action the school may take, when and why
- ❑ a risk assessment to ensure staff and others act reasonably, consider the risks, and learn from what happens
- ❑ a **record** to be kept in school of risk reduction options that have been examined and discounted, as well as those used
- ❑ Techniques for managing the pupil's behaviour i.e. strategies to de-escalate a conflict, and stating at which point a Restrictive Physical Intervention may be used
- ❑ identifying key staff who know exactly what is expected. It is best that these staff are well known to the pupil
- ❑ ensuring a system to summon additional support
- ❑ identifying training needs

## 7. **GUIDANCE AND TRAINING FOR STAFF**



Guidance and training is essential in this area. We need to adopt the best possible practice. In Maesteg School this is arranged for all staff at a number of levels including :-

- awareness of issues for governors, staff and parents,
- behaviour management techniques for all staff
- managing conflict in challenging situations - all staff

Training in practical techniques of physical intervention may be required for staff where there is a significant likelihood of them needing to intervene physically due to the nature of the pupil (or pupils) that they are working with. Where there is an identified need for such training, staff will be trained by an approved instructor. *(NB there is no legal requirement for staff to be trained in the use of practical techniques so staff may exercise their legal right to physically intervene even if they have not had such training. However, they would still need to demonstrate that their intervention was reasonable and proportionate).*

## **Approaches to de-escalation of incidents**

### **A ) General strategies**

It is important to remember that the manner in which a situation is approached might make the use of physical intervention unnecessary.

It may help to:

- move calmly and confidently;
- relate to the age, language levels and understanding of the child or young person;
- offer the individual a chance to communicate and listen carefully;
- make simple clear statements to the child or young person;
- maintain a quiet, firm and assured tone of voice;
- reduce the threat of physical presence by sitting down or allowing the child or young person space, e.g. backing off;
- be aware of body language and posturing that could be seen as being provocative;
- offer a constructive alternative activity;
- explain the consequences of refusing to stop;
- talk to the child or young person all the time;
- offer comfort, reassurance and security;
- try to calm using reassurance, empathy, redirection, incentives and rewards;
- maintain eye contact;
- allow the child or young person to save face;
- seek adult assistance;

- judge the risk of potentially increasing disruption as a consequence of physical intervention;
- change the personnel involved;
- remove others away from the child or young person.

Once the situation is moving towards being out of control, your anxiety may also start to rise. Learn to recognise and respond to this by trying to calm yourself.

- Breathe deeply.
- Take time to react.
- Control/monitor your verbal responses (use simple language).
- Control/monitor your non-verbal responses (tone of voice, posture, facial expression).

It may not be helpful to:

- give complex advice or instructions;
- speak quickly and loudly;
- trap a child or young person or stand too close;
- attempt to reason by asking questions;
- consider physical intervention to enforce compliance of an older or physically large child or young person, or when others present may be at risk of injury.

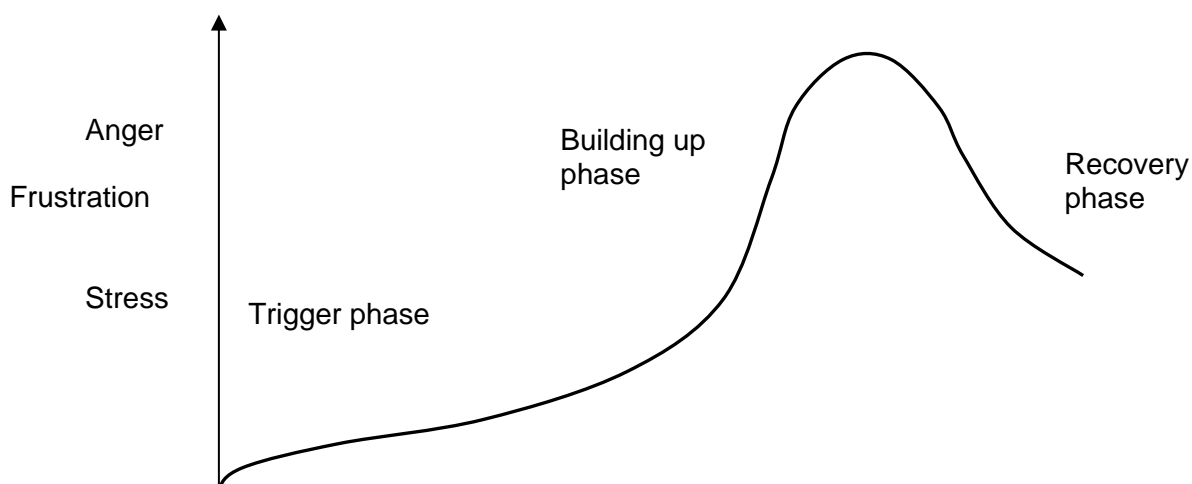
Also:

- remind yourself of your plan for management;
- always have plan B at the ready.

*Other children or young people should never be involved in intervention.*

### **B) The typical pattern of an uncontrolled emotional incident outburst**

Most major incidents do follow a similar pattern of three phases which, if understood and responded to appropriately can be helpful in avoiding an escalation.



Minutes or hours

The critical point for averting the explosion is the trigger phase. Beyond this as the child's level of anxiety, anger and frustration increases attempts to avert the incident will be less and less successful.

## 8. COMPLAINTS

It is intended that by adopting this policy and keeping parents and governors informed we can avoid the need for complaints. All disputes which arise about the use of force by a member of staff will be dealt with according to Child Protection and Safeguarding policies.

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**ANNEX 1A**

**BEHAVIOUR MANAGEMENT PLAN**

For assessing and managing foreseeable risks for children who are likely to need Restrictive Physical Intervention

**School:** .....

**Name of Child:** .....

**Class group:** .....

**Name of teacher:** .....

**Name of parents/Carers:** .....

**Name of Support Service Member/s:** .....

<b>Identification of Risk</b>	
Describe the foreseeable risk (ie what specific behaviours have occurred)	
Is the risk potential or actual? (ie has this happened before)	
List who is affected by the risk	
<b>Assessment of Risk</b>	
In which situations does the risk occur?	
How likely it is that the risk will arise? (ie how often has it happened before)	
If the risk arises, who is likely to be injured or hurt?	
What kinds of injuries or harm are likely to occur?	
How serious are the adverse outcomes?	

**Assessment completed by:** .....



**Signature:** .....

**Date:** .....

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<b>Risk reduction Options</b>			
<b>Focus of Measures</b>	<b>Possible options</b>	<b>Benefits</b>	<b>Drawbacks</b>
<b>Proactive interventions to prevent risks</b>			
<b>Early interventions to manage risks</b>			
<b>Reactive interventions to respond to adverse outcomes</b>			

<b>Agreed Behaviour Management Plan and School Risk Management Strategy</b>		
<b>Focus of Measures</b>	<b>Measures to be employed</b>	<b>Level of risk</b>
<b>Proactive interventions to prevent risks</b>		
<b>Early interventions to manage risks</b>		
<b>Reactive interventions to respond to adverse outcomes</b>		

**Agreed by:**

**Date:**

.....  
**(Parent/carer)**

.....



.....

(Child - if appropriate)

.....

(Headteacher)

<b>Communication of Behaviour Management Plan and School Risk Management Strategy</b>		
<b>Plans and strategies shared with:</b>	<b>Communication Method</b>	<b>Date Actioned</b>

<b>Staff Training Issues</b>		
<b>Identified training needs</b>	<b>Training provided to meet needs</b>	<b>Date training completed</b>





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## Evaluation of Behaviour Management Plan and School Risk Management Strategy

Measures set out	Effectiveness in supporting the child	Impact on risk
Proactive interventions to prevent risks		
Early interventions to manage risks		
Reactive interventions to respond to adverse outcomes		
<b>ACTIONS FOR THE FUTURE</b>		

Plans and strategies evaluated by:

.....

Title:

.....

Date:

.....

*[Adapted from Welsh Government guidelines 2010]*

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## Annex 1B: Use of Force to Control or Restrain Pupils: Incident Record Form

<b>Details of pupil or pupils on whom force was used by a member of staff:</b>	
<b>Date, time and location of incident:</b>	
<b>Details of other pupils involved (directly or as witnesses), including whether any of the pupils involved were vulnerable for SEN, disability, medical or social reasons:</b>	
<b>Description of the incident by the staff involved, including any attempts to de-escalate and warnings given that force might be used:</b>	
<b>Reason for using force and description of force used:</b>	
<b>Any injury suffered by staff or pupils and any first aid and/or medical attention required:</b>	
<b>Follow up, including post-incident report and any disciplinary action against pupil:</b>	
<b>Any information about the incident that has been shared with other staff/external agencies:</b>	
<b>When and how were those with parental responsibility informed and any views expressed by them:</b>	
<b>Has any complaint been lodged / (details should not be recorded here)</b>	
<b>Report compiled by:</b> <b>Role:</b> <b>Signature:</b> <b>Date:</b>	<b>Report countersigned by:</b> <b>Role:</b> <b>Signature:</b> <b>Date:</b>



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