



THE NEW GUILD TRUST

Safety Intervention Policy

This policy has been adopted on behalf of all academy schools in The New Guild Trust:

Moorpark Junior School
Jackfield Infant School
Alexandra Junior School
Alexandra Infants' School

Approval and Review

Committee to Approve Policy	Trust Board
Date of Trustee Board / Academy Committee Approval	May 2025
Chair of Trustee Board / Academy Committee	Mrs L Eagle
Signature	<i>L. Eagle</i>
Accounting Officer	Mrs K Peters
Signature	<i>K. Peters</i>
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1. Purpose of This Policy

This policy aims to give clear guidance in relation to any physical intervention that is undertaken to ensure that it is carried out in a way that supports the values and principles of each school within our Trust. In particular, it aims to describe the circumstances in which physical intervention is an appropriate response and how staff at each individual school will fulfil their responsibilities in those circumstances.

The Trust currently has Two CPI Safety Intervention (Foundation) Trainers and each Headteacher/Head of School is responsible for ensuring the relevant supporting CPD is provided to all members of staff and that this is communicated to parents/carers.

2. Physical Touch

The staff at each individual School within the Trust believe that physical touch is an essential part of human relationships. Therefore, adults may well use touch to prompt, to give reassurance or to provide support, for example in PE.

To use touch/physical support successfully, all staff will adhere to the following principles.

It must:

- Be non-abusive, with no intention to cause pain or injury.
- Be in the best interests of the child and others.
- Have a clear educational purpose (e.g. to access the curriculum or to improve social relationships).
- Take account of gender issues.

At each individual school the SENCO is responsible for ensuring that relevant staff are aware of any pupil who finds physical touch unwelcome. Such sensitivity may arise from the pupil's cultural background, personal history, age, etc.

3. What do we Mean by 'Physical Intervention'?

It is helpful to distinguish between:

Definition	Example	
Non-Restrictive Physical Interventions. (As already stated touch/physical contact is a small but important and natural part of teacher-pupil relationships in our school).	Either where the child's movement is not restricted or where the child is held supportively but such that they will be released immediately should they so wish.	For example: <ul style="list-style-type: none">• Guiding/shepherding a person from A to B• Supporting during PE lessons• Guidance during lessons e.g. handwriting support
Restrictive Physical Interventions	Physical Interventions that adhere to CPI Safety Intervention Foundation TM principles and as such be non-abusive or harmful, require minimum force and allow for gradient control to maintain the pupil's self-esteem.	For example: <ul style="list-style-type: none">• holding a pupil• blocking a person's path• interpositioning

and between:

Emergency/Unplanned Interventions	Occur in response to unforeseen events.
Planned Interventions	In which staff employ, where necessary, pre-arranged strategies and methods which are based on a risk assessment and recorded in an individual plan for the management of a pupil.

4. When are Physical Interventions Permissible?

Physical Interventions are rarely used at any of the individual schools within the Trust. However, we recognise that there is a need, reflected in common law, to intervene when there is an obvious risk of safety to its pupils, staff or property.

All staff at each individual School have the right to intervene under their duty of care, if they feel that a child, member of staff or property is at risk.

However, certain members of staff are trained specifically in the use of the Safety Intervention Foundation™ programme. These skills have been assessed by the BILD (British Institute for Learning Disabilities) and ensures that all holds are non-abusive or harmful; require the least possible force and allow the pupil dignity and control in the situation.

5. Risk Assessment

The use of a Restrictive Physical Intervention will be the outcome of a professional judgement made by staff on the basis of this policy in each individual school. It is avoided whenever possible and will not be used for staff convenience.

Physical intervention will *only* be considered if other behaviour management options have proved ineffective or are judged to be inappropriate, or in an emergency situation. Before deciding to intervene in this way, staff will weigh up whether the risk of not intervening is greater than the risk of intervening (see Decision Making Matrix Severity to Likelihood). Any actions will be carried out with the child's best interests at heart. Physical intervention will never be used to punish a pupil or cause pain, injury or humiliation.

Staff are not expected to intervene physically against their better judgement nor are they expected to place themselves at unreasonable risk. In such circumstances, they must take steps to minimise risks. For example, by removing other pupils and calling for assistance.

In some rare cases it might be necessary to include the use of physical interventions as part of an individual behaviour plan and an individual risk assessment will be completed. This will be planned out carefully and discussed fully with parents before it is put into place.

6. What to do After the Use of a Restrictive Physical Intervention

After the use of an Unplanned Physical Intervention in the individual school, the following steps will be taken:

- Details of the incident will be recorded by all adults involved *immediately*.
- Recording will be completed as soon as possible and filed within 24 hours whenever possible on the schools recording system (CPOMS). Staff will be offered the opportunity to seek advice from a senior colleague or professional representative when compiling their report.

- Any injuries suffered by those involved will be recorded following normal school procedures.
- The Headteacher/Head of School will check that there is no cause for concern regarding the actions of adults involved. If it is felt that an action has 'caused or put a child at risk of significant harm' the Headteacher/Head of School will follow the school's child protection procedures and also inform parents/carers.
- Parents/carers will be informed by an informed member of staff on the day of the incident. If this is initially done by phone, it will be followed up in writing (Appendix 1). Parents/carers will be offered the opportunity to discuss any concerns that they may have regarding an incident.
- Once the child has regained full self-control after the incident (and this may not be until some time later or even the following day) a support/debriefing to re-establish a therapeutic rapport between staff and pupils will follow. This may be supported by a member of SLT or pastoral leader where necessary.

After looking at the incident report sheet a member of the senior leadership team will decide whether a risk assessment for the child needs to be completed and an individual behaviour support action plan implemented.

The senior leaders and SENCO at each school will use the records kept to analyse patterns of behaviour and so decide whether responses are being effective. The senior leaders will report on this information to their Local Community Governing Body termly.

This Policy will be reviewed annually.

APPENDIX 1: Sample Letter to Parents

Dear

On [DATE]. There was a serious incident involving your child, {name}, that led to staff having to carry out physical intervention to prevent further risk of harm to himself or others.

This is a summary of the behaviour that led to the restraint:

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Physical intervention was necessary to

This was reported to you on the day of the incident via a telephone conversation as you were unable to visit school on the day to discuss this in person.

I can confirm that the staff involved are fully trained in Safety Intervention Foundation TM programme and that they followed the school's policy for physical restraint and intervention within their duty of care to your child, themselves and others in the school.

I am sure we will be meeting as soon as possible to discuss the continued support or/and next steps for your child and the school. Please do not hesitate to request further information regarding this incident.

Many thanks for your continued support.

Yours sincerely,

(Headteacher/Head of School)