



Safer Touch and Physical Intervention Policy

This policy has been approved and adopted by the Christus Catholic Trust across all their academies and it will apply to all staff within the Trust.

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| Approved by Trust Board | July 2025 |
| Review Date | July 2027 |

The schools of Christus Catholic Trust are unique and united in partnership and service to our communities and global home.

We are:

- Uncompromising in our **ambition** to use the power of **collaboration** to ensure our pupils receive an **excellent** Catholic education.
- Have a strong culture of safeguarding in an environment where good mental health and wellbeing are nurtured.
- Have an **inclusive** approach to a high quality, **innovative**, contextualised education.
- Have high **aspirations** for all our pupils to achieve the best possible outcomes.

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Statement of Intent

Catholic schools have a long history of welcoming pupils with special educational needs and disabilities (SEND) and were among the first to be established for this purpose in the last century.

At the heart of every Catholic school sits the person of the Lord Jesus Christ and the teachings of the Catholic Church on the God-given dignity of each human life. Each and every person is to be valued as God's creation. The Church's vision is firmly rooted in the example of Jesus, who turned no-one away, but made himself available to all.

Christus Catholic Trust (CCT) schools believe that it is important to establish a safe, secure and stable environment to enable pupils to grow, develop and learn. To achieve this, the trust and the schools recognise that, in certain circumstances, physical intervention, including safe touch and the use of reasonable force, is necessary.

The trust and the schools understand that behaviour is often a means of communication which may signal that a pupil is in need of support but does not know how to express this; therefore, the school takes a proactive approach to anticipating, managing and minimising potential triggers of distressed behaviour that may cause harm.

Christus Catholic Trust (CCT) Schools are committed to the provision of care that is high quality and meets the individual needs of our young people. We ensure that all staff responsible for the safe touch of students will undertake their duties in a professional manner at all times. We recognise that there is a need to treat all young people with respect. We do not accept any young person being attended in a way that causes distress pain or indignity.

This policy acknowledges that situations may arise in which staff members will be required to use physical intervention, in order to handle pupils' emotions or aggressive behaviour when other measures have failed to do so or to keep them safe in an emergency situation.

The aim of this policy is to ensure that safer touch and physical intervention is used in accordance with the relevant legislation and national guidance.

Legal Framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Education Act 2011
- Children Act 1989
- Equality Act 2010

This policy has due regard to the following guidance:

- DfE (2013) 'Use of reasonable force in schools'
- DfE (2014) 'Supporting pupils with medical conditions at school'
- DfE (2015) 'SEND Code of Practice'
- DfE (2018) 'Working Together to Safeguard Pupils'
- DfE (2025) 'Keeping Children safe in education'
- HM Government (2019) 'Reducing the Need for Restraint and Restrictive Intervention'

This policy operates in conjunction with the following Christus Catholic Trust and school policies:

- Allegations of Abuse Against Staff Policy
- Behaviour Policy
- Complaints Procedures Policy
- Health and Safety Policy
- Low-level Concerns Policy

- Safeguarding Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Staff Code of Conduct
- Staff Disciplinary Policy and Procedures

Roles and Responsibilities

The trustees and local governing boards are responsible for:

- Monitoring the overall implementation of this policy.
- Notifying the headteacher that the Behaviour Policy should include the power to use reasonable force.
- Considering any material incidents relating to restraint or intimate care about which they are informed by the headteacher, at every full governing board meeting.
- Reviewing this policy on a three-yearly basis.
- Responding to any complaints, in liaison with the headteacher, from pupils or parents regarding the use of reasonable force.

The headteacher is responsible for:

- Deciding whether members of staff require additional training to enable them to carry out their responsibilities, considering the needs of pupils.
- Ensuring all members of staff understand the correct conduct in terms of safe touch and physical intervention.
- Handling any allegations of abuse in line with the Allegations of Abuse Against Staff Policy.
- Maintaining the records of the use of reasonable force and evaluating on a termly basis how reasonable force and physical intervention is used.
 - Ensuring that any member of staff who uses reasonable force completes the Physical Intervention Report Form. (**Appendix B – Physical Intervention Incident Record Form**)
- Ensuring that the schools behaviour policy contains the trust statement about the use of reasonable force.
- Share with trustees and the governing board of any material incidents relating to restraint.
- Responding to any complaints, in liaison with the governing board, from pupils or parents regarding the use of reasonable force.

The Special Educational Needs and Disabilities Coordinator (SENDCo) is responsible for:

- Providing training to members of staff on how to handle the needs of pupils with SEND.
- Ensuring staff understand how pupils with SEND may react differently to safe touch and physical intervention.
- Ensuring that staff understand the additional vulnerability of pupils with SEND or medical conditions.
 - Developing individual risk assessments, care plans and de-escalation plans for pupils with SEND that are agreed with the pupil's parents and ensuring teaching staff are aware of these. (**Appendix D – Risk Assessment and De-Escalation Plans**)
- Ensuring that staff understand how reasonable force principles may need to be adapted for pupils with medical conditions.
- Evaluating on a termly basis how reasonable force and physical intervention is used with regard to pupils with SEND, in collaboration with the headteacher.
 - Ensure an early annual review takes places after 5 or more physical interventions in a term, for pupils with an EHCP. (**Appendix C – Physical Intervention Record Log**)

The Designated Safeguarding Lead (DSL) is responsible for:

- Providing staff with reasonable force training (such as Safer Handling) and safer touch training, where the headteacher deems it necessary.

- Ensuring all members of staff use reasonable force in accordance with this policy.

Definitions

For the purposes of this policy, **'physical intervention'** is used to refer to any situation in which physical contact with a pupil is necessary – this includes intimate care (e.g. to provide assistance with dignity to pupils with toileting or medical needs), reasonable force (e.g. to defuse a situation in which a pupil is at risk of harming themselves or others) and safe touch (e.g. comforting a pupil in emotional distress).

For the purposes of this policy, **'positive handling'** is defined as the overall, graduated approach of responding to pupils' medical needs, behaviour and emotions with the intention of protecting pupils and staff and limiting damage to others and property. Positive handling adapts the least intrusive intervention techniques in response to situations, before using gentle physical intervention and reasonable force as a last resort.

For the purposes of this policy, **'reasonable force'** is considered to refer to a broad range of actions that may be used to control or restrain a pupil to prevent that pupil from hurting themselves or others, from damaging property, or from causing disorder. Reasonable force covers force that is necessary and proportionate to the circumstances.

There are two key types of reasonable force:

'Control' – actions used in an attempt to direct a pupil's movements; this includes passive physical contact (e.g. standing between pupils or blocking a pupil's path) and active physical contact (e.g. leading a pupil out of a classroom by their arm).

'Restraint' – actions used in an attempt to physically bring a pupil under control. This type of force is typically used in more extreme circumstances (e.g. where two pupils are fighting and refuse to separate, causing staff to intervene to hold them back from one another physically).

For the purposes of this policy, 'safe touch' is defined as physical contact which, if avoided, would be inhumane, unkind or cause distress to a pupil (e.g. where a pupil is significantly distressed and in need of physical comfort).

Positive Handling

The principle of positive handling means that the Christus Catholic Trust expects its school staff to assess whether the incident requiring a response can be resolved without physical intervention.

Where possible, the school implements an approach of prevention, where staff will be trained in recognising warning signs of severe pain or distress and/or aggressive behaviour, communicating empathetically with pupils displaying such signs to aid them in regulating their emotions, and altering their environment to minimise distressing stimuli.

Teaching staff will be aware of the behavioural patterns, medical conditions and levels of need of pupils in their class and will ensure that incidents of disruptive or aggressive behaviour in the classroom are handled in line with individual pupils' needs.

Staff will not generally resort to physical contact or reasonable force immediately without first questioning whether there is a need to use physical intervention. Staff will question whether:

- Verbal de-escalation can be attempted.
- There are actions that can be taken to remove triggers from pupils (e.g. dimming the lights and encouraging quiet where a pupil is having a meltdown in response to sensory overstimulation).
- The pupil can be removed from the situation without physical intervention (e.g. if they will follow a member of teaching staff out of the classroom).
- The pupil has a condition or support needs that mean physical intervention would be inherently more dangerous (e.g. asthma which may be made worse by restrictive holds or sensory issues where physical touch would contribute to sensory overload and may provoke aggressive behaviour).
- They have the ability, training and adequate support to physically intervene safely without causing

unnecessary harm to the pupil or themselves.

Where there is no immediate risk of harm to themselves or others, destruction of property or serious disruption, reasonable force will not be used on the pupil. Any reasonable force used in situations that are non-urgent will only be used once all alternative options have been exhausted and where the staff member in charge deems that the situation is escalating and all strategies within the de-escalation plans have been followed.

A definition of 'Holding' can be found in legislation (Children's Act 1989) which defines 'holding' as: "a commonly used, and often helpful containing experience for a distressed child."

The school understands that, in some cases, action may be required very quickly (e.g. in the event that a pupil attempts to run out into a busy road, or where pupils begin a violent incident with one another, or staff and staff are forced to separate). Staff will not be penalised for resorting to the use of physical intervention or reasonable force in such situations where it is justified and perceived necessary to prevent harm to others or property in the circumstances.

Positive handling will be applied with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control. Reasonable force is not used as a method of behaviour management or discipline – only as a last resort in situations that require de-escalation to prevent harm.

Reasonable Force

Staff members will use actions that are appropriate and in proportion to the circumstances. Physical restraint will never be used routinely. Where reasonable force is required, the degree and type of force that is used will depend on the pupil's circumstances (e.g. their age or SEND).

The following list is not exhaustive, but provides examples of situations where the school may decide to use reasonable force where other methods of defusing a situation have been exhausted or are not appropriate:

- Members of staff need to control pupils risking the safety of themselves or others outside of school premises where the same range of support options are not available (e.g. on school trips).
- Members of staff must prevent a pupil from leaving an area (e.g. the classroom or school grounds) where doing so would risk their safety or the safety of others.
- A pupil is attacking a member of staff or another pupil.
- A pupil is at serious risk of harming themselves and a member of staff must intervene to prevent this.
- Disruptive pupils must be removed from the classroom and are refusing instructions to leave.
- The headteacher or authorised staff are conducting a search for items prohibited under the Education Act 1996 (e.g. knives and weapons, alcohol, and illegal drugs).

All members of staff will be permitted to use reasonable force where they believe it to be appropriate in line with their training, as long as all necessary precautions are taken. The decision to physically intervene during a situation is down to the professional judgement of the member of staff and always depends on the circumstances and the pupil's individual needs.

The power to use reasonable force also applies to any individual whom the headteacher has identified as temporarily in charge, such as volunteers.

In many cases where physical intervention or reasonable force is required, minimal and non-restrictive force will be appropriate (e.g. holding a pupil's arm to escort them from a classroom) in line with staff training for safer handling.

Reasonable force techniques that involve restraint will only be used where the staff member in charge feels it is necessary to prevent serious harm. In general, restraint will only be used briefly and prolonged restraint will not be used (i.e. restraint beyond that which is necessary to remove the immediate threat a pupil is posing to themselves or others).

Where staff determine physical intervention is necessary, they will calmly communicate the reasons for their actions to the pupil and explain why it is necessary in a non-threatening manner. In most cases, staff will communicate this to pupils before making physical contact to minimise distress and/or further aggressive behaviour from the pupil; however, the school recognises that this is not possible in some emergency situations as this may cause additional cognitive load and distress.

Staff will never give the impression that they are acting out of anger or are punishing the pupil. Staff members will always avoid acting in a way that could cause injury; however, the school understands that accidental injury may occur in emergency situations where there is not sufficient time for a considered response (e.g. bruising on a child's wrist where a staff member has grabbed them to prevent them running onto a busy road).

Where a member of staff believes that they are at risk (e.g. where an injury is likely to occur) they will not intervene in an incident without the help and assistance of another staff member.

Children's Act 1989

“Every effort should be made to secure the presence of other staff to ensure that any action taken is both safe and successful. It would be an error of judgement if a member of staff tried to restrain a young person without proper assistance and in so doing caused injury to himself or the young person because the intervention was handled ineptly.”

This interpretation of the Pupils Act 1989 makes it clear that other staff should be present and that it would be an “error of judgement” if a person was expected to restrain on their own due to the increased risk of injury. Staff will also be aware that, in some instances, it will cause more distress to a pupil, and may increase the risk of harm to their peers, if they are prevented from leaving an area (e.g. their classroom) using physical intervention. Where it is not dangerous to allow them to leave, the staff member in charge of the situation should use their judgement in allowing a pupil to remove themselves from the area, as environmental factors in the area specifically may be provoking their behaviour.

Following the incidents where reasonable force is used, the pupil involved may be subject to separate disciplinary procedures, in which strategies should be formed to help avoid recurrence of such incidents.

Pupils with SEND

The school will have due consideration to the risks posed by the additional vulnerability of pupils with SEND in terms of physical intervention and reasonable force.

The SENDCo will ensure that the stipulations of the Equality Act 2010 are adhered to in relation to reasonable adjustments, non-discrimination and the Public Sector Equality Duty, and will ensure that staff that come into regular contact with pupils with SEND are aware of the ways in which their needs can be met without reasonable force.

The school is aware that pupils with SEND may sometimes experience meltdowns, which can sometimes manifest in behaviour which may be aggressive or seem uncontrollable. Where it is known that a pupil is prone to meltdowns, the SENDCo and headteacher will use the risk assessment and de-escalation plan to determine planned strategies for managing the pupil's meltdowns that are tailored to the pupil's specific needs, to avoid the use of reasonable force. These risk assessments will be conducted in collaboration with the pupil, their parents and any other professionals, where appropriate.

Some pupils with SEND may require physical intervention when they feel overwhelmed or stressed (e.g. a tight hug); however, this will be discussed as part of relevant risk assessments.

Staff will also be aware that pupils with SEND may engage in frequent, repetitive self-stimulatory behaviour, known as ‘stimming’, and that some pupils may engage in self-injurious stimming (e.g. repeatedly hitting or scratching themselves). While this can be alarming, staff will be aware that stimming is often carried out as a means of emotional regulation or self-soothing in response to stressful or overwhelming stimuli. Staff members

will aim to remove distressing stimuli from the environment, where possible, or will support pupils to engage in less harmful stimming methods (e.g. by providing them with something to play with or demonstrating a less harmful stim, such as hand flapping).

Staff will be aware that restraining a pupil in a way that prevents them from stimming entirely can cause extreme distress and lead to further aggressive behaviour. Self-injurious stimming and tactics to support a pupil to engage in safer stims will be included as part of the pupil's risk assessment and de-escalation plan.

The school will adhere to its Special Educational Needs and Disabilities (SEND) Policy at all times.

Post-Incident Support

Following an incident of reasonable force, all pupils and staff members involved will be given any necessary first aid to treat injuries as soon as possible, and emotional support.

Wherever reasonable force is used, staff members and pupils involved in incidents will be given separate opportunities to reflect on what happened.

It will be explained to the pupil involved the reason that such intervention was used and reassured that the use of the intervention was not a punishment for their behaviour, but rather a method of defusing the situation and preventing them from harming themselves or others.

Staff will be encouraged to reflect on their actions and how they handled the situation, and will be reassured, where appropriate, that they have done nothing wrong and acted in what they perceived to be the best interests of pupils, in line with the positive handling staff risk assessment. (*Appendix A – Physical Intervention Staff Risk Assessment*)

Reporting Incidents

A detailed written report will be kept of all incidents where reasonable force is used, distinguishing between planned interventions (those in line with approved strategies for the behaviour of specific pupils) and unplanned or emergency interventions.

Immediately following an incident, the member(s) of staff involved will verbally report the incident to the headteacher and provide a comprehensive written record of the situation as soon as possible, using the Physical Intervention Report Form. The written report of the incident must be thorough, including as much detail as possible as to what had happened before, during and after the incident, the reasons why specific interventions were employed, and any injuries incurred due to the incident.

Records should be retained and analysed by the headteacher and SENDCo where physical intervention was used on a pupil with SEND, on a termly basis to ensure that such interventions are being used appropriately, and to identify patterns of behaviour and responses to that behaviour that may require changes to school practice (e.g. increased staff training or further behavioural or emotional support, changes to provision). Records should also be sent to the trustees and governing board termly for evaluation.

Where reasonable force or physical restraint has been used, the pupil's parents will be informed as long as this would not place the pupil at greater risk. If the decision is made that the parents cannot be informed as this would place the child at greater risk, a safeguarding referral will be made in line with the Safeguarding Policy.

The headteacher will make the final decision as to whether it is appropriate to inform the pupil's parents of the details of an incident. If it is appropriate, the following will be adhered to:

- Parents will be informed in writing with a copy of the reporting form.
- The report will inform parents of their right to complain about the use of positive handling and reasonable force, in line with the Complaints Procedures Policy.

If a member of staff witnesses or suspects the use of reasonable force, where another member of staff is actively involved in physical intervention inappropriately, they will report this to the headteacher immediately.

Any allegations against staff will be dealt with as a matter of urgency, and in accordance with the procedures outlined in the school's Allegations of Abuse Against Staff Policy.

Safe Touch

Staff should ensure that safe touch only occurs in the presence of other adults or pupils, and that it does not indicate favour towards particular pupils.

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. Some schools find it helpful to adopt a "positive touch" policy setting out what would be appropriate examples.

Examples of where touching a pupil might be proper or necessary:

- **Passive physical contact** – blocking a pupil's path, prompting, holding the hand of a child at the front / back of the line when going to assembly or when walking together around the school, comforting a distressed child, providing first aid, demonstrating exercises or techniques during PE lessons, using musical instruments.
- **Active physical contact** – restraining a pupil to prevent a greater harm from occurring, leading away from danger or breaking up a fight.

The school understands that certain types of physical contact between staff and pupils are inappropriate, e.g. cuddling, lap-sitting and some instances of holding hands, and that safe touch should never be invasive, humiliating or flirtatious.

Pupils should not be touched between the waist and mid-thigh, or on/near the chest (unless specifically required during a First Aid procedure or Safer Handling physical intervention).

The school places the following restrictions on hugging. Staff employing touch for reward or comfort will use the 'school hug', rather than an embrace. The school hug is a sideways hug whereby the member of staff places their hands on the pupil's shoulders. This type of hug prevents the pupil from turning themselves towards the member of staff and thus engaging in a 'front' embrace, which the school deems inappropriate.

Lap-sitting is inappropriate, unless the pupil has special educational needs or disabilities and this is written into their care plan or EHCP. A child may only sit on an adult's knee for a short period and a specific purpose (e.g. for First Aid) – they should not sit too close to the body.

For pupils within the Early Years Foundation Stage, it may be more appropriate on occasion for closer physical contact, while appropriate child-adult relationships are being established.

The school understands that pupils are not always aware of the boundaries between staff and pupils and thus may try to engage in physical contact, such as lap-sitting or inappropriate hand-holding and hugging. Should a pupil try to engage in any inappropriate physical contact, the member of staff will explain to the pupil why it is unacceptable.

Appropriate touch involving pupils with SEND will be in line with their EHCP or One Plan, this is especially necessary for pupils who have sensory seeking needs or who are pre-verbal and use touch to communicate.

Where it is reported that a staff member has engaged, or is suspected to have engaged, in touch that is not appropriate in line with this policy and the Staff Code of Conduct, this will be handled in line with the Low-level Concerns Policy, or, where there have been multiple reports of inappropriate touch or an instance of touch which is severely inappropriate, the Allegations of Abuse Against Staff Policy.

Support for Pupils Reluctant to Enter the School

Some pupils, especially the very young and those with SEND, may experience anxiety about attending school. On occasion this may manifest itself as upset on entry to the school itself.

Staff will take a lead from parents/carers in such circumstances. They may, with parental permission, provide physical comfort while verbally encouraging a child's entry, for the minimal time felt necessary (e.g. holding a hand)

Staff in the EYFS may, with parental permission, provide physical assistance to parents/carers in such circumstances. If an EYFS pupil is upset on entry, their parent/carer should be asked to enter first or wait until all other pupils have come into the classroom, then bring their child to the threshold. If, after verbal encouragement, the child remains reluctant to enter the classroom, the parent may enter the classroom with the child.

Physical assistance (e.g. control or restraint) will not be provided to pupils in year groups other than the EYFS to facilitate their entry to school, even if requested by parents/carers. Physical comfort may, however, be offered by staff or parents allowed to escort their child to the classroom.

Support for Pupils During Emergency or Evacuation Situations

Health and safety legislation places duties on the employer or 'responsible person' to prepare suitable and sufficient emergency plans for their buildings. These plans should include the procedures for evacuating the building in case of fire, bomb, gas leak, etc. The most common reason for needing to evacuate premises is in relation to fire. When preparing a fire evacuation procedure, it is imperative to ensure that all people within the building can be evacuated to a place of safety.

Adults or children with a disability should be considered as part of the evacuation procedures. In some cases, they will be able to evacuate the building independently but some with a limited mobility or a visual or hearing impairment may require additional support in order to evacuate safely.

People with cognitive disabilities, including dyslexia, dyspraxia and autism often have problems comprehending what is happening in escape conditions, or may not have the same perceptions of risk as non-disabled people. Provision of good orientation facilities and measures within the building is essential. There may be reluctance by some to take an unknown route from the school building.

During emergency of evacuation situations, some pupils may require safer touch or physical intervention in order to support them to evacuate safely but quickly. The purpose of a Personal Emergency Evacuation Plan (PEEP) (*Appendix E – Personal Emergency Evacuation Plan Template*) is to enable the school to implement effective arrangements to ensure everyone can evacuate the school in an emergency. This plan is designed for individuals who require additional assistance when evacuating a building.

The school must ensure that the PEEP is flexible so that it can be utilised for a range of unpredictable emergency scenarios. The school should also consider reviewing any temporary PEEPs produced for those with temporary conditions, i.e. a broken leg. The school will also need to be prepared to amend PEEPs to suit the needs of individual staff and or pupils, for instance, those with SEND. This includes considering how PEEPs sit within the school's general emergency plans.

Complaints

All members of staff will be made fully aware of the consequences and legal retributions that can occur following the incorrect use of physical intervention and force.

All complaints regarding the use of physical intervention or force will be investigated in a thorough and speedy manner. The person making the complaint is responsible for providing evidence for their allegations (e.g. testimony of events or evidence of injury) – it is not for the member of staff to prove that their actions were made reasonably.

In extreme circumstances, parents may take civil action or pursue a criminal prosecution. In the case where a member of staff has acted within the law, this will provide a defence to any civil or criminal prosecution.

Members of staff accused of using excessive force will not be automatically suspended as a response to the allegations; procedure will be adhered to, in line with the Allegations of Abuse Against Staff Policy. Careful consideration will be given to whether the case warrants a person being suspended until the allegation is resolved.

The governing board will always take into account whether a staff member has acted within the law when considering whether or not to take disciplinary action against a staff member involved in an incident. Where a member of staff is suspended, the school will ensure that the staff member has access to a named contact that can provide support and guidance. The school will provide pastoral care to any member of staff who is subject to a formal allegation.

Where a safeguarding allegation is made against a member of staff that involves physical contact (e.g. restraint) the strategy discussion or initial evaluation with the LADO will take into account that teachers and other school staff are entitled to use reasonable force to control or restrain pupils in certain circumstances, including dealing with disruptive behaviour.

Reviewing Risk Assessments, De-Escalation and Personal Emergency Evacuation Plans

All risk assessments and plans should be revisited termly as part of pupil progress (even if no changes are necessary) and updated at least once a year as well as whenever there are changes to the pupils needs. This SENCO will ensure the updating of plans, involving members of staff, professionals and parents.

The intervention required may change as the pupils' needs change, so staff training should also be updated as part of any review process as appropriate.

Further Information

Further information regarding how each Christus Catholic Trust School meets medical, behaviour and SEND needs can be found on their individual websites.

Holy Cross Catholic Primary School – South Ockendon - Thurrock

[SEND Local Offer 2023-24 | Holy Cross Catholic Primary School \(holycrossprimary.com\)](#)

St Joseph's Catholic Primary School – Stanford-le-Hope – Thurrock

[SEND - St Joseph's Catholic Primary School Redesign \(stjosephscatholicprimaryschool.co.uk\)](#)

St Mary's Catholic Primary School – Tilbury – Thurrock

[648830F35426AB1F788C8223192C4B83.pdf \(stmarystilbury.co.uk\)](#)

St Thomas of Canterbury Catholic Primary School – Grays - Thurrock

[SEN, Inclusion & Disability Info | St Thomas of Canterbury Catholic Primary School](#)

St Anne Line Catholic Infants School – Basildon – Essex

[SEND \(Special Educational Needs & Disabilities\) - St Anne Line Catholic Infant School \(stannelineinfant.co.uk\)](#)

St Peter's Catholic Primary School – Billericay - Essex

[SEND Information | St Peter's Catholic Primary School \(stpeterscatholicprimaryschool.co.uk\)](#)

St Teresa's Catholic Primary School – Basildon – Essex

[St Teresa's Catholic Primary School - SEN School Offer \(st-teresasrc.essex.sch.uk\)](#)

Appendices

- Appendix A – Physical Intervention Staff Risk Assessment
- Appendix B – Physical Intervention Incident Record Form
- Appendix C – Physical Intervention Record Log
- Appendix D – Risk Assessment and De-Escalation Plans
- Appendix E – Personal Emergency Evacuation Plans



Appendix A – Physical Intervention Staff Risk Assessment



Manual Handling: Risk Assessment Checklist Section A – Preliminary:

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| Activity Description: Physical Restraint | Is an assessment needed? Yes: There is a potential risk for injury. |
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If Yes continue. If 'No' the assessment need go no further.

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| Operations covered by this assessment (detailed description): Teams of two or three trained staff control a subject by the use of non- harmful methods of control or more restrictive holds and locks to prevent a subject from either: a) harming others, b) harming themselves, and c) causing serious damage to property. | Diagrams: For diagrams of techniques in current use see current Training Manual. |
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Section B – See over for detailed analysis

Section C – Overall assessment of the potential risk of injury? Low/ Med / High

Section D – Remedial Action to be taken:

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| Remedial steps that should be taken, in order of priority: <ol style="list-style-type: none"> 1. Continually review training design to improve staff competence. 2. Ensure that those expected to effect physical restraint are physically capable of doing so. 3. Ensure staff are trained in the correct posture during restraint training. 4. Restraint initial & refresher training to contain manual handling training. 5. Ensure physical techniques minimise the need for staff to twist and bend as far as is operationally practicable. |
| Date by which this action should be taken: |
| Date for re-assessment: |
| Assessors name: |
| Signature: |

| Section B – More detailed assessment, where necessary | | | | | |
|---|--|------------------|----------------------------|--|---|
| Questions to consider: | If yes, mark [X] appropriate level of risk | | | Problems occurring from the task | Possible remedial action. (Possible changes to be made to system/task, load, workplace/space, environment. Communication that is needed. |
| | Low | Med | High | | |
| The tasks – do they involve: Holding loads away from trunk? Twisting? Stooping? Reaching upwards? Large vertical movement? Long carrying distances? Strenuous pushing or pulling? Unpredictable movement of loads? Repetitive handling? Insufficient rest or recovery? A workrate imposed by process? | | X X X X | | 1. Extending arms when applying holds / locks 2. Twisting the torso when trying to gain control 3. Stooping due to subject movement. 4. Reaching upward to compensate for height differences. 5. When trying to overcome subject resistance. Subject behaviour may be unpredictable. Staff unable to achieve rest by using inefficient techniques to control subject. | 1. Arms to be kept close to the body when applying locks. 1, 2, 3 & 4 Train staff in the correct posture and movement during initial & refresher training in line with manual handling training recommendations. 5. Train staff in appropriate & effective methods of control. 6. Make staff aware of factors that may increase the risk of a subject becoming unpredictable. 7. Use techniques that achieve control with maximum efficiency |
| The loads – are they: Heavy? Bulky / unwieldy? Difficult to grasp? Unstable / unpredictable? Intrinsically harmful? Potentially violent? | | | X X X X X X | Subject offering resistance may resist / fight for extended periods of time fatiguing staff who wear ppe. Subjects may also vary in size and / or be under the influence of drink and / or drugs. Subject may also fatigue quickly after a violent struggle increasing risk of postural asphyxiation. | Staff need to be trained to take control quickly and effectively and have an understanding of the risk & relationship associated with drink / drugs & violence. All staff should be trained to recognise the risk of postural asphyxiation and how to minimise the risk, and restraint skills must compensate for the physiological and anatomical differences between men and women. |
| The working environment – are there: Constraints on posture? Poor floors? Variations in levels? Hot/cold/humid conditions? Strong air movements? Poor lighting conditions? | | | X X | Staff having to restraint on beds. Staff having to restrain in cubicles or other confined spaces. Staff having to restrain or move a person under restraint on stairways. | Provide specific risk assessed training for the environment. Restrict / minimize the use of prone restraint. Contain rather than restrain. Training staff in the risks and hazards of operating in a confined space. Avoid the need to restrain or move a restrained person up and down stairs. |
| Individual capability – does the job: Require unusual capability? Hazard for those with health problems? Hazard for those who are pregnant? Call for special information / training? | | | X X X X | Staff who do not have natural ability. Staff who find it difficult to learn the skills required. | Staff should be fit and able to undertake the training. All staff expected to undertake physical restraint should be trained in the activity to a competent and professional level. Any member of staff with injuries should be medically assessed for the activity. All pregnant persons should be exempt from training and undertaking the activity. |
| Other factors: Is movement or posture hindered by clothing or personal protective equipment? | <input type="checkbox"/> Yes / <input type="checkbox"/> No | | | Clothing worn at work should be suitable for undertaking restraint in. | Staff expected to use physical restraint should not wear 'high-heels' or open-toed shoes at work or during training. |



Appendix B – Physical Intervention Incident Record Form



Physical Intervention Record Form

School Year Group.....

Name of child/young person

Is this young person a looked after child/SEN/vulnerability?

When did the incident occur?

| | | | |
|------|-------------|------|--------|
| Date | Day of week | Time | Where? |
|------|-------------|------|--------|

Staff involved

| Name | Designation | Safer Handling trained? | Involved: physically?(P) as observer? (O) | Staff signature |
|------|-------------|-------------------------|---|-----------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Please describe the incident and include:

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. Why was a Physical Intervention deemed necessary?
5. Any other information relevant to include.

Technique(s) used (tick as appropriate)

| Technique | Standing/escort | Sitting/chairs | Kneeling | Ground |
|--------------------------------|-----------------|----------------|----------|--------|
| Breakaway (prompt and guide) | | | | |
| Two people (double wrist) | | | | |
| Two people (cupped fist) | | | | |
| Two people (straight arm hold) | | | | |

Please give details below of hold.

How long was the child/young person held?

**tick as appropriate*

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.

| | |
|---|--------|
| Has the child/young person been held | Yes/No |
| <i>A child/young person should have an individual plan clearly detailing reactive strategies and physical intervention approaches if they have been involved in physical interventions on more than one occasion.</i> | |
| Does the individual support plan need to be reviewed as a result of this | Yes/No |
| Does the risk assessment need to be reviewed as a result of this? | Yes/No |
| If yes, who will action 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 | |
| | |
| | |
| | |
| Accident Book | <input type="checkbox"/> |
| Anti Bullying and Racist Incident Record | <input type="checkbox"/> |
| Skin Map <input type="checkbox"/> | <input type="checkbox"/> |
| Violent Incident Record | <input type="checkbox"/> |
| Complaints recorded | <input type="checkbox"/> |
| Other (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? | By direct contact, telephone, letter? |
|------|------|----------|---------------------------------------|
| | | | |

| Form completed by: | Name | Designation | Date and time |
|--------------------|------|-------------|---------------|
| | | | |



Appendix D – Risk Assessment and De-Escalation Plans



Risk Assessment, Consistent Management and De-Escalation Plan for *****

| | | | |
|--|---------------------|---|-------------|
| Full Name: | Date of Birth: | Date: | Term: |
| SEN Status: EHC Plan | Social Care Status: | Class: | Year Group: |
| History of aggressive behaviour: Yes / No | | Do incidents take place under specific circumstance: Yes/Sometimes/No | |
| Do incidents take place with identifiable people: Yes/Sometimes/No | | Are there identifiable triggers: Yes/Sometimes/No | |
| Behaviour Profile Summary: | | | |

De- Escalation Plan in 5 Stages

| | | | | |
|---|--|---|--------------------------------|--|
| Identifiable Stressors and Triggers: | Identifiable De-Stressors/Regulation Activities: | | | |
| | • | | | |
| What is the behaviour communicating – what is the unmet needs | Key supporting adults: | | | |
| | <ul style="list-style-type: none"> Mrs– Class teacher Mrs – Teaching Assistant (Safer Handling Trained - Feb 2025) Mrs - Teaching Assistant Mrs – SENCo (Safer Handling Trained - Feb 2025) Mrs – Deputy Head teacher (Safer Handling Trained - Feb 2025) | | | |
| Level 1 Calm and Engaged | Level 2 Alert Stage | Level 3 Becoming Dysregulated | Level 4 Dysregulated | Level 5 Fight or Flight Mode |
| What does this look like? | What does this look like? | What does this look like? | What does this look like? | What does this look like? |
| | • | • | • | • |
| What is being communicated? | What is being communicated? | What is being communicated? | What is being communicated? | What is being communicated? |

| | | | | |
|--|---|---|---|---|
| | • | • | • | |
| Agreed Adult Response | | | | |
| Level 1 How do we support the pupil to remain regulated? | Level 2 How do we support the pupil to de-escalate? | Level 3 How do we support the pupil to de-escalate? | Level 4 How do we support the pupil to de-escalate? | Level 5 How do we support the pupil to de-escalate? |
| | • | • | • | • |

Additional Action/Control Measures for Other People and Property:

| | | | |
|--|-----------|--|-----------|
| Level of Risk based on current evidence to: Low = 1, Medium = 2, High = 3 | | | |
| Other Pupils | 1 / 2 / 3 | Staff | 1 / 2 / 3 |
| Visitors | 1 / 2 / 3 | Property | 1 / 2 / 3 |
| Building | 1 / 2 / 3 | | |
| TOTAL: | 10 | Level of Cumulative Risk: Low 0-4 Medium 5-8 High 9-15 | |

| | | | |
|--------------------------|--------------|--------------------------|--------------|
| School Signature: | Date: | Parent Signature: | Date: |
|--------------------------|--------------|--------------------------|--------------|



| Personal information | |
|--------------------------------|--|
| Name of individual | |
| Buildings covered by this plan | |

| Individual needs checklist | |
|---|--------|
| Mobility impairment | |
| Can the individual walk unaided down the stairs? | Yes/No |
| Does the individual require handrails for support when going down the stairs? | |
| Are there any structural features within the escape route that might prevent the individual from successfully accessing the escape route? | |
| Would the individual need to pause during the evacuation to rest and if so for how long? | |
| Visual impairment | |
| Does the individual require a copy of their PEEP in brail or large print? | |
| Does the individual require visual enhancement to the school's emergency warning systems? | |
| Can the individual access the escape routes unaided? | |
| Hearing impairment | |
| Does the individual require pre-existing emergency warning systems to have visual enhancements? | |

| | |
|---|--|
| Does the individual require a 'buddy' to be paired up with who can help alert them when an emergency occurs and guide them to safety? | |
| Cognitive impairment | |
| Does the individual require their PEEP to be adjusted to suit their understanding? | |
| Does the individual understand the pre-determined emergency routes to take during an evacuation? | |

Alarm System

| | |
|---|--|
| The individual is informed of an emergency by (tick all that apply): | |
| Existing Alarm System | |
| Visual Alarm System | |
| Pager Device | |
| Peer mentor or support assistant | |
| Other | |
| Additional comments | [Use this section to include any additional information necessary, such as any training required for these devices and systems.] |

Person(s) responsible for evacuation

| | |
|---|-----------------------------|
| The following people have been designated to give assistance when the individual needs to evacuate the school: | |
| Name(s) | Contact phone number |
| | |
| | |

| | |
|--|--|
| The pre-arranged meeting point for all locations | |
|--|--|

| |
|--|
| Equipment Required for Evacuation |
|--|

| Name of equipment | Required (Y/N) | Comments | Location of equipment required |
|-------------------|----------------|----------|--------------------------------|
| | | | |
| | | | |
| | | | |

| |
|---|
| Confirmation of the use of equipment |
|---|

| | |
|---|--|
| Does the individual understand how the equipment required will be used and located? | |
| Does the individual need training on how the equipment is used? | |

| |
|-----------------------------|
| Evacuation Procedure |
|-----------------------------|

| |
|---|
| <p>The procedure below offers step-by-step instructions on how the individual should be assisted with evacuation from the school. This procedure will be reviewed annually and after an emergency to ensure efficiency is maintained.</p> |
|---|

- | | |
|----|--|
| 1. | Location of individual within the school grounds will be determined. |
| 2. | Individual will be personally alerted by their ‘buddy’ that an emergency evacuation is taking place, ensuring that the individual understands the situation occurring. |
| 3. | If the child becomes distressed... |

| | |
|----|--|
| 4. | |
| 5. | |
| 6. | |

Confirmation of PEEP

The following information has been provided to the individual in:

| | |
|-----------------------|--|
| Standard print | |
| Other | |

Declaration

By signing this agreement, I understand that I am responsible for keeping this PEEP as accurate as possible and drawing attention to changes in circumstances that should prompt a review.

I understand that the data provided in this form will only be available to school staff and may be shared with emergency services where required. All information within this form will be collected and stored in line with the school's Data Protection Policy and Records Management Policy.

I understand the information provided within the PEEP and give consent for my data to be shared as detailed above.

| | |
|-----------------------------------|--|
| Name of individual | |
| Signature | |
| Name of responsible person | |
| Signature | |
| Date | |