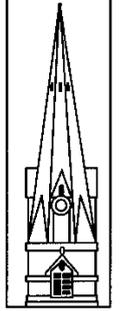


*Higher Walton C.E. Primary  
School*



# **Restrictive Intervention Policy**

Last reviewed: April 2026  
Next review: April 2027  
(draft)

## ***“Life in all its fullness” (John 10 v 10)***

Our Restrictive Intervention policy is based upon our **school core Christian values of friendship and forgiveness, respect and responsibility, trust and tenacity**, along with wider Christian values of love, peace, reconciliation and justice.

### **MISSION STATEMENT**

Higher Walton CE Primary School aims to celebrate everyone’s uniqueness, enabling our children to flourish and reach their true potential. We do this in a caring, supportive and stimulating environment, so that everyone has the very best opportunity to manifest, “Life in all its fullness” (John 10 v 10).

### **VISION**

Our school vision is “Life in all its fullness” (John 10 v 10). Within this school each child is considered as a unique child of God. All members of our school family are welcomed into a safe and secure Christian environment where they are valued, included and accepted. Our Christian ethos promotes self-worth, self-respect and trust, so that everyone develops the confidence to ask questions, talk through problems and explore values and beliefs leading to responsible behaviour and citizenship.

### **Restrictive Intervention Policy**

At Higher Walton CE Primary School, we are committed to a positive behaviour policy which encourages children to make positive behaviour choices and which is clearly communicated and understood by pupils, parents and staff. We aim, as a school, to produce a safe and secure environment where all can learn. On rare occasions, circumstances may result in a situation that requires some form of physical intervention by staff. This policy aims to produce a consistent school response to any incidents that may occur and make clear each person’s responsibilities with regard to physical intervention and restraint.

This policy applies to all staff and governors at Higher Walton CE Primary School, across all settings including classroom, playground, trips, etc.

Our policy for physical intervention is based upon the following principles:

- Physical intervention should be used only as a last resort when other appropriate strategies have failed.
- Any physical contact should be only the minimum required.
- Physical intervention must be used in ways that maintain the safety and dignity of all concerned.
- Incidents must be recorded and reported to the Head teacher as soon as possible
- Parents will be informed of each incident

The legal framework: This policy complies with the **restrictive interventions guidance** issued under Section 93A of the Education and Inspections Act 2006, effective **1 April 2026**, replacing the previous 'Reasonable Force' guidance. It allows

'teachers and other persons who are authorised by the Head Teacher, who have control or charge of pupils, to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- causing injury to his/herself or others
- committing an offence
- damaging property
- prejudicing the maintenance of good order & discipline'

Our Approach at Higher Walton CE Primary School, we aim to avoid the need for physical intervention and regard this as a last resort in a minority of situations. We always aim to deal with behaviour using a positive approach and therefore this policy should be read in conjunction with our school's Behaviour Policy.

It is not possible to define every circumstance in which physical restraint would be necessary or appropriate and staff will have to exercise their own judgement in situations which arise within the above categories. Staff should always act within the School's policy on behaviour and discipline, particularly in dealing with disruptive behaviour. Staff should be aware that when they are in charge of children during the school day, or during other supervised activities, they are acting in loco parentis and have a 'Duty of Care' to all children they are in charge of. They must, therefore, take reasonable action to ensure all pupils' safety and wellbeing. Staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

### **Use of Reasonable Force & Physical Restraint**

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances where a child would need to be restrained to prevent violence or injury. All members of school staff have a legal power to use reasonable force. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. All members of school staff have a legal power to use reasonable force in certain circumstances.

To prevent or stop a pupil from:

1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property
4. causing disorder among pupils at the school, whether during a teaching session or otherwise In all circumstances, alternative methods should be used as appropriate with physical intervention or restraint, a last resort.

When physical restraint becomes necessary:

#### **DO**

- Tell the pupil what you are doing and why

- Tell the pupil what s/he must do for you to remove the restraint (this may need frequent repetition)
- Use simple and clear language
- Relax your restraint in response to the pupil's compliance

## **DON'T**

- Act in temper (involve another staff member if you fear loss of control)
- Involve yourself in a prolonged verbal exchange with the pupil

## **Seclusion**

A non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving, should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the pupil is not acting with intent. Seclusion should not be implemented by staff through threat of punishment. The place to which the pupil is confined should be safe and not feel threatening or intimidating to the pupil. The pupil should be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil should be allowed to leave. An incident involving the use of seclusion must be recorded and reported.

Seclusion, as defined in this guidance, is not a disciplinary response to deliberate or wilful misbehaviour. There are disciplinary measures that are similar, such as removal from the classroom.

## **Actions after an incident**

Physical restraint often occurs in response to highly charged emotional situations and there is a clear need for debriefing after the incident, both for the staff involved and the pupil. The head teacher should be informed of any incident as soon as possible and will take responsibility for making arrangements for debriefing once the situation has stabilised. An appropriate member of staff should always be involved in debriefing the pupil involved and any victims of the incident should be offered support, and their parents informed.

After any incident involving restraint a Positive Handling Plan will need writing/reviewing. It is also helpful to consider the circumstances precipitating the incident to explore ways in which future incidents can be avoided. All incidents should be recorded immediately on CPOMs recording system. In the event of any future complaint or allegation this record will provide essential and accurate information. The class teacher will contact parents as soon as possible after an incident, normally on the same day, to inform them of the actions that were taken and why, and to provide them with an opportunity to discuss it.

## **Positive Handling Plans**

If we become aware that a pupil is likely to behave in a disruptive way that may require the use of reasonable force, we will plan how to respond if the situation arises.

Such planning will address:

- Strategies to be used prior to intervention
- Ways of avoiding 'triggers' if these are known
- Involvement of parents to ensure that they are clear about the specific action the school might need to take
- Briefing of staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance)
- Identification of additional support that can be summoned if appropriate
- The school's duty of care to all pupils and staff

## **Recording**

All behaviour incidents, where restraint is needed, must be recorded on the electronic CPOMS recording system under physical restraint category. If restraint is required, a Notification of Physical Restraint MUST be completed. A copy will be added to the child's CPOMS file.

### **School will record the following details as a minimum:**

- names of pupil and staff directly involved
- any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code
- time, date, location and approximate duration of the intervention
- brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained
- brief account of why the use of force was assessed as necessary in that instance
- any post-incident support, such as details of any medical treatment for injuries or other adverse impact

This information MUST be shared with parents on the same day as the incident. Ideally in writing via letter or email. The Notification of Physical Restraint form can be used.

### **Recording and reporting the use of seclusion and non-force related restraint**

An incident of restraint may occur with or without direct physical contact. For restraint incidents that occur without direct physical contact, for example, the removal of a walking aid, these must be recorded. Incidents must be recorded as soon as practicable after the event. It should be recorded by the staff member(s) involved and they should endeavour to do this no later than the same day. The procedure must require that a record of any such incident is made in writing as soon as practicable after the incident. The requirement to record applies even if the use of seclusion or restraint in certain circumstances is agreed with parents as part of a pupil's behaviour support plan.

## **Schools should record the following details as a minimum:**

- names of pupil and staff directly involved
- time, date, location and approximate duration of the intervention
- any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code
- brief account of why the intervention was assessed as necessary in that instance
- details of any physical injuries sustained, if applicable
- any post-incident support, such as details of any medical treatment for injuries or other adverse impact Parents must be informed as soon as practicable after the incident and schools should endeavour to do this no later than the same day.

## **Complaints and Allegations**

A clear physical intervention and restraint policy, adhered to by all staff and shared with parents, should empower everyone working with children at Higher Walton CE Primary School. Any concern about the use of Physical intervention and restraint would lead to a full investigation.

Any complaints regarding the use of restrictive interventions should be dealt with in accordance with the school's normal complaints procedure It is our intention to inform all staff, pupils, parents and governors about these procedures and the context in which they apply. This policy is monitored on a day-to-day basis by the Head teacher and all staff, by talking with children, both formally and informally, from parents' communications and from colleague observations and reporting. Information is reported to Governors about the effectiveness of the policy on request.

Adopted by The Board of Governors at Higher Walton CE Primary School.

## **Policy Review & Publication**

This policy will be **reviewed annually**, or sooner in light of changes in legislation or guidance.

It will be **published on the school website** and shared via the staff handbook.

Appendix 1

## **Definitions & Key Principles**

### **a. Restrictive Interventions**

Any action, physical or non-physical, that **limits a pupil's movement, liberty, or independence**, including reasonable force and seclusion.

### **b. Reasonable Force**

Force used must be **no more than necessary and strictly proportionate** in preventing harm or significant disruption, aligning with prior definitions but within the new broader restrictive context.

### **c. Seclusion**

Separating a pupil in a room or area **they cannot leave of their own accord**, used only as a **safety measure—not punishment**.

#### **Policy Checklist Overview**

<b>Area</b>	<b>School Requirements</b>
Prevention	Policies and training for behaviour, de-escalation, SEND awareness
Intervention Use	Clearly defined circumstances, lawful and necessary application
Recording	Full documentation of every significant incident
Reporting	Inform parents and governing body promptly
Review	Annual evaluation of data and practice