

Greystoke Primary School

Team Teach Policy

Physical Intervention Policy 2025-2027



Greystoke
Primary School

Work Hard. Be Kind.

CONTEXT

It is advised that all staff should be familiar with the Government Guidance on the use of reasonable force in Schools. (July 2013) Reference: DFE-00295-2013

The Policy is best placed within the Behaviour Policy; it will be part of a graded response, and needs to be agreed in consultation with staff, management, management committee parents/carers, and pupils. It also connects to, and should be consistent with, policies on Health and Safety, Child Protection and Safeguarding, Equal Opportunities, Pastoral Care and Special Educational Needs.

OBJECTIVES

At Greystoke, we believe that pupils and staff need to be safe, pupils need to know how to behave, and know that the adults around them are able to manage them safely and confidently. For a very small minority of incidents only will PI (Physical Intervention), be needed, and, on such occasions, acceptable forms of intervention are used. This policy should be used in conjunction with the school's Behaviour Policy and with any other relevant documents e.g, Team Teach Workbook, Safety Support Plans.

The majority of pupils behave well and follow the expectations of our school. We have responsibility to operate an effective behaviour policy that encompasses preventative strategies for tackling challenging behaviour in relation to the whole school, each class, and individual pupils, thereby preventing serious breaches of school discipline and serious damage to property.

All school staff need to feel able to manage behaviour, and to understand what challenging behaviours might be communicated. They need to know what the options open to them are, and they need to be free of undue worries about the risks of legal action against them if they use appropriate physical intervention. Parents need to know that their children are safe with us, and they need to be properly informed if their child is the subject of the use of Physical Intervention including the nature of the intervention and the rationale for its use.

2. MINIMISING THE NEED TO USE PI

In our school we aim to:

- create a calm, atmosphere of safety and mutual respect, that minimises the risk of incidents arising that might require using PI
- use Restorative Approaches to teach pupils how to manage conflict and strong feelings
- de-escalate incidents if they do arise
- only use PI when the risks involved in doing so are outweighed by the risks involved in not using PI
- use Risk Assessments and Safety Support Plans for individual pupils where appropriate

3. STAFF AUTHORISED TO USE PI

In line with the Department for Education 'Use of Reasonable Force Guidance', all teachers and staff whom the Head Teacher has authorised to have charge of pupils automatically have the statutory power to use PI. This is to ensure the safety of all children, including preventing harm to the child involved, other children and staff members. This enables all staff to be able to intervene in the circumstances to fully protect pupils.

A number of staff have undergone enhanced training of the Team Teach approach and these adults are clearly signposted around the school. In the event of an escalating incident where PI may be needed, one or more of these named adults will be called upon.

4. DECIDING WHETHER TO USE PI

In our school, authorised staff will only use PI when:

- the potential consequences of not intervening are sufficiently serious to justify considering use of PI;
- the chances of achieving the desired result by other means are low
- the need for a dynamic risk assessment if deemed necessary and
- the risks associated with not using PI outweigh those of using RPI

School staff (including people with temporary authorisation to have charge of pupils) will be kept informed about and advised how to deal with pupils who present particular risks to themselves or others (as a result of SEND and/or disabilities and/or other personal circumstances, such as domestic violence) by appropriate handover and liaison. School staff will minimise the highest risks, for example by calling the police if a pupil suspected of having a weapon seems likely to resist a search.

5. USING PI

Before using PI at our school, staff will engage the pupil in a calm and measured tone, making clear that their behaviour is unacceptable and setting out how the pupil could choose to change their behaviour. The use of PI will only be proportionate to the level of risk and will be reduced at the earliest possible time. Staff will only use methods they are trained to use unless there is an extreme emergency and where there is no viable alternative. Staff are advised that, as far as possible, they should not use PI unless or until another responsible adult is present to support, observe and call for assistance.

6. STAFF TRAINING

In our school, we have adopted the Team Teach approach to staff training. A number of staff (listed in this policy) are fully accredited and update their skills/re-accredit every 2 years. We consider **all** staff to have a responsibility for pupil behaviour; however, these staff have

undergone specific training in Team Teach. The Team Teach training includes de-escalation techniques which introduce the use of PI at an appropriate time and as a last resort, based on a range of other options. Staff working closely with pupils with SEND or disabilities will undertake risk assessments to inform decisions regarding levels of staff training required.

7. RECORDING and REPORTING INCIDENTS

It is School Policy that incidents where a member of staff has used PI on a pupil are recorded and reported. In our school we use CPOMS for the logging of incidents with an attached Incident Report Form detailing the incident and PI that has been used. CPOMS records are monitored regularly by Zack Minton, Safeguarding Lead for Discovery Trust and data is shared by the headteacher at termly Advisory Board Meetings.

Parents/carers will be informed by a member of staff of any incident when PI has been used on their child, ideally by telephone as soon as practicable or alternatively at the end of the school day.

8. POST-INCIDENT SUPPORT

Members of staff who have been involved in carrying out PI will be debriefed. Members of staff who have been assaulted may wish to report the incident to the police and/or seek advice and support from their trade union representative. If staff or pupils have been injured, immediate first aid will be provided and medical help accessed, if necessary. If medical help needs to be sought, the incident will be logged on AssessNet. Staff and pupils will also receive emotional support. A Safety Support Plan may be necessary to prevent and deal with any further recurrence of behaviour that could lead to the use of PI. If necessary, our school will also inform local authority children's services (Youth Offending Team; Educational Psychology Service; Child and Adolescent Mental Health Service; Social, Emotional and Behavioural Support Service). Staff will aim to help the pupil to develop strategies to avoid repeating the difficult behaviour.

School will provide ongoing support for staff and pupils as long as necessary in respect of:

- physical consequences
- emotional stress/loss of confidence
- opportunity to analyse, reflect and learn from the incident

9. COMPLAINTS AND ALLEGATIONS

Parents and pupils have a right to complain about actions taken by school staff including use of PI. If a specific allegation is made against a member of staff, then our school will follow the guidance set out in "Safeguarding Children and Safer Recruitment in Education"
<http://www.teachernet.gov.uk/wholeschool/familyandcommunity/childprotection/goodpractice/saferrecruitment/>

Other complaints will be dealt with via the school's complaints procedure and dealt with by the Head Teacher.

10. MONITORING AND REVIEW

This policy will be monitored and reviewed at the same time as staff receive Team Teach re-accreditation training.

Important Definitions

Seclusion - Forced to spend time alone against will (requires statutory powers other than in an emergency)

Withdrawal - removed from the situation but observed and supported until they are ready to resume

Team Teach – Physical Intervention Holds

Single Person Holds

Caring C Guide
Half Shield Guide
Help Hug
Turn, Gather, Guide – Walking

Small Child Techniques

Caring C Guide
Single Person Double Elbow
Small Child 2 Chairs with Support
Small Child Beanbag Response
Small Child Escort
Small Child Response to Deadweight

Two Person Holds

Alternative Changeover
Response to Deadweight
Response to Spitting (holding head)
Two Person Graded Hold (standing)
Two Person Hold to Chairs (seated)

Appendix 2

Staff trained in the Team-Teach positive handling intervention techniques as of January 2025:

Kerry Bishop

Chloe Wilson

Kim Bryant

Leigh Howell

Julie Walker

Lizzie Whitmore

Prudence Down

Maysa Watts

Laura Powell



Sofia Vasello

Chloe Wilson (SI trained)

Molly Hardy (SI trained)

Ashleigh Moseley (SI trained)

Appendix 3

		Safety Intervention – Safety Support Plan			
Pupil Name:			DOB:		
Date of Plan:			Review Date of SSP:		
My Circle of Support: (The people who are important to me, my friends and the people who help and support me)					
Important people:		My friends:		Key adults in school:	
Primary Preventative Interventions (Getting the right fit between my needs and my support)					
What strengths, gifts and qualities do I bring? What is important me? What works for me? (what matters most to me right now, what makes a good day, what keeps me safe and well What keeps me safe and stimulated.) What doesn't work for me? (What makes for a bad day; what do I find unpleasant or distressing; what do I prefer to avoid) What does good care and support look like for me? (Identify the 'best fit' in terms of the care and support I need to minimise the impact of Precipitating Factors; consider any previous traumatic events, so that the support provided is trauma-sensitive) An ideal day for ?? High level behaviours					
Precipitating Factors/Triggers/ Background Factors Internal and external factors which trigger or accelerate my risk or crisis behaviour.					
My Precipitating Factors/Triggers (My flash points, triggers, and common conflicts that cause my behaviour to escalate)					
Secondary Preventative Intervention (What helps me to manage my triggers; what decelerates and de-escalates my risk or crisis behaviour)					

Anxiety Level (My known observable behaviour)	Supportive Approaches (My calming and support strategies)		
Defensive Level (My known observable behaviour)	Directive Approaches (My calming and support strategies)		
•	•		
Risk or Crisis Behaviour (Crisis behaviour which is likely to cause harm to self or other)			
Risk Behaviour Level <p>The level of risk to myself and/or others is:</p> <p>My preferred strategies to minimise harm are:</p> <p>Any necessary restrictive interventions staff may need to use include:</p> <p>To minimise trauma and distress when using restrictive interventions, staff should:</p>			
Post Crisis Support (My preferred way of managing my emotions after a crisis event)			
Tension Reduction <i>After a crisis event, I prefer to:</i>		Therapeutic Rapport <i>Support from staff should include:</i>	
Any medical conditions to be taken into account before using Physical interventions?			
Optional Physical Intervention to be used			
	Low	Medium	High
Disengagements			
Young person Standing Hold			
Young person Seated Hold			
Small child Standing Hold			

Small child Seated Hold (on a chair)			
Small Child Seated Hold (kneeling)			
Are there any factors to consider when debriefing? E.g. communication aids, staff etc.			
How should we record incidents - who, when and how?			
Role	Name		Signature
Headteacher			
SENCO			
Parent/carers			

Greystoke Primary School
PHYSICAL INTERVENTION INCIDENT REPORT

DATE OF INCIDENT:

START & END TIME OF INCIDENT:

NAME OF PUPIL INVOLVED:

NAME/S OF STAFF INVOLVED:

BRIEF DESCRIPTION OF INCIDENT (including reason that restraint was necessary):

PREVENTATIVE DE-ESCALATION TECHNIQUES USED (tick as applicable)

- | | | |
|--|--|--|
| <input type="checkbox"/> Verbal advice and support | <input type="checkbox"/> Humour | <input type="checkbox"/> Acknowledgement |
| <input type="checkbox"/> Giving space | <input type="checkbox"/> Consequences | <input type="checkbox"/> Apologising |
| <input type="checkbox"/> Diversions/Distractions | <input type="checkbox"/> Planned ignoring | <input type="checkbox"/> Agreeing |
| <input type="checkbox"/> Reassurance | <input type="checkbox"/> Take up time | <input type="checkbox"/> Removing audience |
| <input type="checkbox"/> Help scripts | <input type="checkbox"/> Change of face | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Negotiation | <input type="checkbox"/> Success reminders | _____ |
| <input type="checkbox"/> Choices | <input type="checkbox"/> Simple listening | |

TEAM TEACH PHYSICAL INTERVENTION HOLDS USED (tick as applicable)

Single Person Holds

- ☐ Caring C Guide
- ☐ Half Shield Guide
- ☐ Help Hug
- ☐ Turn, Gather, Guide – Walking

Two Person Holds

- ☐ Alternative Changeover
- ☐ Response to Deadweight
- ☐ Response to Spitting (holding head)
- ☐ Two Person Graded Hold (standing)
- ☐ Two Person Hold to Chairs (seated)

Small Child Techniques

- ☐ Caring C Guide
- ☐ Single Person Double Elbow
- ☐ Small Child 2 Chairs with Support
- ☐ Small Child Beanbag Response
- ☐ Small Child Escort
- ☐ Small Child Response to Deadweight

Time in holds: _____

Any disengagements: _____

Details of any injuries or slips/falls occurred and medical checks/first aid:	Did you have to disengage? Describe why?
Tick when completed. <input type="checkbox"/> Debrief with staff. Carried out by _____ <input type="checkbox"/> Reflective and restorative conversation had with child. Carried out by _____	

Signed by all staff named on form: _____

Parent's Signature _____ Date _____

Print name _____

Original copy to be kept by school in and scanned on to CPOMs.

Appendix 5

Contact Isaac Marlowe - Discovery Schools Academy Trust for further information, advice and support about Team-Teach:

Isaac Marlowe is accredited with Team-Teach and to deliver Team-Teach training to the Discovery Schools Academy Trust Schools. Isaac works at Keyham Lodge and can be contacted via the school office:

Keyham Lodge School

Keyham Lane

Leicester

LE5 1FG

0116 241 6852

Or by email:

Isaac Marlowe imarlowe@keyham.discoverytrust.org