



OAKTREE
EDUCATION SERVICES
— O E S —

Physical Intervention Policy



Document History

Version	Comments/Amendments	Name	Date
1	First Issue	Chris Kelly	22/04/2025

Contents

- 1. Policy Statement**
- 2. Legal Framework**
- 3. Principles of practice**
- 4. Definitions**
- 5. When physical intervention may be used**
- 6. Trauma informed approach**
- 7. Use of trained techniques**
- 8. Incident reporting and debrief**
- 9. Parental involvement**
- 10. Individual Risk Assessments and Behaviour Support Plans**
- 11. Complaints and accusations**
- 12. Monitoring and review**
- 13. Policy Review**

1. Policy Statement

Oaktree Education is committed to creating a safe, supportive, and nurturing environment for all learners. We understand that some of our students, particularly those with SEMH needs, may at times become dysregulated. In such instances, staff adopt a trauma-informed approach to behaviour management, prioritising emotional regulation, relationship repair, and student dignity.

Physical restraint is used only as a last resort, and always within the framework of reasonable, proportionate, and necessary intervention.

2. Legal Framework

This policy is guided by:

- Section 93 of the Education and Inspections Act 2006
- DfE Guidance: *Use of Reasonable Force* (2013)
- Keeping Children Safe in Education (2024)
- Behaviour in Schools (2022)
- SEND Code of Practice (2015)
- Children and Families Act (2014)

3. Principles of Practice

- A trauma-informed and relationship-based approach is used to support behaviour and emotional regulation.
- Every effort is made to de-escalate situations before physical intervention is considered.
- Any physical contact must be the least restrictive, time-limited, and in the best interest of the learner.
- All incidents are recorded, reviewed, and reported, and parents/carers are informed.

4. Definitions

- Reasonable Force: Minimum necessary force to prevent harm, injury, or serious disruption.
- Physical Restraint: Direct physical contact intended to prevent a young person from causing harm to themselves, others, or property.
- Control: Passive physical intervention (e.g., blocking a path) or active guidance (e.g., escorting a learner).

5. When Physical Intervention May Be Used

Staff may use reasonable force:

- To prevent injury to self or others
- To prevent serious damage to property
- To prevent a criminal offence
- To remove a student from a situation where their behaviour presents a danger
- To prevent a student from leaving a supervised area if it would risk their safety

Physical force must never be used as punishment.

6. Trauma-Informed Approach

Our staff recognise that many of our learners have experienced trauma, which may affect how they perceive and respond to physical touch and authority. Therefore:

- Staff are trained to recognise signs of emotional dysregulation and trauma responses.
- Interventions prioritise safety, empathy, and relationship repair.
- Learners are offered co-regulation and support to return to a calm state.

7. Use of Trained Techniques

- All staff authorised to use physical intervention receive accredited training (e.g., Team Teach or MAPA).

- Physical restraint techniques are risk-assessed and age-appropriate.
- Only approved techniques are used, with regular refresher training provided.

8. Incident Reporting and Debrief

After any physical intervention:

- The incident is recorded on CPOMS and reported to the Designated Safeguarding Lead.
- A debrief is held for the staff involved and the learner, focusing on:
 - What led to the incident
 - Feelings and perceptions of all involved
 - Strategies to reduce recurrence

Where appropriate, the learner's Individual Behaviour Plan is updated.

9. Parental Involvement

- Parents/carers are notified on the same day of any incident involving physical restraint.
- Where appropriate, meetings are held to review support plans collaboratively.

10. Individual Risk Assessments and Behaviour Support Plans

For learners known to present a risk of serious dysregulation, staff will develop proactive:

- Individual Behaviour Plans (IBPs)
- Risk Assessments
These plans will include:
 - Known triggers
 - Early warning signs
 - Preferred de-escalation strategies
 - Specific strategies to avoid physical intervention

11. Complaints and Allegations

All staff act in accordance with Oaktree Education's Safeguarding and Complaints Policies. Any allegation of misuse of physical restraint is taken seriously, investigated promptly, and reported to the LADO if necessary.

12. Monitoring and Review

- All incidents are reviewed monthly by the Senior Leadership Team.
- Annual audit of physical intervention data to inform staff training and policy development.

13. Policy Review

- This policy will be reviewed **annually** (or sooner, if required by legislative changes or significant developments in best practice).
- The review process will involve **teaching staff, support staff, senior leaders, and governors**, alongside student representatives (where appropriate).

Approval and Signature

- **Principle of Head of College:**
Chris Kelly, 22/04/2025
- **Chair of Governors/Trust Board:**
Name, Signature, Date