



Physical Intervention and Intimate Care Policy | Lawdale Junior School

Policy on Physical Intervention to control or restrain behaviour and Intimate Care

Lawdale Junior School

Updated September 2025

Reviewed annually

Physical Intervention and Intimate Care Policy

Following consultation with Staff, parents, children and young people the following policy was adopted by Lawdale Junior School in 2006.

In unusual or extreme situations all staff may have to use reasonable force to control dangerous or criminal behaviour particularly when children and young people could cause injury to themselves or others, consequently all staff must familiarise themselves with this policy.

Lawdale Junior School believes that in situations such as this, that the care, welfare, safety and security of the children and young people should always come first and the use of reasonable force should be seen in this context.

Lawdale Junior School will ensure that appropriate training on non-violent crisis intervention and physical restraint is given to key staff. It is the responsibility of the headteacher to ensure that any adults (including volunteers) that have control or charge of pupils are given guidance or training in this area. Lawdale Junior School will keep up to date records of the names of trained staff and the dates of their training.

When is the use of force reasonable?

There is no legal definition of reasonable force. What is deemed to be reasonable always depends on all the circumstances.

There are two considerations:

- The use of force can only be regarded as reasonable if the incident warrants it. Force cannot be warranted if it is used to prevent a child or young person committing a trivial misdemeanour or in a situation that could be resolved without the use of force.
- The degree of force must be in proportion to the circumstances of the incident. Any force should be kept to a minimum. It should bear a relationship to the age, sex and understanding of the child or young person.

Situations where reasonable force may be appropriate:

There are a number of situations where adults may use reasonable force:

- It may be necessary in self-defence or because there is an imminent risk of injury to a child or young person.
- It may be necessary if there is a developing risk of injury or significant damage to property by a child or young person
- In extreme circumstances it may be appropriate where a child or young person is compromising good order and discipline.

Examples of these situations are:

- When a child or young person is putting them selves at risk
- when a child or young person attacks a member of staff or another pupil,
- where children or young people are fighting,
- when a child or young person is engaged in or is about to commit an act of deliberate vandalism or a criminal offence
- when a child or young person is causing danger through rough play or misuse of dangerous objects or materials

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- when a child or young person is acting in an unsafe manner where they might hurt themselves
- where a child or young person may be at risk if not kept within the school or a child or young person persistently refuses to leave a room/premises
- When a child or young person loses physical and emotional control (loss of temper).

Intervention:

Intervention should not immediately involve the use of restraint or the application of force unless it is an emergency. In most situations it is possible to apply strategies to manage behaviour to prevent the situation developing into a crisis where physical intervention is the only solution.

Physical intervention/ using force should not be a substitute for good behavioural management. Before intervening, a staff member, wherever practicable should tell the child or young person to stop and what will happen if he/she does not in accordance with the school's Behaviour Policy. If restraint becomes necessary, staff should continue to attempt to communicate with the pupil throughout the incident and tell them that the physical contact or restraint will cease as soon as it is no longer necessary. Staff should remain calm and not give the impression they have lost their temper or are punishing the pupil.

Physical intervention can take several forms:

- Physically interposing between children or young people.
- Blocking a child or young person's path
- Holding
- Pushing
- Pulling
- Leading the child or young person by hand or arm
- Shepherding a child or young person by placing a hand in the centre of their back
- Caring Cs – cupping the back of the child's upper arms and directing them
- In extreme circumstances using more restrictive holds. (Staff would normally be specially trained for this)

Force which is not appropriate:

- Holding a child or young person by the neck, collar or in any way that might restrict breathing.
- Slapping, punching or kicking a child or young person
- Twisting or forcing limbs against a joint
- Tripping up a child or young person
- Holding a child or young person by his/her hair or ear
- Holding a child or young person face down on the ground
- A hold or touch that may in any way is considered indecent.

Staff should always try and deal with a situation through other strategies first. Possible consequences of intervening physically may increase the disruption or provoke an attack and need to be carefully evaluated. Physical intervention to enforce compliance is likely to be increasingly inappropriate with older pupils.

Reporting:

It is important that a detailed, contemporaneous written report by all involved be made of any incident where force is used. Incidents should be reported to the **Headteacher**. If it seems likely that physical intervention using force may become necessary it is essential to seek assistance from colleagues who can independently support the intervention, control the environment by removing onlookers and verify the nature of the intervention.

Physical intervention and the reasons for it must be logged in accordance with Section 550a of the Education Act 1996. The appropriate documentation is available from the **Head Teacher**.

Any allegation of inappropriate restraint or excessive force will initially be considered under child protection procedures. The Designated Person for Child Protection is **Annette Rook** and they will refer any allegations to the Child Protection Advice Line. (020 7364 3444)

Complaints:

It cannot be ruled out that any complaints regarding the application of force or the failure to restrain, will be the subject of an investigation either under disciplinary procedures, child protection procedures or by the police. In these cases it will be necessary to have regard to section 550A of the 1996 Act and determine whether the degree of force was reasonable in the circumstances. It will also need to take account of this policy, whether it had been followed and whether the child suffered significant harm.

Physical Contact in other Circumstances:

Some physical contact may be necessary and proper to demonstrate exercises or techniques during sports, PE or CDT. It is proper in the administration of first aid.

Young children or those with SEN may require physical prompts to help or encourage where they may be wary of initiating activity. Usually care programmes will address any physical contact required as part of a personal care package. For children with physical or learning disabilities this may include intimate care, which is the subject of a separate policy. Touching may also be appropriate when a child is in distress and needs comfort. This must be the result of a staff member's own professional judgement. There may be some children where touching is unwelcome due to cultural background or abuse. Physical contact becomes increasingly open to question as children reach and pass puberty. Staff should bear in mind innocent and well intentioned physical contact can be misconstrued.

This policy has been developed following reference to:

- Section 550A of the Education Act 1996

The following documents can be found on the government website

- <https://www.gov.uk/government/publications/reducing-the-need-for-restraint-and-restrictive-intervention>
- [Minimising and managing physical restraint](#)
- [Use of reasonable force in schools](#)
- [Positive environments where children can flourish](#)

- [Low-level disruption in classrooms: below the radar](#)
- [Whole school approach: managing poor behaviour](#)
- <https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children>

Preventing neglect, abuse and exploitation

- [Working together to safeguard children](#)

Keeping children safe in education and other settings

- [Keeping children safe in education](#)
- [Supervision of activity with children](#)
- [Drugs: advice for schools](#)

Safeguarding disabled children

- [Safeguarding disabled children](#)

- <https://www.londoncp.co.uk> - London Child Protection Procedures
- LA Guidance on Physical Intervention

Parental Guidance on Physical Restraint

Lawdale Junior School

Updated September 2025

Reviewed annually

Parental Guidance on Physical Restraint – In some circumstances children or young people;

- may attempt to commit a crime
- may cause injury to others
- may put others in danger of injury
- may become seriously disruptive or defiant
- may put themselves at risk

Under current DFE Guidelines (Section 550A of the 1996 Education Act) teachers have the right to physically restrain children who act in this way.

Staff at Lawdale Junior School believe that the care, welfare, safety and security of the children and young people should always come first and the use of restraint will be seen in this context.

Prior to dealing with dangerous or criminal behaviour staff at Lawdale Junior School will:

- use the school's behaviour policy to manage and calm poor behaviour
- provide opportunities for children and young people to calm down
- tell the child or young person to stop and what will happen if they do not,
- only use physical restraint if the situation merits it
- remain calm and not use physical restraint as a form of punishment
- use physical restraint only as a last resort

Staff may use reasonable force

- in self defence or if they or the young people are at risk of injury
- where they judge there is an pending risk of injury or damage to property
- where they judge a child or young person is making good order and discipline impossible

Following the use of physical restraint our staff will:

- cease physical restraint as soon as it is no longer necessary
- use the minimum force required in the circumstances
- Use physical control methods that minimise the risk of injury to the children and young peoples
- Provide opportunities for children and young people to calm down, help them negotiate a contract about future behaviour and to understand why restraint became necessary.

In addition staff will:

- record incidents in detail to the Headteacher in writing as soon after the event as possible
- inform parents at the first opportunity and provide written reports as required
- attend restraint training as part of their professional development when appropriate
- share information about the protection of children and young people with other professionals, particularly investigative agencies e.g. police, NSPCC and social services

Parents can help by:

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- attending meetings at Lawdale Junior School to discuss plans for managing your child's behaviour
- informing us of situations or places where your child is involved in angry / violent incidents and how you manage them at home so we can use your experience to plan a joint strategy
- support our joint plans with your child
- keeping us informed if your child is attending Lawdale Junior School following any angry or violent incidents at home so we can be prepared
- being aware that physical contact may be necessary to demonstrate techniques in sport, PE or CDT, during first aid treatment, if a child or young person requires physical prompts to help, or needs comforting.

Parents should be aware that children and young people who witness violent assaults or behaviour could feel anxious, frightened and powerless. Lawdale Junior School staff will ensure that our children and young people will be reassured when the situation is back under control, that the participants are not hurt/ and are being looked after. Witnesses will be provided with support and counselling as required and parents will be informed at the first opportunity.

A copy of the Lawdale Junior School Policy on Physical Restraint is available on request.

Guidelines for reducing likelihood of violent incidents

Primary Prevention	Notes
The number of staff deployed and level of competence should match the needs of the children or young people. Staff should not be left in vulnerable positions.	Undertake bullying/violent behaviour audit and map to locations. Allocate staff to locations appropriately. Identify emergency/backup procedures. Undertake training.
Clear staff guidelines and procedures, acceptable behaviour standards, management structure and expectations clearly understood by all staff.	- Are guidelines published and clear. Develop teams, plan, take pre-emptive action, and agree emergency procedures. - Hierarchy of consequences agreed
Help children and young people to avoid situations, which are known to provoke violent or aggressive behaviour. E.g. settings where there are few opportunities for individual expression and activities or unsupervised or unstructured activities.	- Queue management - Alternatives to Playgrounds e.g. quiet rooms, lunchtime clubs. - Gate duty prior to and after events - Unpredictable adult patrols - Toilets - Carefully planned inclusive activities - Corridor duty
Pastoral support Plans and Positive Handling Plans, which are responsive to individual needs and include current information on risk assessment.	- See notes on Positive Handling Plans below - Certainty of consequences for failure and rewards for success.
Opportunities to engage in meaningful activities including opportunities for choice and achievement.	- Rewards policy. - Publicise positive achievement. - Extended school opportunities. - Effective lesson/activity plans. - Effective risk assessments
Developing staff expertise in working with children and young people who present challenging behaviours.	- Staff and team training - Appropriate and public staff guidance and procedures. - Team feedback opportunities to review procedures in the light of events.
Talk to children, young people parents and advocates about their preferred way to be managed when they pose a threat to self and others.	- Pastoral Support Plans/behaviour contracts. - Circulate agreed procedures to appropriate staff.

Positive handling plans – Planned (rather than emergency) physical intervention. The plan should be discussed at the PSP/contract meeting and agreed with parents and child or young person following a risk assessment. It should include strategies for pre-physical intervention, the nature of the physical intervention should it become necessary, recording, reporting, and review processes.

Secondary Prevention	Notes
Pupils behaviour: Recognise the early stages of a behaviour sequence that is likely to lead to violence or aggression and use appropriate defusing strategies to avert escalation.	• Be able to deal with anxious and defensive behaviour. • Make best use of non-verbal behaviour to calm pupils. • Make use of appropriate intervention during a verbal escalation to pacify. • Be aware and prepare for precipitating factors.
Staff behaviour: Be aware of your own emotional needs and learn how to deal with them. Be aware of your responsibilities and the responsibilities of the school and contribute to the propagation of good practice.	• Know how to deal with intimidation • Develop a rational detachment to help stay in control of own emotions. • Be aware of strategies and policies. • Get trained. • Practice personal safety techniques. • Practice team interventions

School strategies that are worth considering:

1. Anger Management Training-

Generally considered helpful for persistently aggressive and violent students and students with violent and uncontrolled temper tantrums, once they have accepted that the consequences of their behaviour are not in their best interests. Much more effective when combined with *Moral and Ethical Reasoning* and *Social Skills Training*. For details see Aggression Replacement Training by Goldstein, Glick and Gibbs ISBN 0-87822-379-7.

2. Social Skills Training-

Drama based opportunities to act out difficult social situations e.g. making a complaint, offering help, accepting criticism, understanding the feelings of others, getting ready for a difficult conversation, dealing with an angry person etc.

3. Moral and Ethical Reasoning

Opportunities for discussion about normal everyday events that present moral and ethical complication, e.g. theft, bullying, friendship, jealousy, homophobia etc.

4. Solution Focussed Brief Therapy

<http://www.brief-therapy.org>

Easy to learn, harder to practice method of establishing a preferred future and identifying ways in which it is already happening. VERY useful for making use of the short verbal interventions available to the harassed teacher.

5. Staff Training

One day certificated training courses in Non-violent Crisis Intervention.

Risk Assessment for Staff engaging potentially violent children and young people

1. Activity covered by this assessment (please tick)

Individual tuition – lone staff.	☐	Regular Home visit	☐
Small Group (≤ 4)	☐	First Home visit	☐
Large group (>4)	☐		☐
Other (Please specify)			☐

2. Hazards Identified (potential to cause harm)

History of weapon use	☐	Intoxication (drugs or alcohol)	☐
Precipitating factors	☐	History of bullying /violence	☐
Child/young person puts themselves or others at risk	☐	Fighting with other students, (consequent staff involvement).	☐
Risk to staff/young person by unsafe play or misuse of equipment	☐	Child at risk from absconding from school	☐
Attack on member of staff	☐	Loss of physical and emotional control (tantrums/temper)	☐
Other. Please specify			☐

3. Consequences of the hazard (i.e. what is the potential harm)

Injury to staff	☐	Injury to children/young people	☐
Developing risk of injury to staff	☐	Developing risk of injury to children/ young people	☐
Damage to equipment	☐	Serious compromise of good order & discipline	☐
Developing risk of damage to equipment	☐	Other (please specify)	☐

4. Persons at risk

Name(s)	Name(s)

5. Current controls (including legal compliance)

Pupil risk assessment complete		Buddy system in operation	
Parent interview/contract complete		Panic alarm in use	
Appropriate activity prepared		Staff training complete	
Support procedures agreed		Regular environmental sweep	
Pupil isolation procedures agreed		Drug/alcohol procedure agreed	
Staff appropriately trained			

6. Severity of Outcome (tick as appropriate)

Minor/ slightly harmful injury	Harmful injury or illness incurring time loss from work	Serious injury	Life threatening or fatal injury
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7. Probability of Harm (tick as appropriate)

Unlikely/ Improbable		Likely		Highly Probable		Certainty	
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8. Final assessment of risk (where appropriate)

Low		Medium		High		Very High	
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9. Action required continued on separate sheet if required

Action	To be undertaken taken by (name)	To be completed by (date)
Pupil risk assessment complete		
Parent interview/contract complete		
Appropriate activity prepared		
Buddy system in operation		
Duty Manager identified		
Panic alarm/mobile phone in use		

Action (continued)	To be undertaken taken by (name)	To be completed by (date)
Staff training complete		
Regular environmental sweep for potential weapons		
Procedures for drug/alcohol intoxication agreed		
Arrangements for isolation from other children/young people		
Staff training		

10. Arrangements for occupational health monitoring

(where appropriate)

Name of Assessor:

Date of Assessment:

Review Due By:

Copy given to Head/Manager: ☐

Date:

Signature Head/Manager

Date:

Risk of child or young person initiated Aggressive or Violent Incidents - Assessment

It is not possible to predict with 100% accuracy whether a student will be violent or not. There are however a number of important predictors which would allow teachers to make necessary arrangements when writing Pastoral Support Programmes and other workers with children and young people to take appropriate precautions

The following variables are known to be associated with potential violence:

Predictor	Notes	√
• A history of violence (the single strongest predictor)	Check school files/parental/peer reports. Make and file reports on all violence incidents or unwelcome physical contact.	
• Gender	Boys rather than girls are more likely to be <i>physically</i> violent.	
• Moving house frequently	Check with school/Social Services records	
• Being unemployed (adults)	Unemployed older siblings/parents	
• Living or growing up in a violent subculture	Social Services involvement? Violent peers? CPR?	
• Abuse of drugs or alcohol	Pupil, parents or peers	
• Low intelligence	Special Needs, Statement or SA+	
• Coming from a violent family	Parental criminality?	
• Having weapons available	Older siblings. DT/PE/Cookery/Pool cues.	
• Having victims available	Peers with MLD, statements, or physical disability.	
• History of poor impulse control	Check school files.	

If the majority of the above criteria are met and/or if the first criterion is met special consideration should be given to including strategies for reducing the likelihood of incidents.

Assessing the likelihood of further violence following a violent incident

The most important predictive clinical variable is motive. If you suspect violence, ask the individual the following questions:

- *Are you angry with anyone?*
- *Are you thinking about hurting anyone?*

If the answer to either of these questions is positive then you also need to ask:

- *Who are you angry at, or thinking about hurting?*
- *When do you think you might hurt (the person mentioned)?*
- *Where will you do this?*
- *How long have you been thinking this way?*
- *Are you able to control these thoughts about hurting (the person mentioned)?*
- *Do you think you would be able to stop yourself from hurting (the person mentioned) if you wanted to?*
- *For how long do you think you can control your thoughts about hurting (the person mentioned)?*
- *Have you ever purposely hurt someone in the past?*

If the answer to the previous question is negative

- *How close have you come to hurting someone in the past?*

In particular, you also need to consider the individual's history of violence and factors that may weaken self-control (e.g., psychotic illness and drug or alcohol abuse).

History of impulsive behaviour. In addition to violence, drug abuse, or alcohol abuse, also consider stealing, shoplifting, sexual indiscretions, binge eating, suicide attempts or threats.

Lastly, assess the level of intent. For example, specific intent stated in the active voice is more serious than a general threat in the passive voice. It is important to distinguish between levels of increasing concern. For example:

- *I wish he were dead.*
- *I'd like to kill that bastard.*
- *I'll stick a knife in Joe Bloggs if he comes near my house again.*

In general, always try to find out as much as possible about the individual's thoughts and state of mind. At the very least, find out as much as you need to know to assess whether violence is likely.

(Quoted from Andrews & Jenkins (2000) Managing Mental Disorders. Volume 2. World Health Organisation.)

What to do if your assessment tells you violence is likely

1. Allow Time

At the first opportunity remove the violent individual from the immediate environment to a safer calmer place to allow time to calm down and reconsider. (Do not attempt this if the other participant is near by or the individual is still out of control). In the new environment develop a therapeutic rapport that will allow the setting of boundaries, identifying triggers, suggesting alternative behaviours, making agreements and setting contracts for the future. This is the best opportunity you will get to make permanent changes to an individual's reaction to the triggers that result in violence.

2. Ensure any potential victim is safe

Escort home. Inform parents. Make arrangements for safe arrival at school/club for the next day/opening.

3. Inform the police –

In the light of the severity of the original incident, your assessment of the likelihood of continuing violence, school/establishment policy and in consultation with the victim's parents. Parents must be informed they have the right to report the incident to the police irrespective of the school's opinion.

4. Exclusion from school (as a last resort)

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Always ensure action is taken through a PSP/behaviour contract to reduce the likelihood of further violent incidents.

- a. If the pupil is internally excluded (more appropriate for schools):
 - If exclusion is considered, internal exclusion is the preferred option as it allows immediate reinforcement of more appropriate responses rather than violence which can prompt permanent change.
 - Consider 121 counselling, mentoring, anger management, behaviour contracts, parental interviews, school action plus, referral to outside agencies, behaviour assessment (SLS), social skills training, moral and ethical reasoning.
 - Consider apologies, restoration, and implement your post crisis procedure.
 - Automatic permanent exclusion is not appropriate. For serious cases of assault, use of a weapon, vandalism etc. the school should inform the police.
- b. If the pupil is temporarily excluded :
Schools
 - Temporary exclusion is an opportunity for the school to re-consider its policies, procedures, preventative measures and establish a behaviour contract with the pupil.
 - If you are a BIP school, ensure the PRU is provided with the details of the incident and a risk assessment at the time of referral. This is particularly important if both participants are excluded and will be attending BIP at the same time
 - PRU staff will need to undertake their own risk assessment so they can provide appropriate behaviour management and maintain a safe environment for all at the PRU during the exclusion. If the PRU request pupil file details please co-operate.
 - If you are not a BIP school and the exclusion is greater than 15 days ensure the PRU receives your risk assessment or incident report prior to the 15th day.
- c. If the pupil is permanently excluded:

Make sure the PRU receives your Risk Assessment or incident report at the first opportunity.

Exclusion should be considered as a last resort when there are no alternative solutions. The opportunity provided by temporary exclusion should be used to develop pre-emptive strategies and support packages which should be communicated to the School/PRU to help them prepare students for their return.

Post crisis procedures

A post crisis discussion for staff and pupils provides the opportunity to work towards change and growth for all involved. Failure to provide this opportunity means crises are likely to occur over and over again.

Record all decisions for circulation and discussion in the widest staff forum

For violent participants

Control: Make sure the person/s affected out are back under emotional and physical control before the incident is discussed

Orient: Orient yourself to the basic facts. What happened? Do not be judgmental; listen to the perspective of the individual. Record what you hear.

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Patterns: Look for patterns of past behaviour. Are there any identifiable triggers?

Investigate: Investigate alternatives to the inappropriate behaviour and resources that could help to make behavioural changes.

Negotiate: Negotiate a contract with the acting out individual. Make sure the person understands what he/she can do instead of displaying inappropriate behaviour. Include consequences for positive and negative behaviour in the contract.

Give: Return control back to the person who acted out. Give her back responsibility to control her own behaviour, along with your support and encouragement.

Children and young people who witnessed violent assaults or behaviour will often feel anxious, frightened and powerless. They will need to be reassured that the situation is back under control and that the participants are not hurt/ being looked after. Witnesses should be congratulated on their sensible behaviour and the correct procedures for innocent onlookers caught in violent situations should be reaffirmed. Young people can be asked to help by being supportive to victim and perpetrator/clearing up the mess/ escorting younger pupils etc. This process can be effectively carried out in a special meeting/assembly as soon after the event as is reasonably possible at least prior to returning home for the day.

For staff

Control: Make sure all members of staff are back in control before discussing the event

Orient: Establish the facts. Team members may have arrived at different times during the incident and may have observed and heard differently.

Patterns: Review the staff response to crisis situations. Are there patterns to the way that staff respond?

Investigate: Look for ways to strengthen individual and team responses to crisis situations.

Negotiate: Agree to changes that will improve situation in future.

Give: Provide one another with support and encouragement. Express trust and confidence in fellow team members. Be honest about areas for improvement, ensure training needs are addressed and decisions circulated.

Weapons in Schools

Advice for Teachers

Despite all precautions, incidents involving the use of weapons can occur in any school. These are extremely dangerous, emergency situations that are best left to specifically trained professionals such as the police.

Should you ever find yourself cornered by a pupil – or anyone else – who has a weapon, there are some key points to remember, until qualified help arrives:

- **The pupil is uncertain**
Try to stay calm – remember the person confronting you with a weapon, is probably worrying about whether to use it or not. If they had intended to hurt you the attack would almost certainly have occurred by now.
- **The pupil will be afraid**
Remember the person with the weapon may well be as afraid as you are. In fact, fear may be the main reason why they actually have the weapon.
- **Avoid rushing or trying to disarm the pupil**
Even trained police officers avoid this strategy. It is extremely dangerous.
- **Negotiate**
Try to get the pupil to say yes to you as often as possible. The longer you keep the pupil talking, the less likely it is that they will use their weapon. Remember you have an increased chance of survival the longer you are held hostage.
- **Ask to take three steps backwards**
Ask the pupil if you can take three steps backwards. Distance may reduce their anxiety, the accuracy of the weapon and increase your chances of escape.

Personal Prevention Strategies

- **Use Strategic Visualisation**
Mentally rehearse how you would respond to any violent incident. Visualise the person involved, the weapon that may be used, possible escape routes and how to obtain help.
- **Position for Safety**
Position yourself (and desk), near to the door of the classroom or office so you can never be trapped inside. Do not turn your back on a pupil who is agitated or angry. Always try to enter or exit the school in the company of a colleague.
- **Trust your instincts**
Don't ignore your gut instincts in these situations, - they are often very accurate
- **Always be considerate and respectful**
Most important! All past interactions with a pupil will be critical in determining the outcome of an incident involving a weapon. No one can guarantee that if you treat people well, they will never try to use a weapon

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against you, but if you consistently treat people with consideration and respect, you are less likely to become a target of violence.

Feeling Safe at School

Everyone feels more comfortable when the environment in which they work is safe. Teachers and are no exception. They benefit greatly from institutions that

- Have robust procedures for crisis situations
- Undertake a violent behaviour audit and map to locations.
- Allocate staff to locations appropriately.
- Identify emergency/backup procedures.
- Undertake appropriate training for staff.
- Avoid settings where there are few opportunities for individual expression and activities or unsupervised or unstructured activities.

Despite every precaution no strategy can detect or prevent the use of weapons. Teachers must therefore learn to take responsibility for their own personal safety.

Sanctions for the use of Weapons in Schools

Permanent exclusion should not be an automatic sanction for the use of weapons in schools. It is more effective to involve the Police and for them to investigate, undertake a risk assessment and decide on the most appropriate form of action. This could include prosecution or training and support. Usually a temporary exclusion is appropriate, while the investigation is undertaken, and the school prepares for the student's return.

Policy on Intimate Care

Lawdale Junior School

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Staff at Lawdale Junior School who work with children who have special needs, understand that those who require intimate care will require us to be most respectful of children's needs.

What is Intimate care?

Intimate care can be defined as care tasks of an intimate nature, associated with bodily functions, body products and personal hygiene that demand direct or indirect contact with or exposure of the genitals. Examples include care associated with incontinence and menstrual management as well as more ordinary tasks such as help with washing or bathing.

How are children and young people treated?

Staff who provide intimate care at Lawdale Junior School will ensure:

- Children's dignity will be preserved and a high level of privacy, choice and control will be provided to them.
- Undertake regular training in child protection in accordance with the latest requirements of the DFE guidance "Safeguarding Children in Education".
- Their behaviour is open to scrutiny, and that they work in partnership with parents/carers to provide continuity of care wherever possible.
- No child should be attended to in a way that causes distress or pain.
- That all children who require intimate care are treated respectfully at all times;
- At all times a child's welfare and dignity is of paramount importance.

Lawdale Junior School is committed to ensuring that all staff responsible for the intimate care of children will undertake their duties in a professional manner at all times..

Personal Safety

Staff at Lawdale Junior School take every opportunity to deliver a full personal safety message (as part of Personal, Social and Health Education etc.), to all children appropriate to their developmental level and degree of understanding. This work will be shared with parents who are encouraged to reinforce the personal safety messages at home.

How will our staff behave

Staff who provide intimate care are trained:

- In Child Protection Procedures
- Where necessary Health and Safety training (in moving and handling) and are fully aware of best practice.
- In the use of apparatus provided to assist children who need special arrangements, following assessment from physiotherapist/ occupational therapist as required.

Staff will be:

- Supported to adapt their practice in relation to the needs of individual children taking into account developmental changes such as the onset of puberty and menstruation.
- Ensure careful communication with each child who needs help with intimate care in line with their preferred means of communication (verbal, symbolic, etc.) to discuss the child's needs and preferences.
- Aware of each procedure that is carried out and the reasons for it.

Staff undertaking intimate care:

- Will not usually be involved with the delivery of sex education to their children/young people as an additional safeguard to both the staff and children/young people involved.

Autonomy of Children and Young People

As a basic principle children will be supported to achieve the highest level of autonomy that is possible given their age and abilities. Staff will encourage each child to do as much for them selves as they can. This may mean, for example, giving the child responsibility for washing themselves. This will be part of an intimate care plan (ICP). A clear account of the agreed arrangements will be recorded on the child's care plan.

Individual intimate care plans

Lawdale Junior School will ensure:

- intimate care plans (ICP) are drawn up for children/young people when requested by parents, staff or the young person and in consultation with all parties
- as a precautionary plan to suit the circumstances of the child not as a reaction to an unfortunate incident
- ICPs will include a full risk assessment to address moving and handling, the safety of the child and carer and any related health issues.
- careful consideration will be given to the needs and preferences of the child to determine how many carers might need to be present when a child needs help with intimate care
- where possible one child will be cared for by one adult unless there is a sound reason for having two adults present. If this is the case, the reasons should be clearly documented.

Safeguarding children and young people who need intimate care

- wherever possible the same adult will not care for the same child on a regular basis, there will be a rota of carers known to the child who will take turns in providing care. This will ensure, as far as possible, that over-familiar relationships are discouraged from developing, while at the same time guarding against the care being carried out by a succession of completely different carers.
- parents/carers will be consulted about their child's intimate care arrangements on a regular basis. The needs and wishes of children and parents will be carefully considered alongside any possible constraints; e.g. staffing and equal opportunities legislation.
- each child/young person will have an assigned senior member of staff to act as an advocate to whom they will be able to communicate any issues or concerns that they may have about the quality of care they receive.
- Tower Hamlets local Safeguarding Children Board and Child Protection Committee Procedures for education staff will be accessible to staff and adhered to.
- Where appropriate, all children will be taught personal safety skills carefully matched to their level of development and understanding.
- If a member of staff has any concerns about physical changes in a child's presentation, e.g. marks, bruises, soreness etc. s/he will immediately report concerns to the Designated Person for Child Protection. A clear record of the concern will be completed and referred the Child Protection Hotline (020 7364 3444). Parents will be asked for their consent or informed that a referral is necessary prior to it being made unless doing so is likely to place the child at greater risk of harm. (See Child Protection Procedures).

If a child becomes distressed or unhappy about being cared for by a particular member of staff, the matter will be investigated by senior staff and the outcomes recorded and addressed.

Physical Intervention and Intimate Care Policy

Parents/carers will be contacted at the earliest opportunity as part of this process in order to reach a resolution. Staffing schedules will be altered until the issue(s) are resolved so that the child's needs remain paramount. Further advice will be taken from outside agencies if necessary.

If a child makes an allegation against a member of staff the Education Child Protection Procedures will be followed. Where the allegation is of a child protection nature the Designated Person for Child Protection will report the matter to the Child Protection Advice Line in accordance with LSCB and CP Procedures for managing allegations of abuse against education staff.

RESTRAINT - INCIDENT RECORD FORM

This is not an alternative to the Council's Incident Report Form. It can be used in addition.

Date of Incident _____

Name of School _____

Name of Pupil _____

D.O.B. _____ Yr Grp _____

Staff Involved in restraint	1. _____	Designation _____
	2. _____	Designation _____
	3. _____	Designation _____

Where did the incident start _____

What was happening at the time _____

Describe the Event that Occurred _____

 _____ (extra paper if necessary)

When did the incident occur? Day _____ Time _____

Where there any witnesses? If so who. _____

What action did you take to try to defuse the situation before using restraint?

Physical Intervention and Intimate Care Policy

What behavior was the child presenting that warranted restraint? (Please tick appropriate box).

- | | |
|---|--------------------------|
| ▪ At risk of injury self or others | ☐ |
| ▪ At risk of significant damage to property | ☐ |
| ▪ Compromising good order and discipline | ☐ |
| ▪ At risk of committing a criminal offence | ☐ |

What do you believe would have happened if there had been no physical intervention?

What form did the restraint take:

- | | | | |
|--------------------------------------|--------------------------|---------------------------------------|--------------------------|
| Physical interposing between pupils | ☐ | Blocking a pupil's path | ☐ |
| Holding | ☐ | Pushing | ☐ |
| Pulling | ☐ | Leading the pupil by arm or hand | ☐ |
| Shepherding (hand in center of back) | ☐ | More restrictive holds (give details) | |
-

How long did the pupil need to be held? _____

Was anybody injured? YES / NO If Yes, please give details (Complete Skin Map)

Member of staff who checked pupil verbally for injury after the hold. _____

Has this pupil been physically restrained before? YES / NO

Implications for future planning. (attach following review) YES / NO

Does this pupil have a PSP? YES / NO

Do changes need to be made to any of the following? (Please tick appropriate box)

- | | |
|---|--------------------------|
| ▪ the environment e.g. organization, curriculum | ☐ |
| ▪ targets for teaching new skills | ☐ |
| ▪ reinforcement strategies | ☐ |
| ▪ defusing and calming strategies | ☐ |
| ▪ other (Please specify _____) | |
-

Do other agencies need to be involved in the future? YES / NO

If Yes, please specify who and with what aim

Follow Up Action recommended Police ☐; Parents ☐; Social Services ☐; YOT ☐; Ambulance ☐

Medical intervention was needed YES / NO

Has school nurse (doctor been informed) YES / NO

Please specify other recording procedures:

- | | |
|-----------------|--------------------------|
| ▪ Accident Book | ☐ |
|-----------------|--------------------------|

Physical Intervention and Intimate Care Policy

- Accident Form ☐
- Skin Map ☐
- Racial Incident Sheet ☐
- Violent Incident Record ☐

Parent/Cater informed by Telephone ☐; Letter ☐; Direct Contact ☐

By whom _____

Form completed by _____

Please return to Head teacher and place a copy in Pupil/s file/s

Headteacher's Signature _____ Date _____

Lawdale Junior School

UNWELCOME PHYSICAL CONTACT- INCIDENT RECORD FORM

Date of Incident _____

Name of School _____

Yr Grp _____

Name - Pupil/ Staff _____

Name - Pupil/ Staff _____

Name - Pupil/ Staff _____

Where did the incident start?

What was happening at the time?

Describe the event that occurred _____

_____ (extra paper if necessary)

When did the incident occur? Day _____ Time _____

Where did the incident occur? _____

What action did you take after the incident

How would you categorize the touching incident (Please tick appropriate box).

- | | |
|-------------------------------|--------------------------|
| ▪ Unwelcome physical touching | ☐ |
| ▪ Unwelcome sexual touching | ☐ |
| ▪ Bullying | ☐ |
| ▪ Horse Play | ☐ |
| ▪ Play Fighting | ☐ |
| ▪ Other | ☐ |

Physical Intervention and Intimate Care Policy

Where was the person touched (Complete Skin Map?)

Name of member of staff who checked the victim after the incident.

Was the victim;	Indifferent	☐
	Upset	☐
	Angry	☐
	Other	☐

Was the culprit;	Indifferent	☐
	Upset	☐
	Angry	☐
	Other	☐

Recommended follow up:

Victim

Counseling	☐
Parental contact	☐
Racial Incident Report	☐
Social Worker Referral	☐
Child Protection referral	☐
Other	☐

Perpetrator

Counseling	☐
Parental contact	☐
Racial Incident Report	☐
Social Worker Referral	☐
Child Protection referral	☐
Other	☐

Who will provide follow up _____

Parents/Caters informed by Telephone ☐ ; Letter ☐ ; Direct Contact ☐

By whom _____

Form completed by _____

Please return to Head teacher and place a copy in Pupil/s file/s

Headteacher's Signature _____ Date _____

Review of School Restraint Policy as part of the Review of Child Protection Procedures

Agenda	Yes (date)	No	Date complete
Does the review of Policy and Procedures take place annually?		Set date for next review	
Have you a Designated member of staff for Child Protection?		Appoint one. Inform all staff. Publish procedure. Arrange for training. Set up documentation.	
Have you a Deputy member of staff for Child Protection?		Appoint Deputy. Clarify responsibility. Inform staff.	
Have designated staff had recent on going training?		Arrange training.	
Has training been arranged for appropriate staff members during the past year?		Identify appropriate staff (SENCO, Mentors, Key TAs). Arrange training. Check Job descriptions and Performance Management Targets.	
Are policies and procedures up to date and circulated to all staff?		Collate and review all documentation and procedures. Inform all staff of significant changes.	
Have staff (including secretarial staff, midday supervisors, caretakers, school helpers etc.) had the opportunity to discuss child protection concerns with the Designated teacher and do they have access to advice and support?		Arrange opportunity for networking and discussion at INSET, Staff Meetings, Department or Pastoral Team meetings on a regular basis. Ensure Child Protection is featured as an agenda item at Staff Meetings.	
Are there procedures for monitoring attendance and development of children whose names are currently on the child protection register?		Ensure the Child Protection Register is up to date and secure. Ensure highlighting procedures for children on CPR are clarified with key staff.	
Are there procedures that inform the SSD of proposed or actual change of school?		Document procedures for passing on data and files to SSD in the event of school change	
Is all relevant information about a child disseminated to appropriate staff within the school?		Identify at what forum data on children on CPR is communicated to appropriate staff. Ensure regular agenda items.	

Physical Intervention and Intimate Care Policy

Are complete records sent to receiving schools, whether a child changes as a natural progression or for any other reason including exclusion?		Document procedures for passing on data and files to new schools and PRUs. Ensure key data is passed to the PRU in the event of temporary or complete file in the event of permanent exclusion.	
Are accurate and secure child protection files and data maintained?		Child protection reports and data to be kept separate and secure.	

Email/fax back Application Form

Non-Violent Crisis Intervention Training

Application for Training in Non-Violent Crisis Intervention

More information ☐ details _____

Whole school training ☐

Name of School	
Approx. number of participants	
Suggested dates (1 whole day)	

Individual Training ☐

Name of Staff member(s) & designation. (use additional paper if necessary)	1. 2. 3. 4.	
School		
Reason for application	Update current training	☐
	First time training	☐
Please send me	More details on the course	☐
	Cost of course	☐
	List of available dates	☐

Please complete all appropriate sections and fax/email to:

Family Support Advisory Teacher
Mulberry Place (3rd Floor)
5 Clove Crescent
London
E14 2BG

Fax: 020 7364 0722
Ph: 020 7364 0731