Broadwood Primary School

Restrictive Interventions Policy

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Restrictive interventions policy

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1. Policy statement

Broadwood Primary School is committed to safeguarding the welfare, dignity, safety and rights of all pupils and staff.

Restrictive interventions, including the use of reasonable force or seclusion, will only be used:

- As a **last resort**
- When **necessary and proportionate**
- For the purpose of **preventing harm, serious disorder, criminal activity or damage to property**
- In ways that **preserve dignity and minimise physical and psychological harm**

This policy replaces the school's previous Positive Handling Policy and reflects statutory guidance effective **1 April 2026**.

2. Legal framework

This policy is based on:

- DfE *Restrictive interventions, including reasonable force, in schools* (December 2025; effective April 2026)

- Education Act 1996
- Human Rights Act 1998
- Equality Act 2010
- Relevant safeguarding legislation and statutory guidance

The school recognises its **duty of care** to protect pupils from harm while ensuring interventions are lawful, safe and respectful.

3. Definitions

Restrictive intervention:
Any action that restricts a pupil's movement, liberty or behaviour.

Reasonable force:
The minimum force necessary to:
- Prevent injury to self or others
- Prevent a criminal offence
- Prevent damage to property
- Prevent serious disorder

Seclusion:
Supervised isolation used only to protect others from harm during extreme emotional or behavioural dysregulation. The pupil must be continuously supervised and released as soon as risk reduces. Force must **never** be used as punishment.

4. Principles governing use

All restrictive interventions must be:

Necessary
No safer or effective alternative is available.

Proportionate
The **least restrictive option** is used for the **shortest possible time**, considering:
- Age
- Size
- SEND or medical needs
- Individual circumstances
- **Safe and dignified**

Interventions must **minimise**:
- Physical injury
- Psychological trauma
- Loss of dignity

5. Who may use restrictive interventions

All members of school staff may use reasonable force or other restrictive interventions where lawful and necessary.
Staff likely to need to use such interventions will receive:
- Appropriate training in safe physical intervention
- Training in prevention and de-escalation strategies

6. Circumstances where restrictive interventions may be used

Restrictive interventions may be used to prevent a pupil from:

- Causing injury to themselves or others
- Committing a criminal offence
- Damaging property
- Causing serious disorder or disruption

Seclusion may only be used:

- To protect others from harm
- During extreme dysregulation
- With **continuous supervision**
- For the **minimum time necessary**

7. Prohibited and unsafe practices

The following are **strictly forbidden**:

- Using force as punishment
- Restricting breathing, airway or circulation
- Pressure on the neck, chest or abdomen
- Covering nose or mouth
- Deliberately inflicting pain
- Unsafe ground restraint not ended immediately
- Contact with sexually sensitive areas

If a pupil is unintentionally taken to the ground, staff must **release or reposition immediately**.

8. Prevention and de-escalation

The school prioritises **preventing the need for restrictive intervention**.

- **Whole-school strategies**
- Identifying behavioural hotspots and high-risk times
- Ensuring appropriate supervision
- Consistent behaviour expectations and language
- Opportunities for pupils to regulate behaviour before escalation

- **Individual de-escalation strategies**
- Calm tone, facial expression and body language
- Clear, simple instructions and reminders, including engineered choices
- Avoiding crowding or excessive staff presence
- Early intervention and removal of audience where appropriate

9. Pupils with SEND and/or disabilities

Where behaviour indicates increased likelihood of restrictive intervention:

- A **risk assessment** must be completed including:
    - Triggers and early warning signs
    - De-escalation strategies
    - Agreed physical interventions (if ever required)

    - Medical considerations
- Preventative and supportive strategies must be implemented

Parents/carers and relevant professionals will be involved where appropriate.

10. Procedures during an incident

Staff should, wherever possible:

1. Give clear verbal instruction to stop.
2. Use de-escalation strategies.
3. Summon assistance if required
4. Maintain calm communication throughout.
5. Apply only the **minimum force for the minimum time**.
6. Release restraint as soon as it is safe.

11. After an incident

Following any **significant** incidents:

- Where an injury has occurred, this must be **medically assessed by a qualified first aider and treated**.
- The incident must be **recorded and reported**.
- A **restorative conversation (debrief)** should take place with a Designated Safeguarding Lead and those involved (pupils and adults).
- The incident must be **reviewed for learning, patterns and prevention**.
- Ongoing wellbeing support must be offered to pupils, staff and witnesses where needed.

12. Statutory recording requirements (from April 2026)

All **significant** incidents involving:

- Force
- Restraint
- Seclusion

These must be recorded **as soon as possible**, ideally the same day.

A **significant incident** is any event in which:

- a member of staff **uses force** on a pupil, or
- a pupil is subject to **physical restraint, seclusion, or another restrictive intervention**

and where the action is taken to:

- prevent injury to the pupil or others
- prevent a criminal offence
- prevent damage to property
- prevent serious disorder

All such incidents must be **recorded and reported in line with statutory requirements**, regardless of whether the intervention was planned within a behaviour support plan.

Records must include:

- Names of pupils and staff involved
- Relevant SEND or contextual information
- Time, date, location and duration
- Details of injuries and treatment
- Support provided after the incident
- Triggers and de-escalation attempted
- Type and degree of force used
- Rationale for necessity and proportionality

13. Statutory reporting to parents/carers

Parents/carers must receive a **written report on the same day (see Appendix B)**, unless:

- Informing parents would risk **significant harm**, in which case the **local authority** must be informed instead.

Reports **must** include:

- Time, date, location and duration
- Why the intervention was necessary
- Type and degree of force used
- Injuries and post-incident support

No identifying information about other pupils will be shared.

14. Monitoring, evaluation and governance

The school will:

- Regularly analyse restrictive-intervention data
- Identify patterns, triggers and training needs
- Monitor disproportionate impact on vulnerable groups, including SEND
- Report findings to the **governing body** for scrutiny and challenge

15. Linked policies

This policy should be read alongside:

- Behaviour Policy
- Safeguarding and Child Protection Policy
- SEND Policy
- Health and Safety Policy

16. Review

This policy will be reviewed **annually** or sooner if legislation or guidance changes.

APPENDIX A: RESTRICTIVE INTERVENTION RECORD

This form must be completed as soon as possible after the incident (ideally the same day) for all **significant** incidents involving force, restraint or seclusion. The adult involved must upload sections A-F and DSLs will complete section G-H as an action following the event.

A. PUPIL AND STAFF DETAILS

Name of pupil(s):
Date of birth / Year group:
SEND status and primary need (if applicable):
Name(s) of staff involved:
Other witnesses (staff or pupils):

B. INCIDENT OVERVIEW

Date of incident:
Time:
Location:
Approximate duration of intervention:
Type of incident (tick or highlight all that apply):
[ ] Physical restraint
[ ] Reasonable force used
[ ] Seclusion
[ ] Other restrictive intervention (specify):

C. ANTECEDENTS AND CONTEXT

Brief description of what happened before the incident, including:

- Known triggers or contributing factors
- Behaviour presented
- Risks identified

Details:

D. DE-ESCALATION AND PREVENTATIVE STRATEGIES USED

List all strategies attempted before restrictive intervention
Strategies used (tick/highlight):
[ ] verbal instruction
[ ] calm communication
[ ] removal of audience
[ ] offering space/walk
[ ] offering support
[ ] other:

E. DESCRIPTION OF THE INTERVENTION

Why the intervention was assessed as necessary:

Type of restrictive intervention used:
[ ] 1 person guide
[ ] 2 person guide
[ ] Carry (EYFS)
[ ] 1 person guide to seated position
[ ] 2 person guide to seated position
Degree of force used: Light / Moderate / Significant
How the intervention was ended:

F. INJURIES AND MEDICAL SUPPORT

Were there any injuries? Yes / No
If yes, provide details (pupil and/or staff):
Medical assessment or treatment provided:

G. POST-INCIDENT ACTIONS – To be actioned by DSL

Immediate support provided to pupil:
Support provided to staff or witnesses:
Restorative conversation completed? Yes / No

Further action required (tick/highlight):
[ ] None
[ ] Risk assessment update
[ ] Staff training
[ ] Safeguarding referral
[ ] Other:

H. PARENT/CARER NOTIFICATION – To be actioned by DSL

Date and time parents/carers informed:
Method: Phone / Face to face conversation / Email / Other
Name of staff member completing notification:

APPENDIX B: RESTRICTIVE INTERVENTION RECORD FOR PARENTS AND CARERS (this must be on the school letterhead)

INSERT DATE

Dear Parent or Carer of INSERT CHILD's NAME,

Notification of Restrictive Intervention Involving Your Child
I am writing to inform you that a restrictive intervention was used involving your child today in order to keep people safe.

Date of incident:
Time of incident:
Location of incident:

The reason the intervention was necessary was

Provide a brief summary of the behaviour and risks that meant staff needed to act to prevent harm, serious disruption, damage to property or a criminal offence.

Type of intervention used:

Provide a short description of the intervention and confirm
Only the minimum reasonable force necessary was used for the shortest possible time.

Injuries and support provided:

Include details of any injuries and any medical care or wellbeing support given following the incident.

The school will continue to support your child and review any strategies needed to help prevent similar incidents in the future. We would welcome the opportunity to meet with you to discuss this and plan next steps together.

If you would like to discuss the incident, please contact the school office to arrange a meeting.

Yours sincerely,
INSERT STAFF MEMBER NAME
INSERT ROLE
Broadwood Primary School