

Physical Intervention Policy

The Keys Service

September 2026

Monitored by:

Dawn Neale, Intervention Manager

Update due:

September 2027

Table of Contents

- 1 Positive Handling: The safe use of physical intervention
- 2 Training
- 3 Reporting and Recording
- 4 Definitions
- 5 Parental involvement
- 6 Equal opportunities Statement
- 7 Monitoring and Evaluation

1. Positive Handling: the safe use of physical intervention

Team Teach Code of Practice and protocols

Reducing Risk, Restraint and Restriction

- Best interests of the service user
- Minimum force for the shortest time
- Prevent injury, pain and distress
- Maintain dignity
- Action should be reasonable, proportionate and necessary
- Plans to reduce the use of restraint and restriction

Team Teach crisis management and conflict spirals

A key to positive behaviour is understanding the stages and reasons why pupils may be reacting in such a way. All staff have undergone training in Team Teach positive handling in the stages of crisis and reasons for conflict. The aim is that as new staff arrive, they are also trained and the whole team has an awareness of the levels.

Use of reasonable force

All staff can use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

Team teach is based around the following percentages and as mentioned above there are many ways to address behaviour prior to restraints.

Positive Handling

The full range of strategies and interventions, physical and non-physical.

- Use of space
- Management of time
- Changes to the environment
- Stance, posture and gestures
- Facial expressions
- Eyes, voices and words
- Simple positive messages
- Physical interventions
 - Prompts
 - Guides, Escorts, Holds
 - Restraint / Restrictive Physical Interventions

95%

Positive Behavioural
Support / Risk &
Restraint Reduction

5%

Risk Reduction



2. Training

The purpose of Team Teach training is to support adults understanding and management of challenging behaviour, by embedding the teaching of physical techniques within a holistic, positive behavioural support, de-escalation approach.

During training staff will be made aware that pupils will travel through the stages of crisis at different rates. It is not unusual for a pupil who has experienced levels of crisis and then returned to 'normal' to be more vulnerable and faster to go through stages for some period of time. After all other strategies have been tried there may be a need for positive handling. Restraint is defined as "Physical control is the positive application of force with the intent of over powering the client."

"The proper use of physical control requires judgement, skills and knowledge of non-harmful methods of control D.O.H (Department of Health)
"Permissible Forms of Control in Children's Residential Care" (April 1993) -D.O.H (Department of Health)

At the Key, we have an instructor in the training and assessment of Team Teach positive handling techniques. The trainer has undergone

- a) Two day basic Team Teach
- b) Five day Intermediate Team Teach tutor training
- c) Advanced Team Teach training
- d) First aid training
- e) Regular refreshers

3. Reporting and documentation

Each pupil has an Individual Positive Intervention Plan (PIP) and Individual Risk Assessment (if deemed necessary) that facilitates de-escalation of anger, frustration and anxiety before it becomes physically aggressive. These also give a snapshot of the pupil's behaviour and strategies for positive handling techniques that have been effective, and those that have not.

Understanding that pupil's experiences and feelings drive their behaviours helps staff to choose when and how to use positive handling.

In the event that a physical restraint is used with a pupil the following documentation must occur:

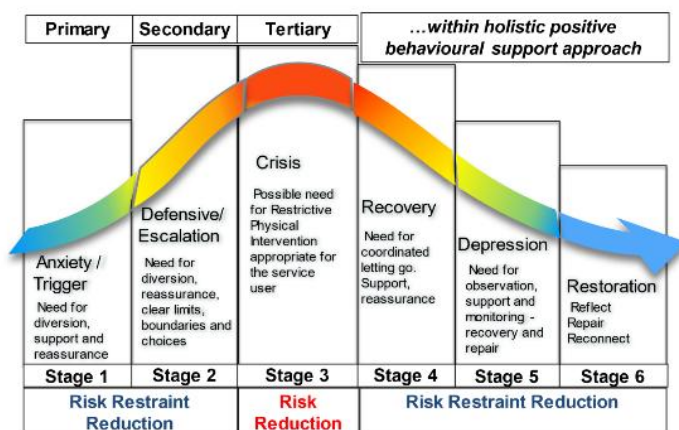
- Report entry in the appropriate format on Cpoms that clearly specifies the techniques used.
- Schools must be notified through CPOMS report
- CPOMS report should reference behaviour.
- Ensure that parents are phoned/contacted on the day of the incident. This communication **must** be recorded on CPOMS
- All documentation must be written in a clear, concise and professional manner and must be completed by the staff member within 24 hours (parent communication to be recorded on day of incident).
- Debrief report for staff/pupils.
- Debriefing for the staff concerned in any incident relating to the use of Positive handling is essential.

There is a collective responsibility for all staff concerned that they offer appropriate support to any staff member who was involved in an incident of this nature.

SLT are responsible for ensuring staff have the opportunity, if desired, to discuss any aspect of the event, the pupil's behaviour, the staff response, the resolution and the way forward to enable the child and staff to gain insight from the experience. Any refusals for de-brief should be noted and passed to the Intervention manager.

The pupil should be offered the opportunity to have a de-brief about the incident. This should take place during stage 6 of a crisis and when the pupil has calmed down (this may be the following day depending on the time of the incident). All points of the incident should be discussed and the discussion must be student orientated and focused around the pupil's feelings of the incident. Staff should explain the reason why they took the action that they did and ask the pupil's opinions and feelings around this. The pupil must be asked how things can be improved/implemented for when / if the situation occurs again. This should be recorded on Cpoms. PIPs to be reviewed following an incident.

Six Stages of Crisis



All staff will always use physical intervention as a last resort. When considering whether to use restraint with a child or young person, staff should ask themselves 'What would I want somebody to do in similar circumstances if this was my child?'

When physical intervention is required, staff will do their very best to ensure that restraints are for the shortest time required to safeguard the pupil and staff. Whilst staff will do their best to ensure that the child comes to no harm from the physical intervention, we are aware of the realities and likely consequences when individuals are involved in an incident involving use of force. *"Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that the service user remains safe"* (George Mathews-Founder)

4. Definitions

Physical intervention – Any move which blocks or prevents someone from moving or acting in the way they would wish, e.g. standing between pupils engaged in conflict, preventing a pupil picking up an object which could be used as a weapon, guiding a pupil away from a potentially harmful situation.

Restrictive Physical Intervention (Restraint) – The positive application of force to overcome rigorous resistance; completely directing, deciding and controlling a person's free movement in order to keep people safe.

5. Parental involvement

We believe that the education of our pupils is a collaborative enterprise involving our schools, teachers, parents and carers, pupils and the wider community. Regular and positive communications will be made between schools, teachers, parents and carers, on a formal and informal basis.

We aim to harness the support of the family / home and to stimulate greater support in order to enhance all pupils' development.

Opportunities to promote parental involvement include:

- Daily / weekly communication / via phone calls or e-mail, dependent on parental preference
- Regular phone contact
- Parents / Carers will be invited to attend their child's intervention review meetings.
- Weekly reports can be shared with parents, on-parents request.

e) Parents / Carers will be invited to Key social events such as the summer fair and sports day.

6. Equal opportunities Statement

All staff will aim to treat every child as an individual, and will respect their individuality, regardless of gender, race, sexual orientation, academic or physical ability or socio-economic background.

7. Monitoring and evaluation

This policy will be reviewed annually by a member of SLT or as and when necessary to reflect changes in Key practice.

Signed- D. Neale

Reviewed- September 2026

Update due – September 2027