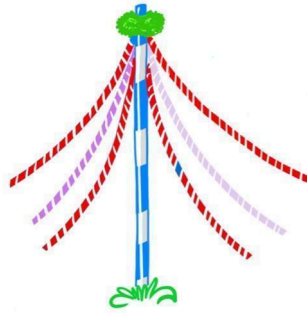


MAYPOLE SCHOOL



PHYSICAL INTERVENTION POLICY 2025-2026

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1. INTRODUCTION

Maypole School aims to provide a safe, caring and friendly environment for all pupils to allow them to learn effectively, improve their life chances and help them maximise their potential.

We take the safety of our pupils and staff very seriously. We believe that all pupils and staff have the right to be safe, and to feel safe, whilst at school or on a school-run activity.

2. MINIMISING THE NEED TO USE PHYSICAL INTERVENTION

We are firmly committed to creating a calm and safe environment which minimises the risk of incidents arising that might require the use of physical intervention. We continually work together as a staff team to explore and strengthen emotional responses to situations.

We will only use a physical intervention as a last resort

We will only use a physical intervention as a last resort and strongly believe in de-escalating any incidents as they arise to prevent them from reaching a crisis point. Staff will be skilled and trained in promoting and rewarding positive behaviour and will utilise various appropriate techniques in the management of a class environment.

Staff will only use physical intervention when the risks involved in doing so are outweighed by the risks involved by not using physical intervention.

3. PHYSICAL INTERVENTION TRAINING FOR ALL STAFF

Maypole School's approach

Under Section 93 of the Education and Inspection Act (2006) the Principal/Executive Headteacher of Maypole School is empowered to authorise those members of their staff who are trained, to use physical intervention.

Mandatory training on managing challenging behaviour

Maypole School provides training to ALL staff employed at the school. All staff, including staff who do not work directly with the pupils, should know what a physical intervention technique looks like and how they should be applied, and they can also assist in the reporting process where required.

We ensure all staff receive training to manage challenging behaviour, so that even if they are not working directly with the children (e.g. administrative staff) they could still support if necessary. The training we use is through PRICE (Protecting Rights in a Caring Environment).

This training is delivered to all new staff as soon after they join the school as possible, conducted over one day and delivered by qualified trainers. All staff also receive mandatory refresher training annually. The school staff also regularly engage in shorter refresher practice sessions, throughout the year; and are always debriefed thoroughly following a PI incident. PRICE is accredited by BILD (British Institute for Learning Disabilities) and follows the standards set out by the RRN (Restraint Reduction Network).

PRICE training provides participants with an insight into recent legislation and guidance that

could impact on policy and practice, as well as a range of physical and non-physical strategies to help manage the risks posed by pupils' and young people's behaviour. The school has its own qualified PRICE trainers who are members of the senior leadership team.

All staff must be willing to participate, if the need arises

All staff working at the school follow the school's behaviour policy, and are empowered to use physical intervention to keep the pupil, staff and others safe where necessary. Typically, the staff working directly with the pupils – teachers, teaching assistants, heads and deputy heads of school, pastoral leaders, behaviour mentors, executive headteacher & principal, will be those most likely to need to use physical intervention. All staff working with the pupils will be expected to participate in a physical intervention if the need arises. This is essential so that a consistent approach across the whole school is maintained.

4. DECIDING WHEN TO USE PHYSICAL INTERVENTION

What English Law says about using Physical Intervention

Under English law, members of staff are empowered to use physical intervention to prevent a pupil from, or stop them continuing any of the following:

- Causing personal injury to another person (staff, pupil or visitor)
- Causing personal injury to themselves
- Causing damage to the property of any person (including the pupil's own)
- Causing damage to the school building or school property (significant)
- 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
- Committing any offence.

Considerations when deciding if intervention is necessary

All staff will make decisions about when, how and why to use physical intervention. To help staff in making these decisions the following considerations may be useful:

- Whether the consequences of not intervening would have seriously endangered the wellbeing of a person (including the pupil themselves);
- Whether the consequences of not intervening would have caused serious and significant damage to property;
- Whether the chance of achieving the desired outcome in a non-physical way was low;
- The age, size, gender, developmental maturity of the persons involved.

The option of calling the Police

Staff are also expected to remember that physical intervention is only one option, and for behaviours involving extreme levels of risk it may be more appropriate to gain support from

other agencies, including the Police. Wherever possible or appropriate, the decision to involve the Police should come from the Principal or Executive Headteacher. If this is not possible, they should be informed at the earliest opportunity.

Knowledge of Risk Assessments / Plans / PI techniques for each pupil

Each pupil is risk assessed termly (or more frequently if necessary) and updated if any additional risks are identified. All staff will be kept informed of the risk assessments of the pupils they work with, and have a duty to inform others, where appropriate, about the plans for specific pupils who can present risks to themselves and others. This may include information about SEN, personal circumstances and temporary upset.

Behaviour management strategies are included in each pupil's Individual Student Support Plan, including the physical intervention techniques that are appropriate and agreed for the pupil concerned. It is all staff's responsibility to read the plans for the pupils they are working with, and to adhere to the strategies included. Student Support Plans are updated and reviewed regularly.

5. GUIDANCE ON USING PHYSICAL INTERVENTION

Pre-emptive PI is sometimes appropriate

We only use physical restraint when there is no realistic alternative, but that does not mean waiting until the danger has escalated, at which point it may have become harder to safely manage the situation. National guidance is clear on this point.

"If necessary, staff have the authority to take immediate action to prevent harm occurring even if the harm is expected to happen some time in the predictable future."¹

Pre-emptive action is therefore sometimes appropriate. But staff first have to assess the risks, and choose the safest alternative. Staff often have to make a decision very swiftly, and it is acknowledged that this will be done with the best of intentions and with the best interests of the child at the centre of the decision.

De-escalation strategies

Staff should only use PI within the context of existing good practice in non-physical skills and techniques, such as de-escalation strategies and primary and secondary response strategies, all of which are highlighted during annual PRICE training.

Considerations when looking to de-escalate a situation may include the following:

- Remove any audience or take other vulnerable pupils to a safer place.
- Make the environment safer by removing potential missiles.

¹

Para 10 Page 4 Dept. of Health, 1997: *"The control of pupils in the public care: Interpretation of the Pupil Act 1989: HMSO*

- Use positive touch to guide or escort pupils to somewhere less pressured.
- Ensure that colleagues know this is happening and get help.

Considerations before using physical intervention

When considering physical intervention staff should think about the following questions:

- How is this in the best interest for the pupil?
- Why is a less intrusive prevention not preferable?
- Why do we need to act now?
- Why am I the best person to do this?
- Why is this absolutely essential?

If staff can answer these questions then it is likely that physical intervention will be judged reasonable and proportionate.

Avoidance of injury

Staff should, where possible, avoid any type of intervention that is likely to injure a pupil, unless in the most extreme of circumstances where there is no viable alternative.

Do not use physical intervention when on your own

Staff should also avoid using physical intervention unless or until another member of staff is present to support, until then you should observe, or call for assistance, unless it would be unsafe to do so.

Use minimum force, for the minimum time that is necessary

Physical intervention requires a certain amount of force. When using force members of staff should only use the minimum amount of force required and for the minimum length of time to achieve the required outcome. It must never be done in anger or to gain compliance.

Use of appropriate language during a hold

The expectation of the school is that all staff support one another by offering help but this does not mean taking over a situation, unless that would be appropriate, for instance if the staff member already involved is a trigger for the pupil's behaviour. A staff member may be told to swap out without a reason given and should follow these instructions without question (there will always be a debrief at the end of the day to discuss and explain). If requesting support, staff must make it clear what help they need.

Scripts that may be used during a hold include:

- **"How can I help?"** When looking to support a member of staff or pupil.
- **"More help available"** when a staff member has offered support, been told help is not

needed but feels that further support may be required.

- **“I am holding you safely until you can hold yourself safely”** when holding a pupil to ensure their safety and that of others around.
- **“We care too much about you to let you hurt yourself other people let you do something you would later feel bad about ...”**

The importance of calmness, and of well-chosen words

A well-chosen word can sometimes avert an escalating crisis. There is no point getting into an argument or long winded discussion when pupils are getting angry. Telling people to calm down or pointing out what they have done wrong can further escalate their behaviour. It is better to say nothing and take time to think of what to say. Some pupils need time to process the information or instructions they are being given; this will increase when a child is distressed or dysregulated . Never attempt to address any issues or what occurred to make the pupil distressed whilst they are being held. Staff remaining calm at all times (even if we don't feel calm) is essential. It is important to remember that when our pupils are dysregulated they will be very unlikely to be able to listen or to process what we may be asking or telling them.

6. RECORDING AND REPORTING INCIDENTS

All PI incidents must be reported

The school will ensure that a robust procedure is in place and followed by all staff, for recording and reporting all incidents where a member of staff has used physical intervention on a pupil. In line with our Behaviour Policy, all significant behaviour incidents are reported, and details of where PI was used will be recorded. These incidents are recorded on CPOMS. Incidents are analysed and presented to the governing body half termly.

What details should be reported

When recording incidents, staff should report the incident clearly and factually. They should record the antecedents, the incident, who was present, the length of time PI was used, the time of day the incident occurred, if any injury was sustained by either staff or pupil, and if first aid was administered.

Informing the Parent / Carer / Social Worker

The incident must also be reported to the relevant parent/carers and to the social worker, if the pupil has one. We will always inform parents/carers of any incident where physical intervention is used. It is important to log on the incident report on CPOMS when parent/carers were informed and any comments they may have made.

Writing the incident report

It is important that all the facts that led up to an incident are obtained and that all staff involved can have input. Therefore it is usual that reports are written up at the end of the day

following the staff debrief meeting, to ensure that all the facts are gathered while they are fresh in people's minds. It is important to make sure that everyone involved has contributed.

7. POST-INCIDENT SUPPORT

Procedure following an incident where physical intervention has been used

Records are also important in providing evidence of defensible decision-making in case of a subsequent complaint or investigation. After an incident where physical intervention has been used, staff must follow the procedures below:

- Ask the pupil if they are okay
- Check for injuries
- Contact parents/carers – if you are concerned about contacting a parent/carer you must ask the principal or executive headteacher or head of school to make the call for you. Please do not email this request.
- Complete an incident report on the CPOMS system on the day of the incident once all the relevant information has been collated.

Following the use of physical intervention staff and pupils will be supported, the immediate physical needs of all parties will be met, and staff will ensure that positive relationships are maintained.

Emotional / wellbeing support for staff, following a physical intervention

Emotional or wellbeing support will be offered to staff, if requested or if felt appropriate. All staff have a duty to play a part in looking after their colleagues, for example by checking in with them following an incident, to see if they are ok. Sometimes the emotions that a physical intervention evokes in us can be delayed. It is important that we recognise this, both in our colleagues and ourselves where we have been involved. We must all acknowledge that it is ok to ask for, and to offer support when it is needed, and that sometimes we may feel overwhelmed.

Emotional / wellbeing support for pupils, following a physical intervention

Pupils will be allowed time to regulate themselves and regain a sense of calm, before they return to their classroom environments. The incident will be discussed with pupils by staff at an appropriate time (usually not immediately after an incident) and appropriate support and (possible) consequences implemented. Sometimes it is more appropriate to discuss events with pupils later in the day or even the next day when they are more receptive to discussion.

Parents/carers will also be notified of appropriate action and support agreed for their child.

8. COMPLAINTS AND ALLEGATIONS

Our Complaints Policy

Maypole School fully recognises the contribution it can make to protect our pupils and support pupils and staff in school. The aim of the Complaints Policy is to provide clear guidelines for the handling of any complaints.

We make clear to pupils that they have a right, and are able, to question / complain about the use of physical intervention.

We always speak with pupils, parents, carers and staff after any physical intervention, when they can voice their opinions, make comments or raise any concerns.

Investigation of complaints and allegations

Complaints and allegations will be taken seriously, and will be investigated by members of the leadership team and the outcomes will be discussed with the relevant parties. Appropriate procedures will be followed, and the Governing Body involved if necessary.

9. FURTHER INFORMATION

Policy Review and Development

This policy will be reviewed annually.

Pupils with SEND

It is the school's legal duty to make reasonable adjustments for pupils with SEND.

Other relevant Policies

This policy should be read in conjunction with our Behaviour Policy, Nurture Policy, Complaints Policy and Safeguarding Policy.

Legislation

This Policy is written in accordance with:

- Education Act 2002
- The Education (Independent School Standards) Regulations 2014.
- Children Act 2004
- The Human Rights Act 1998
- Equality Act 2010
- UN Convention on the Rights of the Child
- HM Govt guidance 'Reducing the Need for Restraint and Restrictive Intervention: Children and young people with learning disabilities, autistic spectrum conditions and mental health difficulties in health and social care services and special education settings' (Jun 2019)
- DfE guidance 'Keeping children safe in education' (2025), '
- DfE guidance 'Working together to safeguard children' (updated 2025)
- HM Government advice 'What to do if you're worried a child is being abused' (2015)
- Local Safeguarding Children Partnership policies, procedures, guidance and protocols.
- Health & Safety at Work Act 1974

- The Management of Health and Safety at Work Regulations 1999