



Jacksdale Primary School & Nursery

PHYSICAL INTERVENTION POLICY

(Use of Reasonable Force)

Reviewed: April 2026

Next review due: April 2028

Physical Intervention Policy (Use of Reasonable Force)

1. Strategic Intent and Policy Objectives

Jacksdale Primary School & Nursery is steadfast in its commitment to providing a safe, caring, and friendly environment where every pupil can learn effectively and maximize their potential. In alignment with the 2024 Department for Education (DfE) vision, we strive to maintain a "calm, safe, and supportive environment" that prioritizes the dignity of all members of the school community. This policy is a critical safeguarding instrument designed to protect the physical and emotional wellbeing of both pupils and staff. Crucially, it serves as a tool for professional protection, providing the necessary legal indemnity for staff who act in good faith and within the parameters of this guidance to ensure the safety of the school.

Policy Governance Information

Detail	Information
Reviewed Date	April 2026
Next Review Due	April 2028
Statutory Lead	Headteacher
Governance Oversight	Jack Wakeling

This policy establishes the school's commitment to safety within the specific legal and statutory frameworks outlined below.

2. Statutory Framework and Policy Development

This policy serves as the school's "Statement of Behaviour Principles," a mandatory requirement under the Education and Inspections Act 2006. It ensures that school leaders and staff meet their legal duties while maintaining a culture of high expectations and respect.

In accordance with the statutory guidance effective from April 2026, this policy adheres to the following legislation:

- **Education and Inspections Act 2006 (Sections 93 and 93A):** Providing the power to use reasonable force and the duty to record significant incidents.
- **The Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025:** Establishing strict protocols for documentation and parental notification.
- **The Equality Act 2010:** Requiring reasonable adjustments for pupils with disabilities and protecting those with protected characteristics.
- **The Human Rights Act 1998:** Ensuring that all interventions respect the fundamental rights of the individual.
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These legal duties mandate that the school takes a proactive approach to the minimization of force, ensuring it is only utilized when absolutely necessary.

3. The Behaviour Curriculum and De-escalation Primacy

The "Behaviour Curriculum," as defined in the February 2024 DfE guidance, shifts the focus from managing misbehaviour to explicitly teaching pupils the habits and routines required for success. By treating behaviour as a curriculum subject, Jacksdale Primary ensures that positive conduct is modelled, taught, and reinforced, thereby reducing the frequency of crisis points.

To minimize the need for reasonable force, the school employs a **Tiered Approach to De-escalation:**

- **Proactive:** Strategic management of the school and classroom environment to support all pupils and pre-emptively reduce triggers.
- **Active:** Strengthening pupils' emotional responses through a curriculum that explicitly explores and builds resilience, self-regulation, and emotional intelligence.
- **Reactive:** Deploying skilled non-physical techniques, such as appropriate tone of voice, empathy, and pre-agreed scripts to restore calm during incidents.

Jacksdale Primary School & Nursery formally prohibits the adoption of "no contact" policies, as they fundamentally undermine the statutory duty of care and the legal power of staff to intervene when safety is at risk. Such policies leave staff disempowered in emergency situations, potentially compromising the safety of the school community. We support sensible, professional physical contact that maintains safety and provides necessary comfort or guidance. When de-escalation strategies are no longer sufficient to manage an identified risk, the school transitions to the criteria for restrictive intervention.

4. Defining Restrictive Interventions: Force, Restraint, and Seclusion

In accordance with the April 2026 guidance, the school adopts the umbrella term "**Restrictive Interventions**" to describe any means used to prevent, restrict, or subdue the movement of a pupil's body.

Reasonable Force

Reasonable force is defined as using "**no more force than is needed**" for the shortest period of time possible. It is a power used to control or restrain a pupil in specific, limited circumstances.

Restraint

Restraint refers to a non-disciplinary intervention which immobilizes a pupil or limits their movement. This can involve direct physical contact, such as holding a pupil's arms, or the removal of mobility aids (e.g., crutches) to prevent harm.

Seclusion

Seclusion is a non-disciplinary safety measure involving the confinement of a pupil away from others where they are prevented from leaving. This includes physical obstruction or making the pupil believe they will be punished if they try to leave. It is used exclusively for pupils experiencing high levels of emotional or behavioural dysregulation to protect others from harm and is **never** to be used as a punishment.

The legal power to use force is limited to four specific conditions:

1. **Injury Prevention:** To prevent a pupil from injuring themselves or others.
2. **Criminal Offence Prevention:** To stop a pupil from committing an offence.
3. **Property Damage Prevention:** To prevent serious damage to property.
4. **Maintaining Good Order:** To prevent behaviour that prejudices the maintenance of discipline at the school.

Staff must always prioritize the "least restrictive" option available to manage the identified risk effectively.

5. Authorised Staff and Professional Discretion

Under Section 93 of the Education and Inspections Act 2006, the Headteacher is empowered to authorize staff members to use reasonable force. At Jacksdale Primary, this authorization is categorized as follows:

- **Permanent Authorisation:** Includes all teachers and any staff member currently in charge of pupils during lessons or school-run activities.
- **Emergency Authorisation:** Includes site management and administrative teams, who are empowered to act in circumstances where immediate intervention is required to maintain safety.

Staff Decision Matrix

When determining whether to intervene physically, staff must exercise professional discretion by considering:

- The risk involved in **not** intervening versus the risk of physical contact.
- Whether the consequences of not intervening would have caused serious and significant damage to property or endangered wellbeing.
- Whether the chance of achieving the desired outcome through non-physical means was assessed as low.
- The age, size, gender, and developmental maturity of the pupil.
- The pupil's Special Educational Needs (SEN), disabilities, or specific vulnerabilities.

If an intervention is deemed necessary, staff are guided by specialised training to ensure the safety of all parties.

6. Specialist Training and "Coping with Risky Behaviours" (CRB)

Certified training is a strategic priority at Jacksdale Primary, as it significantly reduces the potential for physical and psychological harm. Staff identified as requiring advanced skills access the "**Coping with**

Risky Behaviours" (CRB) training, coordinated through the Nottinghamshire County Council "Well-Worker" system.

Key protocols for specialist training include:

- **Certification:** Training provides participants with insights into current legislation and certified physical and non-physical strategies.
- **Bespoke Support Plans:** Since June 2023, the school has utilised bespoke support plans, ensuring training is precisely targeted toward staff who regularly work with pupils requiring specific behavioural interventions.

This professional competence is essential for the accurate recording and reporting of incidents.

7. Statutory Recording and Reporting Duties (Effective April 2026)

Rigorous documentation is vital for providing a "contemporaneous and defensible legal record." It protects staff by providing a factual account of their actions and protects pupils by ensuring transparency and post-incident review.

Mandatory Recording Checklist

All significant incidents involving the use of force or seclusion must be recorded in writing as soon as practicable (and no later than the same day), including:

- **Involved Parties:** Names of pupils and staff, including the pupil's specific **SEN status code**.
- **Context:** A detailed account of triggers and the specific de-escalation strategies attempted prior to intervention.
- **Justification:** A brief account of why the use of force was **assessed as necessary** in that specific instance.
- **Intervention Details:** The "Degree of Force" applied, the technique used, and the approximate duration.
- **Health and Safety:** A record of post-incident medical assessments and any injuries sustained.

Parental Notification

The school has a statutory duty to inform parents of any significant incident involving the use of force or seclusion. This must occur as soon as practicable and **no later than the same day** the incident occurred. In accordance with April 2026 standards, the school **must communicate this information to parents in writing via email or the school's online portal**.

8. Support, Complaints, and Continuous Improvement

Following any restrictive intervention, the school prioritizes "Post-incident Support" to repair and rebuild relationships. We ensure the immediate physical and emotional needs of the pupil and staff member are met through structured, facilitated debriefs.

Complaints and Oversight

If a parent or pupil wishes to raise a concern regarding the use of force, the school follows a transparent complaints process. **Mrs. Kirk, the Office Manager**, acts as the initial point of contact for directing concerns to the appropriate senior staff member to ensure an impartial and objective review.

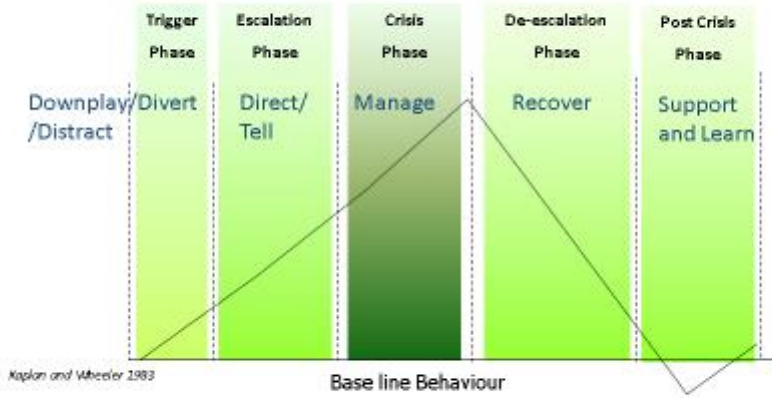
Governance and Data Analysis

The Governing Body plays a proactive role in oversight by regularly reviewing and interrogating recorded data

- Identify patterns of behaviour or triggers and interrogate the effectiveness of support measures.
- Identify areas for staff learning and development.
- Ensure that interventions are not disproportionately affecting pupils who share protected characteristics or have SEN, as required by the **Equality Act 2010**.

Jacksdale Primary School & Nursery remains committed to a culture of safety, dignity, and transparency, ensuring that every physical intervention is lawful, proportionate, and strictly necessary.

A Model for Classroom Intervention



APPENDIX A

Incident Record: Use of Restrictive Intervention

This record must be completed in writing as soon as practicable after the incident, ideally no later than the same day.

1. Basic Information

- Name of Pupil: _____
- Name(s) of Staff Involved: _____
- Name(s) of Witnesses (Staff/Pupils): _____
- Date of Incident: _____
- Time: _____
- Location of Incident: _____
- Approximate Duration of Intervention: _____

2. Pupil Context & Needs

- Relevant Needs/Circumstances: (e.g., past trauma, medical conditions)

- SEND Status & Code: (e.g., EHCP, SEN Support) _____

3. Incident Details & Rationale

- Triggers/Leading Events: What led up to the incident? _____

- **Preventative/De-escalation Strategies Used:** (e.g., verbal redirection, distraction, removal of stimuli) _____

- **Reason for Intervention:** (Select all that apply)
 - To prevent injury to the pupil
 - To prevent injury to others
 - To prevent a criminal offence
 - To prevent serious damage to property
 - To maintain good order and discipline (Force only)

4. Intervention Applied

- **Type of Intervention:** (e.g., specific hold, escorting, seclusion) _____

- **Degree of Force Used:** (Must be the minimum required) _____

- **Seclusion/Restraint Details:** (If applicable, describe the environment or non-physical restraint used) _____

5. Outcomes & Support

- **Injuries Sustained:** (Describe injuries to pupil or staff) _____

- **Post-Incident Support:** (Medical treatment, debriefing provided) _____

- **Pupil/Witness Account:** (Briefly record their view of the event) _____

6. Parent Communication

- **Date/Time Parents Notified:** _____

- **Method of Notification:** (e.g., phone call, email, messaging) _____

- **Staff Member Who Notified Parent:** _____

Staff Signature: _____ **Date:** _____

Head Teacher Review: _____ **Date:** _____