



Keresforth Primary School

Restrictive Intervention Policy

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Policy Statement

At Keresforth Primary School, we are committed to ensuring the safety, dignity, and wellbeing of all pupils and staff. Restrictive interventions will only be used as a last resort and in line with DfE guidance (April 2026). Restrictive interventions will never be used as punishment and will only be used to prevent harm or serious disruption.

Legal Framework

- Education and Inspections Act 2006 (Section 93)
- Schools (Recording and Reporting of Seclusion and Restraint) (England) Regulations 2025
- DfE Restrictive Interventions Guidance (April 2026)
- Keeping Children Safe in Education
- Equality Act 2010
- SEND Code of Practice
- Human Rights Act 1998

Definition of Restrictive Intervention

Restrictive intervention is any action that limits a pupil's movement, liberty, or independence, including physical restraint, reasonable force, seclusion, immobilisation, and blocking movement.

Principles

- Restrictive intervention is only ever used as a last resort.
- It must be lawful, proportionate and necessary.
- The least restrictive option must always be chosen.
- Pupils will always be treated with respect and dignity
- Parent communication must be made.

- Any use of restrictive intervention must be recorded and monitored.

When Restrictive Intervention may be used.

All members of school staff have a legal power to use reasonable force in certain circumstances:

- To prevent injury to the child or others
- To stop criminal offence
- To prevent serious damage
- To maintain safe order
- To prevent serious disruption

Staff who are likely to need to use reasonable force and/or restrictive intervention will be adequately trained in the safe use of preventative strategies.

Other Physical Contact

School does not have a 'no contact' policy. There are other times when it is appropriate for staff to have physical contact that does not give rise to any question over the use of reasonable force and/or restrictive intervention. For example:

- To give first aid
- To guide or escort pupils
- To comfort a distressed child
- To praise a child
- To demonstrate how to use a musical instrument
- To demonstrate exercises or techniques in PE

Prevention and De-escalation

Our children are always given positive behaviour support. We develop strong working relationships with our pupils and will ensure they feel listened to.

Children have access to our regulation stations in each classroom and Zones of Regulation will be referred to as part of our discussions. We will always attempt to calm the child to try to avoid escalating situations.

Any increase in escalating situations will be risk assessed and SEND support will be sought. We will work closely with parents to keep them informed and discuss next steps. We will always attempt verbal de-escalation strategies before considering use of

restrictive intervention. Children will be spoken to calmly with the use of empathy to aid de-escalation.

Seclusion

Seclusion involves keeping a pupil confined to a place away from others and they will be prevented from leaving. It will only be used to prevent harm, for the shortest time possible, with supervision, and never as punishment.

The place where the pupil is secluded will be safe and not feel threatening. The pupil will be supervised at all times. As soon as the immediate risk of harm has reduced, they will be allowed to leave.

Any use of seclusion will be logged and parents will be informed.

Use of Physical Intervention

Physical intervention will use minimal force and will be used for the minimal possible time.

Pupil safety will be a priority.

Pupils with SEND

Children with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Triggers can include pain, sensory overload, unfamiliar situations or experiences, fear or anxiety, Non-verbal children may express their needs, discomfort or confusion through actions.

We aim to understand each child's triggers so we can provide proactive support. We will pre-empt how new situations will feel for these children and provide additional consideration and support. Wherever possible, we will aim to reduce the likelihood of the need to use restrictive intervention.

Where restrictive intervention cannot be avoided, parents will be fully informed and the incident will be logged. Evaluation will take place to understand why it was used, the impact on pupils and staff, any pattern and trends and how it may be avoided in future.

Behaviour support plans may be started or amended, in discussion with parents.

Recording and Reporting

Our record of the use of restrictive involvement will include the following:

Record:

- name of pupil and staff involved
- Date/time
- location and duration of the intervention
- any relevant needs or circumstances of the pupil, if relevant – SEND need and status code
- Reason and a brief account of the incident, any triggers if known
- Type of intervention
- Outcome
- Injuries
- any post intervention support
- how parents were notified
- Evaluation

Parents will be informed on the same day. A log of the incident will be shared and a copy given to the parent. This copy will be signed by the staff member. A parent signature will be required, either in person on the day or sent home to be returned the next day. It will then be scanned into cpoms.

After an Incident

We will check on the welfare of the child and staff involved.

Parents will be involved.

There may be a debrief where staff discuss the incident and possible amendments to plans moving forward.

Staff Training

We have several staff Team Teach trained.
All staff have knowledge of behaviour and de-escalation strategies.
We ensure safeguard training is up to date for all staff.

Monitoring and Governance

Governors monitor data and review policy.

Safeguarding

Serious concerns should be reported to the DSL and local authority where required.

Complaints

Parents may use the school's usual complaints procedure.(see complaints policy)

Policy Review

Next review: April 2027

Approval

Headteacher: _____

Chair of Governors: _____

Date: _____

Reporting use of Restrictive Intervention - form:

Name of pupil:	
Date of incident:	
Names of staff involved:	
Any relevant needs of the child:	
Brief account of the incident:	
Type of intervention used:	
Outcome:	
Were there any injuries?	
Any post intervention support:	
How parents were notified:	
Evaluation of the incident:	
Staff signature:	

Parent signature:	
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