



Positive Handling and Physical Intervention Policy

Date Written / Reviewed	December 2025
Date of Next Review	December 2028
Headteacher	<i>R Swaby</i>
Chair of Governors	<i>M Hopkins</i>

Introduction

At Delph Primary School, we are committed to a positive behaviour policy which encourages children to make positive behaviour choices. On rare occasions, circumstances may result in a situation that requires some form of physical intervention by staff.

Our policy for physical intervention is based on the following principles:

- Physical intervention should be used only as a last resort when other appropriate strategies have failed.
- Any physical contact should be the minimum required.
- Physical intervention must be used in ways that maintain the safety and dignity of all concerned.
- Incidents must be recorded and reported to the Headteacher as soon as possible and logged onto CPOMs.
- Parents will be informed of each incident.

The Legal Framework

Section 93 of the Education & Inspections Act 2006, allows teachers and other people, authorised by the Headteacher, who have control or charge of pupils to use such force as is reasonable in the circumstances, to prevent a pupil doing, or continuing to do any of the following:

- causing injury to his/herself or others.
- committing an offence.
- damaging property.
- prejudicing the maintenance of good order and discipline.

Aims of the Restraint Policy

- To protect every person in the school community from harm.
- To protect all pupils against any form of physical intervention that is unnecessary, inappropriate, excessive, or harmful.
- To provide adequate information and training for staff so that they are clear about what constitutes appropriate behaviour and are equipped to deal effectively with challenging behaviours, violent or potentially violent situations e.g. Team Teach.

Our Approach

At Delph Primary School we aim to avoid the need for physical intervention and regard this as a last resort when situations arise. We always aim to deal with behaviour using a positive approach and therefore this policy should be read in conjunction with our Behaviour Policy.

It is not possible to define every circumstance in which physical restraint would be necessary or appropriate and staff will have to exercise their own judgement in situations which arise within the above categories. Staff should always act within the school's policy on behaviour and discipline, particularly in dealing with disruptive behaviour.

Staff should be aware that when they oversee children during the school day, or during other supervised activities, they are acting in *loco parentis* and have a 'Duty of Care' to all children they are in charge of. They should, therefore, take reasonable action to ensure all pupils' safety and well-being. Staff are not expected to place themselves in situations where they are likely to suffer injury

because of their intervention.

Why Use Restraint?

Physical restraint should avert danger by preventing or deflecting a child's action or by removing a physical object, which could be used to harm him / herself or others. It is only likely to be needed if a child appears unable to exercise self-control of his/her emotions and behaviour.

Use of Physical Restraint

Physical restraint should be applied as an act of care and control with the intention of establishing verbal control as soon as possible and, at the same time, allows the pupil to regain self-control. It should never take a form which could be seen as punishment.

Staff are only authorised to use reasonable force in applying physical restraint, although there is no absolute definition of this. What constitutes reasonable force depends upon the situation and the pupil to whom it is being applied. Teachers should apply strategies learnt in any behaviour training they have received to de-escalate where possible then use the appropriate holds as practised in the training. However, as a rule, only the force necessary to stop or prevent danger should be used, in accordance with the guidelines below.

In all circumstances, alternative methods should be used as appropriate with physical intervention or restraint, a last resort.

When physical restraint becomes necessary:

DO

- Tell the pupil what you are doing and why.
- Use the minimum necessary force.
- Involve another member of staff if possible.
- Tell the pupil what s/he must do for you to remove the restraint (this may need frequent repetition).
- Use simple and clear language.
- Hold limbs above a major joint if possible, e.g., above the elbow.
- Relax your restraint in response to the pupil's compliance.

DON'T

- Act in temper (involve another member of staff if you fear loss of control).
- Involve yourself in a prolonged verbal exchange with the pupil.
- Attempt to reason with the pupil.
- Involve other pupils in the restraint.
- Touch or hold the pupil in a way that could be viewed as sexually inappropriate conduct.
- Twist or force limbs back against a joint.
- Bend fingers or pull hair.
- Hold the pupil in a way which will restrict blood flow or breathing e.g., around the neck.
- Slap, punch, kick, or trip up the pupil.
- Use physical restraint or intervention as a punishment.

Actions After an Incident

Physical restraint often occurs in response to highly charged emotional situations and there is a clear need for debriefing after the incident, both for the staff involved and the pupil. **A member of the senior leadership team should be informed of any incident as soon as possible** and will take responsibility for planning for debriefing once the situation has stabilised.

An appropriate member of the teaching staff should always be involved in debriefing the pupil involved and any victims of the incident should be offered support, and their parents informed.

If the behaviour is part of an ongoing pattern, it may be necessary to address the situation through the development of a Behavioural Support Plan, which may include an anger management programme, or other strategies agreed by the SLT/SENCO. Additional support from other services may also be required e.g., SEHMS Outreach Team.

In some circumstances a referral to Early Help may be appropriate to help identify any additional needs for a particular child or family.

It is also helpful to consider the circumstances precipitating the incident to explore ways in which future incidents can be avoided.

All incidents should be recorded immediately on CPOMs. All sections of the CPOM report should be completed so that any patterns of behaviour can be identified and addressed. In the event of any future complaint or allegation this record will provide essential and accurate information (see appendix 2 for an outline of the log required).

A member of the senior leadership team will contact parents as soon as possible after an incident, normally on the same day, to inform them of the actions that were taken and why, and to provide them with an opportunity to discuss it.

Risk Assessments

If we become aware that a pupil is likely to behave in a disruptive way that may require the use of reasonable force, we will plan how to respond if the situation arises. Such planning will address:

- Strategies to be used prior to intervention.
- Ways of avoiding 'triggers' if these are known.
- Management of the pupil (e.g., reactive strategies to de-escalate a conflict, holds to be used if necessary).
- Involvement of parents to ensure that they are clear about the specific action the school might need to take.
- Briefing of staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance).
- Identification of additional support that can be summoned if appropriate.
- The school's duty of care to all pupils and staff.

Complaints

A clear restraint policy, adhered to by all staff and shared with parents, should help to avoid complaints from

parents. It is unlikely to prevent all complaints, however, and a dispute about the use of force by a member of staff might lead to an investigation, either under disciplinary procedures or by the Police and social services department under child protection procedures.

It is our intention to inform all staff, pupils, parents and governors about these procedures and the context in which they apply.

All incidents are to be logged on CPOMs and details of any injuries recorded on the body maps.

Data Audit for the Positive Handling and Physical Restraint Policy					
What?	Probable Content	Why?	Who?	Where?	When?
Details of incident	Name D.O.B. Address	To record patterns and outline support in place	All Staff (as necessary)	CPOMs	Held on File throughout a child's time at school
This Policy has Few / No Data Compliance Requirements		This Policy has A Moderate Level of Data Compliance Requirements		This Policy has a High Level of Data Compliance Requirements	
		✓			

This policy will be reviewed every three years or sooner if legislation / school assessment systems change.

Review

This policy will be reviewed every three years or earlier if necessary, following Oldham LA guidelines and considering any change of circumstances.

Appendix 1

When might it be appropriate to use reasonable force?

Examples of situations that may require restraint are when:

- a pupil attacks a member of staff, or another pupil
- pupils fighting
- a pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials, substances or objects
- a pupil is running in a corridor or on a stairway in a way in which he/she might have or cause an accident likely to injure her/himself or others
- a pupil absconding from a class or trying to leave school (NB this will only apply if a pupil could be at risk if not kept in the classroom or at school)
- a pupil persistently refuses to leave an area where they are causing serious disruption or harm to self and or others
- a pupil behaves in such a way that seriously disrupts a lesson

Appendix 2

How are incidents of positive handling and physical restraint recorded on CPOMS?

Back

Student

Begin typing a student's name

Incident

Categories

☐ Accidents & First Aid

☐ Attendance & Punctuality

☒ Behaviour

☐ Child Protection

☐ Complaints

☐ Friendship Issues

☐ LAC / CLA

☐ Parent Meetings

☐ PREVENT

☐ Pupil Premium

☐ Pupil Voice

☐ Safeguarding

☐ SEND

Behaviour Subcategories

☐ Bullying

☐ Cause for Concern

☐ Constant low level disruption

☐ Cyber

☐ Homophobic

☐ Lost learning

☐ Lunchtime Issues

☐ Parental Contact

☐ Physical

☐ Racial

☐ Removed from class

☒ Unsafe behaviour

☐ Verbal / Swearing

Linked student(s)

Begin typing a student's name

Type a student's name to link them to this incident.

Maps



Date/Time

18/12/2025 17:26

Status

Active

Monitoring will end if you select 'No Further Action'

Assign to

Begin typing a staff member's name

Files

Click to browse or drag a file to upload

Alert Staff Members

Begin typing a staff member's name

DSL

SLT

Class Teacher

Type a colleague's name or select an alert group to alert them to this incident. Colleagues highlighted in red would not normally be able to view this incident.

Agency Involved

Add to planner

☐

Submit Incident