



## Restrictive Physical Intervention Policy

Name of School	Petersgate Infant School
Date of review	May 2026
Date of next review	May 2027
Reviewed by	Wendy Mitchell Headteacher

### School Vision

"for all children to grow into responsible, caring individuals who actively and positively contribute to the community."

At Petersgate Infant School, our vision outlined above is strengthened by our values of safety, caring, achievement, resilience and friendship. These values symbolise warmth, community and cohesion to ensure we are "working together to achieve our best".

As a school, we can apply these values through the following aims:

### Aims

- Ensuring everyone stays healthy and safe.
- Ensuring everyone feels valued and has a sense of belonging.
- Providing a high quality learning environment.
- Helping everyone enjoy learning and achieving their best.
- Nurturing and developing the whole child.
- Ensuring everyone makes a positive contribution to the school and wider community.

Safeguarding at Petersgate Infant School is carried out in line with the statutory guidance in 'Keeping Children Safe in Education' published by the Department for Education.

## 1 Background

This policy has been created to align with our legal duties, including our obligations under the Human Rights Act 1998 and the Equality Act 2010 and outlines the requirements for recording and reporting incidents where restrictive physical intervention or seclusion has been used.

This policy is based on guidance from the Department for Education 'Use of reasonable force and other restrictive interventions guidance' (2026) which must be read alongside the policy and HCC guidance document. Please use link to access this document: [https://assets.publishing.service.gov.uk/media/5a819959ed915d74e6233224/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/media/5a819959ed915d74e6233224/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

The following definitions inform this policy and how we might support pupils in our setting:

- **Restrictive physical intervention** - a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil.
- **Reasonable force** - a term used in legislation which includes restrictive physical interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.
- **Seclusion** - a non-disciplinary intervention involving keeping a pupil confined to a place away from others (their peers), and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.
- **Restraint** - a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint.

All staff within this setting help pupils to take responsibility for their own behaviour and all **behaviour is viewed as a communication**. We do this through a combination of approaches, which include:

- **Relational practice.**
- **Trauma informed practice.**
- Positive role modelling.
- Unconditional positive regard and trusting relationships.
- Teaching a broad and balanced curriculum that is well matched to the needs of the pupils, which also engages and challenges the children.
- Setting appropriate boundaries and holding high expectations for all.
- Providing supportive feedback.
- Consideration of how the school and classroom environment can support all pupils to achieve and thrive.
- Sharing best practice for whole class behaviour management, and for managing communal spaces.
- Training staff in effective communication strategies.

- Recording and analysing data on the use of restrictive physical intervention to inform future plans.
- Working closely and collaboratively with parents of individual pupils.
- Developing strategies to support individual pupils based on their identified needs.
- Meeting the legal requirements of the Equality Act 2010 through provision of reasonable adjustments to ensure that pupils can benefit from what our setting offers
- Using preventative de-escalation techniques giving pupils time, space and taught strategies to be co-regulated or self-regulated.

More details about this and our general approach to promoting positive behaviour can be found in our Behaviour and Relationships policy.

There are times when pupil's behaviour presents particular challenges that may require restrictive physical intervention and the use of reasonable force. These occasions will be rare and intervention will only be used when necessary, appropriate and in the best interests of the pupil following the use of de-escalation strategies. This policy sets out our expectations for the use of such intervention.

It is not intended to refer to the general use of physical contact which might be appropriate in a range of situations:

- To give first aid
- To support physical care, this can include intimate care
- To guide or escort pupils, such as holding the hand of a pupil at the front/back of the line when going to assembly, when walking together around the school or on a school trip, or when helping a pupil to a space they have chosen to access to self-regulate
- To comfort a distressed pupil
- To congratulate or praise a pupil, for example a pat on the back or a handshake
- To demonstrate how to use a musical instrument
- To demonstrate exercises or techniques during PE lessons or sports coaching

This policy is consistent with our Child Protection, Safeguarding and Equal Opportunities policies and with national and local guidance for schools on safeguarding pupils.

We exercise appropriate care when using physical contact and acknowledge that for some pupils, physical contact would be inappropriate. Although, it is acknowledged that in an emergency situation physical contact may be required. For example, those with a history of physical or sexual abuse or those from certain cultural or religious groups. We pay careful attention to issues of sex and privacy, and to any specific requirements of certain cultural or religious groups.

### **When can restrictive physical intervention be used**

- To prevent a pupil from doing or continuing to cause injury to themselves or others.
- To prevent a pupil from committing or continuing to commit a criminal offence.
- To prevent a pupil from doing damage or continuing to do significant damage to property.
- To prevent a pupil from causing disorder among pupils at the setting, whether during a teaching session or otherwise or continuing to cause disorder among pupils at the setting.

(However, we would not consider restrictive physical intervention or the use of reasonable force to be appropriate unless there was a direct risk of harm to a pupil, their peers or the staff involved as a result of the disorder.)

The decision to use restrictive physical intervention will be informed by the following questions as part of a dynamic, in the moment, risk assessment: Is it necessary?

- Is it proportionate?
- Has the pupil's welfare been considered?
- Is it a last resort?
- Is there an alternative less intrusive reasonably practicable action?

### **Who can use restrictive physical intervention**

All staff can use restrictive physical intervention including the use of reasonable force to maintain safety in an emergency.

All teachers and any other person, who by virtue of their contract, have control or charge of pupils are authorised to use restrictive physical intervention including reasonable force under the conditions listed above.

At times the Headteacher may authorise additional staff to have control or charge of pupils and therefore be able to use restrictive physical intervention including the use of reasonable force.

All staff in our school receive regular training in relation to managing behaviour including coregulation, de-escalation and planning for behaviour change. Records of this are maintained by the school and monitored by the governing body.

Where it is likely that a member of staff may be required to support a pupil through the use of restrictive physical intervention they access training from an accredited provider and risk assessments are used to ensure that this can happen as safely as possible.

### **What type of physical intervention can be used**

We all have a duty of care towards the pupils in our setting. This applies as much to what we **don't** do as what we **do** do. We have a responsibility to intervene to keep pupils safe, taking control for the pupil, not control of them.

We do not use restrictive physical intervention for the purpose of punishment. We do not make use of any technique that could affect a pupil's breathing, risk positional asphyxia or affect circulation or apply pressure to their neck or abdomen. Pupils are not held on the ground. If a pupil goes to ground independently, they are immediately released.

Staff do not act in ways that might reasonably be expected to cause injury for example by:

- Holding a pupil around the neck or collar.
- Twisting or forcing limbs against the joint.
- Holding a pupil by the hair or ear.

Where staff require specific training in the use of restrictive physical intervention and reasonable force, we arrange that they receive training via the Hampshire County Council

Primary Behaviour Service Team Teach training courses. This training is accredited by the Institute of Conflict Management (ICM). Staff have access to annual refresher training.

Seclusion is only ever used as a safety measure to protect others from harm whilst a pupil is experiencing high levels of emotional or behavioural dysregulation and is not acting with intent. This is an emergency response and seclusion does not form part of our wide range of planned interventions.

Where seclusion has been the only safe and practicable response in an emergency situation, we ensure that the pupil is confined in a safe and non-threatening or intimidating environment. We supervise the pupil at all times and as soon as the risk of immediate harm has reduced we enter the space to support the pupil to regulate.

As part of our duties all instances of restrictive physical intervention, reasonable force and seclusion are recorded and reported.

### **Consideration for pupils with special educational needs and/or disabilities (SEND)**

All staff are aware that some children and young people with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others.

We acknowledge the potential triggers **that may include:**

- Pain / **medical needs**
- sensory overload
- unfamiliar situations or environments
- feelings of fear and anxiety.

We seek to understand the underlying triggers of challenging behaviour so that we can provide proactive support, create an inclusive environment and consider the impact of school policies on pupils with SEND. We are aware that pupils with SEND may become disproportionately subject to the use of physical intervention and the use of reasonable force. We seek ways to mitigate this risk through working with pupils, parents and other professionals to develop prevention and de-escalation strategies.

Possible strategies would include:

- removing stimuli that may be causing distress
- changing body language, facial expression, and/or tone of voice
- supporting the pupil to express their emotions before getting overwhelmed
- engaging the pupil in an activity which can help them manage their feelings of anxiety
- distracting the pupil in something that interests them or by introducing familiar objects and activities to redirect their attention

Where there is an identified risk, such as increased likelihood in the need to use reasonable force and/or other restrictive interventions, we have risk assessments in place (see Appendix One for a template risk assessment). We make use of co-produced behaviour support plans which outline adjustments to the school environment and ways for pupils to communicate their needs effectively. Our behaviour support plans detail circumstances where it may be appropriate for staff to have increased physical contact with a pupil. Support plans are reviewed periodically with the pupil and their parents/carers.

Where a pupil has a disability, we have a duty under the Equality Act 2010 to take reasonable steps to avoid disadvantage so that the pupil can fully participate in the education provided by our school, and that they can enjoy the other benefits, facilities and services that the school provides for pupils.

### **Recording and Reporting**

Our Governing Body ensure that all instances of the use of restrictive physical intervention, including the use of reasonable force and seclusion are recorded and reported in line with Section 93A of the Education and Inspections Act (2006). We complete records as soon as possible after the incident and no later than the same day. We record incidents despite restrictive physical intervention being used in with prior agreement of the parents / carers.

Our records include:

- Name of pupil and all staff involved – participants and observers.
- Any relevant needs including the SEND status code (K, EHCP)
- Time, date, location and approximate duration of the intervention or series of short interventions.
- What was happening before?
- What do you think triggered this behaviour?
- What de-escalating techniques were used prior to physical intervention?
- Any other information relevant to include.
- Why was restrictive physical intervention used?
- Post incident support.

We report each incident of restrictive physical intervention to parents no later than the same day. If we believe that reporting the use of restrictive physical intervention to a parent will place a pupil at risk of significant harm we report the incident to either the other parent if there is no risk of significant harm or the local authority via [pbs.teamteach@hants.gov.uk](mailto:pbs.teamteach@hants.gov.uk) with the title RPI Report – Risk of Significant Harm.

We report to parents verbally and then follow up in writing via Arbor. Our report to parents will include:

- Time, date, location and approximate duration of the intervention.
- Why intervention was deemed appropriate.
- What type of intervention was used including the amount of force.
- Details of any injuries sustained by the pupil.

As part of our commitment to working collaboratively with parents we arrange follow up meetings to discuss potential triggers for behaviour, review the behaviour support plan in place, reflect on de-escalation strategies and what might be done differently moving forward. In addition, we review risk assessments, ensuring that all pupils where there is a risk of the need to use restrictive physical intervention have an individual risk assessment in place.

As per the school's duty under the schools (Recording and Reporting of Seclusion and Restraint) (No.2) (England) Regulations 2025, we record and report instances of seclusion and non-force related restraint as per the procedure above.

## **Pupil and Staff Support**

We acknowledge that any restrictive physical intervention, including the use of reasonable force may be distressing for both pupils and staff. We ensure that any necessary medical assessment and treatment is sought following an incident. Injuries to the pupil are recorded on the restrictive physical intervention record and the school's accident book, staff report injuries via the HCC online reporting system in addition to the restrictive physical intervention record <https://incidentreporting.apps.hants.gov.uk/p/corporate-incident-reporting>

To support the wellbeing of both pupils and staff we hold de-briefs to facilitate reflection as well as repairing and rebuilding relationships and inform future actions. Where possible a member of staff who was not involved in the incident supports the de-brief process.

## **Monitoring**

Our named governor, Mrs Helen Glover, supports our school to comply with this policy and the associated DfE guidance. School leaders and governors review incidents of restrictive physical intervention to:

- Identify and implement improvements to policy and practice paying particular attention to situations where the same intervention has been used over a period of time and remains ineffective.
- Identify areas of learning and development.
- Understand patterns of behaviour, triggers and the effectiveness of pupil plans.
- Identify any disproportionate use of restrictive physical intervention in relation to pupils who share protected characteristics, SEN or other vulnerabilities.

These reviews take place at least annually and more regularly if restrictive physical intervention is in frequent use.

Where data is collated we ensure that we do not over-interpret small sub-groups and appreciate the limitations of our data and what can be inferred from it.

## **Concerns and Complaints**

The use of restrictive physical intervention including the use of reasonable force can be distressing for all involved which can lead to concerns, allegations or complaints of inappropriate or excessive use.

Our school's complaints policy outlines how to make a complaint as well as the timescales for responses.

Where an allegation of assault or abusive behaviour is made, our Headteacher is immediately informed. If the allegation relates to the Headteacher then the Chair of Governors is immediately informed. We follow our Safeguarding and Child Protection Policies in these instances.

Safety and wellbeing of pupils and staff is our utmost priority, and we always seek to avoid injury. It is possible that as part of a restrictive physical intervention, including the use of reasonable force, a pupil may accidentally be scratched or bruised. This should not necessarily

be seen as a failure of the professional technique but a regrettable and infrequent side effect of making sure the pupil remains safe.

**Reviewing**

We adopted this policy on 18<sup>th</sup> May 2026.  
 The policy will be reviewed **annually** by **the Governing Body**.

**Appendix One: Risk Assessment document**

<p><b>CHILDREN’S SERVICES RISK ASSESSMENT TEMPLATE FORM RATF-024</b></p> <p><b>Challenging Behaviour In School Risk Assessment</b>  <i>(replace with more accurate title of risk assessment if required)</i></p>
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To be completed using local information & using the **Part 3 Guidance Notes** within this document

<p><b>This assessment is in three parts:</b>  <b>Part 1 – General information &amp; assessment summary comments</b>  <b>Part 2 – The assessment</b>  <b>Part 3 – Guidance notes for carrying out the assessment</b></p>
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<b>PART 1</b>	<b>GENERAL INFORMATION &amp; ASSESSMENT SUMMARY COMMENTS</b>
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<b>School / Site</b>	Insert school or site where assessment being carried out
<b>Name of pupil</b>	Insert name of pupil whose behaviour is being assessed
<b>Year group</b>	Insert year group of pupil under assessment
<b>Assessment date</b>	Insert date when risk assessment is being carried out
<b>Assessment serial number</b>	Insert local serial/identification number for future reference

<b>Assessor's comments</b>	Insert comments relevant to findings as appropriate

<b>Name of assessor</b>	<b>Signature of assessor</b>	<b>Date</b>

<b>Assessment reviews</b>	Set future review dates and sign/comment upon comments		
<b>Review date</b>	<b>Reviewed by</b>	<b>Reviewer signature</b>	<b>Remarks</b>

<b>PART 2</b>	<b>The Assessment</b>
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### Behaviours causing concern

Use Table One to record the first two aspects of the risk assessment.

#### Target

The target column should be used to indicate the person to whom the challenging behaviour is usually directed, using the following key:

- Self**            The pupil – him or herself
- Staff**            Members of staff
- Visitor**          Visitors to the school; members of the public when outside of school
- Pupils**           Other pupils
- Property**        The physical environment

#### Probability

Record an informed estimate of the likelihood that the behaviour will occur again, ranging from:

- HL** Highly likely. Existing evidence leads staff to conclude that the behaviour is more likely than not to occur again.
- L** Likely. There is a possibility that the behaviour will occur again.
- U** Unlikely. Although the behaviour has occurred before, the context has changed or can be changed to make it unlikely to happen again

**Seriousness**

Make a judgement about the seriousness of each predicted behaviour.

- A** This would include physical injury requiring medical attention beyond basic first aid; extensive damage to property; significant distress caused to self or others; or lengthy disruption to the normal school routines.
- B** This includes physical injury requiring basic first aid within the school; minor damage to property; some distress caused to self or others; or brief disruption to normal school routines.
- C** No physical injury or damage to property; minor distress or disruption.

**Influencing factors**

These are described in more detail in Table Two. The numbers referring to each factor may be transcribed as appropriate.

**Table One**

<b>BEHAVIOURS CAUSING CONCERN</b>				
<b>Behaviour (risk)</b>	<b>Target</b>	<b>Probability</b>	<b>Seriousness</b>	<b>Influencing factors</b>
Verbal aggression (threatening, swearing)				
Physical aggression:				
Kicking				
Punching				
Biting Scratching Spitting (circle as appropriate)				

Hair pulling				
Intimidation communicated by physical action				
Other – please specify				
Property destruction				
Running away from immediate environment				
Running off site				
Refusal to move				
Use of equipment as weapon (throwing or hitting)				
Use of weapon				
Other (please specify)				

### **Influencing factors**

Risk assessment also involves an analysis of the “hazards” – the environmental factors which influence the probability of the behaviour causing concern. In a school situation, these “hazards” are likely to include features of the daily timetable, and interaction with other pupils, and even the skills that adults demonstrate when working with the pupil.

Use Table Two below to show the factors that are associated with the behaviours causing concern.

### **Table Two (overleaf)**

**Table Two**

<b>POSSIBLE INFLUENCING FACTORS</b>	
1. Periods of unstructured activity	
2. Transition times	
3. Availability of dangerous equipment	
4. Periods of increased pressure e.g. a Home factors (change of home circumstances) b School factors (assessment periods, routine changes) c Other (please specify)	
5. Spaces which involve close physical proximity	
6. Particular pupils/adults (please specify)	
7. Other (please specify)	

Some influencing factors will be particularly closely related to particular behaviours. You may choose to show this by recording the number relating to each influencing factor in the final column of Table One. This will enable you to plan your preventive measures more specifically.

### **Preventive measures**

A range of common preventive measures can be taken to reduce the risk associated with challenging behaviour. Use the table below to show whether these are:

- Currently in place (**P**)
- Currently being actioned (**A**)
- Felt to be inappropriate to the particular risks presented (**I**)

**Table Three**

<b>PREVENTIVE MEASURES</b>	<b>P</b>	<b>A</b>	<b>I</b>
<b>Proactive measures</b>			
Eliciting pupil view in planning and review			
Providing regular feedback and pastoral support to pupil			
Involving parent/carer in decision-making and planning			
Involving outside agencies (e.g. EP, EWO, Social Services)			
Establishing an individual plan			
Providing regular supervision to staff working with the pupil			
Adapting curriculum arrangements to reflect challenge, choice and structure levels appropriate to the pupil's assessed needs			
Adapting group arrangements to promote positive peer models and minimise inappropriate contact			
Arranging furniture and other equipment to minimise movement and frustration			
Providing frequent rest or change of activity opportunities			
Establishing a positive teaching programme to increase the pupil's range of appropriate skills			
Providing a range of rewards which the pupil can earn by demonstrating the skills defined in the teaching programme, and through other appropriate behaviour			
Identifying the message communicated by the pupil's behaviour			
Agreeing key reactive strategies for handling incidents of challenging behaviour with all staff likely to be in contact with the pupil, and ensuring that these plans are shared with parents			
Providing staff support at difficult times, such as start of day, changeover between lessons, break times, specific lessons			

Systematically reviewing difficult incidents in order to improve upon practice and learn from experience			
Other proactive measures (Please specify)			
<b>Reactive strategies to respond to early warning signs or an escalating situation</b>			
	<b>P</b>	<b>A</b>	<b>I</b>
Active listening			
Environmental adaptation (removing triggers, changing peer/staffing arrangements)			
Diversion/distraction to a preferred activity (Please specify)			
Assistance in the use of an agreed strategy such as a particular communication symbol, or an exit card (Please specify)			
Physical intervention (See Note 1) (Please specify the planned technique)			
Other (Please specify)			

**Note 1**

All physical intervention must take place within the context of Hampshire's policy and guidance for schools around physical intervention. Specific training in physical intervention is available through Hampshire Educational Psychology.

**Key actions**

It is expected that any pupil whose behaviour is challenging will have an individual behaviour management plan. This will already record many of the preventive and reactive strategies designed to reduce the level of risk presented by the pupil's behaviour. There is no need to repeat these below. Instead, note the date when this plan was initially drawn up, and its proposed review date, and use the space available below to record any *additional* measures to be employed to reduce risk and the person responsible for implementing changes.

Date of current individual management plan:

Proposed date for review of current plan:

<b>FURTHER MEASURES TO BE TAKEN</b>	<b>RESPONSIBLE PERSON</b>

**Table Four**

ASSESSMENT SUMMARY					
Challenging behaviour risk assessment summary for:				Completed on:	
<u>Behaviour(s) causing Concern</u>	Environment(s) where it is likely to be shown	Seriousness (A, B or C)	Key preventive strategies	Key reactive strategies	

### Introduction to risk assessment

The Health and Safety Executive recommend five steps to risk assessment:

1. Look for the hazards
2. Decide who might be harmed and how
3. Evaluate the risks and decide whether the existing precautions are adequate or whether more should be done
4. Record your findings
5. Review your assessment and revise it if necessary

Risk assessments of challenging behaviour are influenced by the complex, interactional nature of human behaviour. Most young people will already be supported through individual plans, which will include reference to many aspects of risk assessment.

The following format is offered as one way of addressing the five steps above, but should be seen in the context of all the other positive planning that already takes place. This detailed level of risk assessment will not be appropriate in all circumstances but is important where there is feeling that individual or collective behaviours represent a significant hazard.

The framework contains the following sections:

#### **Behaviours causing concern**

This section allows a clear description of risks – what types of behaviour does the pupil engage in, which present a risk to others? Action taken in response to this level of risk will vary according to the probability of the behaviour occurring, and the usual intended target for each behaviour.

#### **Possible influencing factors**

Behaviour is influenced by the context in which it occurs. This section allows staff to identify key contextual factors such as the physical and social environment, the curriculum and the recent personal history of the pupil.

#### **Preventive measures**

Schools can take a range of preventive measures to reduce the risk of challenging behaviour being shown, or to reduce its intensity and duration if it has started. Some preventive measures may be implemented before the challenging behaviour even occurs; others will be responses to early warning signs, or an escalating situation. Specific actions will be related to the assessment of the behaviour and its influencing factors.

#### **Monitoring and review**

Behaviour changes over time, and risk assessments will also need to change. Review cycles for individual plans are built into the Special Educational Needs Code of Practice, and it will be important for risk assessments to be reviewed at least as often as twice yearly in order for them to be useful documents. In many cases, the review pattern will need to be more frequent.

These reviews need to be informed by data about the ongoing level of risk. This document does not recommended formats for gathering this data, as many sources will already be available within the school. Data sources will include:

- The young person's views
- The views of those that know the young person from school, at home and in other relevant settings
- Specific incident report forms, such as violent incident records, physical intervention report forms and pastoral records of serious incidents
- Details of points/merits etc. awarded for appropriate behaviour

Useful questions to ask at the review stage include:

- Are any new patterns emerging?
- Has the duration, frequency or intensity of the behaviour changed?
- Has the level of risk altered?
- Which preventive and reactive strategies are working/not working? Why? How do we know?
- Is there anyone else who needs to be involved in the planning and review process?

### **Key actions**

It is important that the risk assessment process does not simply replicate planning and intervention already recorded in other places. The "Key actions" section simply provides a format for recording any actions that are additional to those already recorded.

### **Risk assessment summary**

Some schools may choose to complete the Assessment Summary shown as Table Four so that the key points arising can be shared easily amongst staff. A number of separate behaviours can be recorded with recommended action against each behaviour.

Form Number:

**Appendix Two: Restrictive Physical Intervention recording form**



**Physical Intervention Record Form**

School ..... DFE No.....

Name of child/young person .....

Year Group ..... Child in care: Yes / No SEN Register: Yes / No

**When did the incident occur?**

Date	Day of week	Time	Where?
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**Staff involved:**

Name	Designation	Trained in an accredited physical intervention package (e.g., Team Teach)	Involved: physically? (P) observer? (O)	Staff signature

**Please describe the incident using additional pages if required:**

1. What was happening before?
2. What do you think triggered this behaviour?
3. What de-escalating techniques were used prior to physical intervention?
4. Any other information relevant to include.

**Why was Physical Intervention deemed necessary?** Please circle the reason and give a brief description

Reason	Descriptions of risk
Prevent harm to self	
Prevent harm to others	
Prevent damage to property	
Maintain safety	
Other – specify and describe	

**Which physical intervention technique/s were used?** Tick as applicable and record duration of technique.

	Breakaway	Standing/escorting	Seated (chairs, beanbag, floor)	Lying prone (face down) or supine (face up) *
One person				
Two person				
More than two people (specify) .....				
OTHER (please specify)				

\*Due to the increased risk to breathing, holding the child/young person in either of these positions requires an advanced level of training from an accredited provider.

**Please give details about the above technique/s** .....

Has the child/young person been held before?	Yes / No
<i>If no:</i> An individual plan and risk assessment for the child/young person must be put in place, clearly detailing proactive, reactive, and physical intervention approaches.	

*If yes:*

Does the individual support plan need to be reviewed as a result of this incident? Yes / No

Does the risk assessment need to be reviewed as a result of this incident? Yes / No

Who will action these reviews and when? (less than four weeks) .....

Who was the incident reported to and when? .....

.....

Was there any medical intervention Yes / No

Include names of any injured person and brief details of injuries .....

.....

.....

Please specify any related record form:

Accident Book  Anti Bullying and Racist Incident Record Form

Skin map for child/young person and/or adult  Violent Incident Record

Complaints recorded

Others (please specify) .....

Was the pupil debriefed? Yes / No

Were staff offered a debrief? Yes / No

Was it taken up? Yes / No

**Parents/carers were informed:**

Date	Time	By whom?	How?

Form completed by:	Name	Designation	Date and time

*Good practice dictates that schools should review what happened and consider what lessons can be learned, which may have implications for the future management of the pupil. These need not be added to this form but should be incorporated in the individual plans for the child.*

**If further advice is required around any issues related to physical intervention or the completion of this form, please contact : [pbs.teamteach@hants.gov.uk](mailto:pbs.teamteach@hants.gov.uk)**

**Debrief Form**

Was the restrictive physical intervention:

- Reasonable?
  
  
  
  
  
  
  
  
  
  
- Proportionate?
  
  
  
  
  
  
  
  
  
  
- Necessary?

How can we support you?

What Went Well?

Even Better If?

Observations and points for further consideration?