



QCPS & EYFS PHYSICAL INTERVENTIONS POLICY

*Queen's College Preparatory School
(including Early Years Foundation Stage)*

Due for review Michaelmas 2027

Policy Statement

The School complies with all statutory requirements, as amended, from time to time. This Policy reflects the new DfE guidance (April 2026) for schools, entitled 'Restrictive interventions, including use of reasonable force, in schools'. The principles of 'reasonableness' and 'proportionality' are used at all times in respect of the use of force and restraint. For the purpose of this policy the following terminology will be used:

Restrictive intervention: a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This guidance uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

Reasonable force: a term used in legislation which includes physical restrictive 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.

Significant incident: any incident where the use of force goes beyond appropriate physical contact between pupils and staff as described in 'other physical contact with pupils' within this document. This includes when physical force is used to implement a non-physical restrictive intervention.

Seclusion: a non-disciplinary intervention involving keeping a pupil confined to a place away from others, 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 to describe a non-disciplinary intervention that immobilises a pupil or restricts their movement. This may involve direct physical contact, such as holding a pupil's arms at their sides or removing a pupil's crutches. The definitions of the various restrictive interventions provided above are included for completeness and should not be interpreted as an endorsement of their use at Queen's College Preparatory School. Certain interventions may not be applicable to this School or to most schools.

Purpose

The use of restrictive interventions, including reasonable force and seclusion, can have a significant impact on the pupils, parents and staff involved, as well as the wider community. However, there are times when the use of restrictive interventions are lawful and necessary; for example, to keep individuals and the wider community safe.

This policy sets out the circumstances in which such force may be used, ensuring that parents, staff, and pupils understand the School's practice and can provide appropriate support in the unlikely event that this form of control is required.

This policy is designed to protect all individuals from harm, safeguard pupils against unnecessary, inappropriate, excessive, or harmful physical intervention, and ensure that all staff are aware of what constitutes appropriate use. Staff are required to act in accordance with this policy at all times.

Introduction

Use of physical force is not usually necessary. However, should this ever be required then it is the aim of this policy to clarify the power of teachers and other staff and volunteers who have lawful control or who are in charge of pupils.

The provision applies when a teacher or authorised person is on the school premises and when the person has lawful control or charge of the pupils elsewhere, for example, on a school trip.

This policy does not authorise the use of corporal punishment or threat of corporal punishment in any circumstances and nor is it intended to encourage the use of inappropriate force. Queen's College Preparatory School does not permit the use, or threatened use, of corporal punishment during any activity, whether on or off the school premises, under any circumstances. Moreover, the Statutory Framework for the Early Years Foundation Stage (2026) requires that corporal punishment is not given by any person who cares for or is in regular contact with a child, or by any person living or working in the premises where care is provided. Failure to comply with this requirement constitutes a criminal offence.

There are a variety of circumstances in which reasonable restraint may be appropriate or necessary in order to control or restrain a pupil. Wherever possible, if this is anticipated, appropriate steps should have been taken beforehand to plan appropriate responses.

Reasonable Force Actions

Force is usually used to control or restrain. For example, guiding a pupil to safety by the arm, or where a pupil needs to be restrained to prevent injury or aggression.

'Reasonable' is using no more force than is needed.

Control is usually about passive physical contact such as standing between two pupils or blocking a pupil's path or, indeed, guiding them out of the room by leading them by the arm.

Restraint refers to holding back physically or bringing a pupil under control. This strategy would only be used in more extreme situations where physical intervention is the only option.

The School would always try to avoid acting in a way that might cause injury, but in highly extreme cases this may not always be possible.

The decision as to whether or not to intervene physically is down to the professional judgement of the staff member concerned and will always depend on the individual circumstances.

Wherever possible, staff will have exhausted the full range of behaviour management strategies in the School's 'Promoting Good Behaviour Policy' which are aimed at preventing the situation from reaching the point at which physical intervention becomes necessary. Restraint is a last resort after all efforts to defuse any situation have been taken.

There are many alternative strategies which should be used by staff initially in situations, such as:

- An instruction is repeated until the pupil complies
- Use of a distractor such as a whistle to interrupt behaviour long enough for verbal methods to take effect
- Withdrawal of attention from the rest of the class/group when they act as an audience
- Avoiding confrontation
- Use of humour until tempers have been alleviated

Use of Reasonable Force

Reasonable force may be used in the following circumstances:

- To remove pupils from the classroom if they have refused to follow an instruction to do so in the interest of the safety of others and/or the child themselves
- To prevent a pupil behaving in a way that disrupts a school event or on a school trip or visit
- To prevent a pupil leaving a classroom where allowing them to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- To prevent a pupil physical outburst in the playground
- To restrain a pupil at risk of harming themselves through physical outbursts
- To prevent a pupil, member of staff or volunteer being harmed
- To prevent a pupil damaging property.

Force is never used to punish a pupil. To do so would be unlawful.

Consented Intervention during Separation from a Parent/Carer in the Early Years Foundation Stage

Where a child is distressed or reluctant to separate from their parent/carers on arrival, a consensual intervention may be used to support the child's transition into the setting. This may include a practitioner taking the child from the parent/carers and providing comfort and reassurance in order to help the child settle safely and appropriately.

Such interventions will only take place with the prior agreement and consent of the parent/carers and will be carried out sensitively, with due regard for the child's emotional wellbeing, dignity, and individual needs.

All consensual interventions of this nature must be recorded, including the date, child's name, reason for the intervention, staff involved, and confirmation of parental/carers consent.

Training for Staff

A risk assessment is executed for any individual pupil for whom it is believed that control or restraint may be needed. As appropriate to the school population, the Leadership Team will consider the needs of any of the staff who should be trained in effective techniques. The Co-Heads will consider carefully if any staff member requires any additional training to enable them to carry out their responsibilities and care for any individual pupil's needs. Where the use of physical restraint is likely to be needed, staff training will first involve specialist techniques.

Recording the use of Force

The school has in place a procedure for recording each significant incident in which a member of staff uses force on a pupil, as part of the school's duty under Section 93A of the Education and Inspections Act 2006. Incidents are reported as soon as practicable after the event, on the Restrictive Interventions Log. This log is maintained and monitored by Deputy Head Pastoral.

The staff member(s) directly involved in the incident are responsible for completing the record on the Restrictive Interventions Log. This record must be made as soon as reasonably practicable following the incident. The requirement to record applies in all circumstances where restrictive intervention has been used, including where such intervention forms part of an agreed behaviour support plan with parents.

The following information must be recorded in respect of each incident involving the use of restrictive intervention:

- The names of the pupil and staff member(s) directly involved.
- Any relevant needs or circumstances of the pupil, including whether the pupil has an identified special educational need or disability.
- The time, date, location and approximate duration of the intervention.
- A concise account of the incident, including antecedents, identified or potential triggers (where known), any preventative or de-escalation strategies employed, and, where applicable, the nature of the reasonable force used, the degree of force applied, and details of any physical injury sustained.
- A brief statement outlining why the use of force was considered necessary in the circumstances.
- Details of any post-incident support provided, including medical treatment for injuries or other adverse effects.
- Confirmation of how and when parents were informed.

The School may also record additional information where appropriate to support the monitoring and evaluation of incidents, with a view to identifying effective practice and areas for improvement. Such information may include the accounts of the pupil and/or any witnesses and details of any subsequent follow-up actions.

Complaints and Allegations

All complaints relating to the use of restrictive interventions will be investigated promptly, thoroughly and impartially in accordance with the School's Complaints Procedure.

Where an allegation is made that a member of staff has used inappropriate force and/or other restrictive interventions, the matter will be managed in accordance with the statutory guidance set out in Keeping Children Safe in Education, including the procedures relating to the management of allegations against staff and, where appropriate, the consideration of suspension.

Further guidance is available in the Staff Code of Conduct and the Safeguarding and Child Protection Policy.

Policy Information

Policy Title	Physical Interventions Policy
Version	v. Approved
School	Queen's College Preparatory
Category	EYFS
Statutory policy	Yes
Policy owner 1	Head of EYFS
Policy owner 2	
Approval	Council
Submission to Council	Required
Publish on website	Required
Date of last review	Summer 2026
Approved by SLT	Approved
Staff notified	In progress
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