



Bilton CofE Junior School  
Bilton Infant School  
Bawncore Community Infant School



## BILTON COMMUNITY FEDERATION

### Physical Handling and Restrictive Intervention Policy

*This policy is informed by:*

- *Education and Inspections Act 2006 (Section 93)*
- *Children Act 1989 and 2004*
- *Equality Act 2010*
- *SEND Code of Practice*
- *Keeping Children Safe in Education*
- *DfE: Restrictive Interventions, including Use of Reasonable Force, in Schools*
- *Warwickshire Safeguarding Partnership Guidance on the Use of Force and Physical Intervention.*

| POLICY APPROVAL                              |                                  |
|----------------------------------------------|----------------------------------|
| Statutory, recommended, or additional policy | Recommended                      |
| Policy review cycle                          | Annual                           |
| Policy reviewed by                           | E Newton (Executive Headteacher) |
| Policy review date                           | 02/09/26                         |
| Date of next review                          | Sept 2027                        |
| Date approved by Governing Body              | Sept 2026                        |

## Introduction

It is our aim that our policies and procedures reflect our vision and values as a federation.

**Vision: 'Empowering children to make a positive impact on the world.'**

**Values: Care, Honesty, Respect, Co-operation, Forgiveness and Resilience**

Our federation of schools (Bilton CofE Junior School / Bawnmore Community Infant School / Bilton Infant School) is committed to providing a safe, supportive and inclusive environment in which all children can learn and thrive.

The Federation recognises that all children have the right to be treated with dignity, respect and compassion. Physical intervention will only ever be used as a last resort when all appropriate preventative and de-escalation strategies have been exhausted, or when immediate action is required to prevent harm.

The Federation adopts Warwickshire guidance and Department for Education guidance in ensuring that:

- the welfare of the child is paramount;
- behaviour is understood as a form of communication;
- restrictive interventions are minimised through proactive support;
- any physical intervention is lawful, reasonable, necessary and proportionate;
- staff act in the best interests of the child and others at all times.

### 1. Aims

The Federation aims to:

- keep children and adults safe;
- reduce the need for restrictive interventions;
- promote positive relationships and emotional regulation;
- ensure staff understand their legal powers and responsibilities;
- ensure incidents are managed, recorded and reviewed appropriately;
- protect the dignity, wellbeing and rights of all pupils.

### 2. Definitions

#### **Physical Contact**

Appropriate physical contact that is part of normal school practice, including:

- comforting a distressed child;
- guiding a child to safety;
- administering first aid;
- supporting physical activities;
- assisting with personal care where appropriate.

Such contact is not restrictive intervention.

#### **Physical Intervention**

Any action involving physical contact intended to prevent injury, serious disruption, damage to property or unsafe behaviour.

#### **Restrictive Intervention**

Any intervention that intentionally restricts a pupil's movement, liberty or freedom of action in order to reduce risk of harm.

#### **Reasonable Force**

The minimum force necessary to achieve a legitimate aim and keep people safe.

### 3. Preventative Approaches

The Federation believes that the need for physical intervention can be significantly reduced through:

- positive relationships;

- consistent behaviour expectations;
- restorative approaches;
- emotional regulation support;
- adaptive teaching and SEND provision;
- risk assessments;
- Positive Intervention Plans;
- staff training;
- effective communication with families and external agencies.

Staff will seek to understand the reasons behind behaviour and use preventative strategies whenever possible.

#### 4. When Physical Intervention May Be Used

Staff may use reasonable force where it is necessary to:

- prevent a pupil injuring themselves;
- prevent a pupil injuring another person;
- prevent serious damage to property;
- prevent a pupil committing an offence;
- prevent behaviour that seriously disrupts good order;
- prevent a pupil leaving a safe environment where doing so would place them at risk.

Physical intervention must never be used merely because a child refuses to comply with an instruction.

#### 5. Principles for Use of Physical Intervention

Any intervention must be:

- **Necessary**
  - Used only when there is no safer alternative.
- **Proportionate**
  - The level of force used must reflect the level of risk presented.
- **Reasonable**
  - No more force than necessary must be used.
- **Least Restrictive**
  - Staff should choose the least restrictive option capable of keeping people safe.
- **Time Limited**
  - Intervention should last for the shortest possible period.
- **Safe**
  - Techniques must minimise risk to the child and others.
- **Respectful**
  - The dignity and emotional wellbeing of the child must be protected throughout.

#### 6. Prohibited Practices

The following must never be used:

- physical force as a punishment;
- deliberate infliction of pain;
- restraint that restricts breathing;
- restraint that restricts circulation;
- restraint involving pressure to the neck, throat or chest;
- degrading or humiliating treatment;
- interventions designed to secure compliance rather than safety.

Any concerns regarding inappropriate practice will be managed under safeguarding and staff conduct procedures.

#### 7. Team Teach and Staff Training

The Federation uses Team Teach principles as its preferred approach to behaviour support and positive

handling.

Designated staff will receive accredited training and regular refreshers.

Untrained staff may intervene only where immediate action is required to prevent injury or serious harm.

Training will include:

- de-escalation strategies;
- trauma-informed practice;
- positive behaviour support;
- safe restrictive interventions;
- recording and reporting procedures.

## **8. Positive Intervention Plans**

A Positive Intervention Plan (PIP) will be developed for pupils where there is a foreseeable likelihood that restrictive intervention may be required.

Plans will:

- identify known triggers;
- describe preventative strategies;
- outline preferred de-escalation approaches;
- identify authorised interventions;
- be developed with parents and relevant professionals;
- be reviewed regularly.

This reflects existing federation practice.

## **9. Recording and Reporting**

All incidents involving physical intervention must be recorded as soon as reasonably practicable and preferably on the same day in the Bound and Numbered Book, which is kept in the School Office.

Records should include:

- pupil name;
- date, time and location;
- antecedents and triggers;
- de-escalation strategies used;
- reason for intervention;
- type and duration of intervention;
- staff involved;
- any injuries sustained;
- actions taken afterwards;
- parental communication.

Parents will be informed of significant incidents at the earliest reasonable opportunity.

The Head of School will monitor all incidents and report patterns and trends to governors through safeguarding and behaviour reporting arrangements.

## **10. Post-Incident Support**

Following any incident:

### **The Pupil Will Be Offered**

- time to regulate emotions;
- restorative discussion where appropriate;
- an opportunity to express their views;
- appropriate wellbeing support.

### **Staff Will Be Offered**

- debriefing;
- support from leaders;
- access to wellbeing support where required.

## **Leaders Will**

- review the incident;
- identify lessons learned;
- amend risk assessments or intervention plans if necessary.

## **11. Equality and SEND**

The Federation recognises that some pupils with SEND, communication difficulties, neurodivergence or trauma histories may be more vulnerable to restrictive intervention.

Reasonable adjustments will be made and staff will consider:

- sensory needs;
- communication differences;
- emotional regulation difficulties;
- trauma-informed approaches;
- individual risk factors.

The need to use restrictive intervention should not arise because appropriate SEND provision has not been made.

## **12. Monitoring and Governance**

The Executive Headteacher and Heads of School will monitor:

- frequency of interventions;
- pupil groups involved;
- staff training compliance;
- injury reports;
- trends across schools.

A summary report will be provided to governors at least annually.

## **13. Linked Policies**

- Behaviour Policy
- Safeguarding and Child Protection Policy
- SEND Policy
- WCC BCF Staff Code of Conduct
- Health and Safety Policy
- Intimate Care Policy
- Supporting Pupils with Medical Conditions Policy