Ickleford Primary School
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Reducing the Needs for Restrictive Intervention Policy

Policy Status: Draft

Date Issued: June 2026

Date of Approval: Pending FGB Ratification

Review Date: September 2028 or sooner if changes in legislation, statutory guidance, or local safeguarding arrangements require it.

1. Introduction and Purpose of Policy

At Ickleford Primary School, the safety, welfare, dignity and wellbeing of every pupil are paramount. In line with Keeping Children Safe in Education (KCSIE), safeguarding is everyone's responsibility and all members of staff are expected to take a child-centred approach, always acting in the best interests of pupils.

The school is committed to creating a safe, inclusive and supportive environment where positive relationships, effective communication and proactive behaviour support reduce the likelihood of situations escalating to crisis point. We recognise that, on rare occasions, school staff may need to use restrictive interventions to prevent serious harm, protect the safety of pupils or others, prevent serious damage to property, or maintain good order and safety and support positive behaviour.

The Department for Education recognises that there are circumstances in which the use of reasonable force is lawful, necessary and appropriate, and that schools should not operate a "no contact" policy, as this may place pupils and staff at greater risk.

This policy provides a framework for the safe, lawful and proportionate use of restrictive interventions, including reasonable force, in accordance with current Department for Education guidance on Restrictive Interventions, Including the Use of Reasonable Force in Schools and relevant safeguarding legislation. It aims to ensure that all staff understand their responsibilities, are confident in the use of preventative and de-escalation approaches and know how to respond when restrictive intervention is necessary to protect a child or others from harm.

Restrictive interventions will only be used as a last resort, when appropriate de-escalation strategies have been considered or attempted, and where the intervention is necessary, reasonable, proportionate and in the pupil's best interests. Consideration will be given to pupils with SEND, medical needs, social, emotional and mental health needs, and those who may have experienced trauma or adverse childhood experiences.

Where a significant incident involving the use of force occurs, the school will record, monitor and review the incident in accordance with statutory requirements, and parents/carers will be informed as soon as practicable and on the same day wherever possible. The school will use this information to identify patterns, support pupils and staff, and reduce the future need for restrictive interventions.

This policy adopts the terminology and definitions set out in the Department for Education's *Restrictive Interventions, Including the Use of Reasonable Force in Schools (2026)* guidance. Terms including *restrictive intervention*, *reasonable force*, *restraint*, *seclusion* and *significant incident* are used throughout this policy in accordance with those definitions. A glossary of key terms is provided in Appendix A.

A restrictive intervention is any action, whether physical or non-physical, that intentionally prevents, restricts or subdues a pupil's movement, liberty or freedom of action. The school

is committed to minimising the use of restrictive interventions through proactive planning, positive relationships, reasonable adjustments, de-escalation and emotional regulation support. Restrictive interventions, including the use of reasonable force or restraint, will only be used as a last resort where it is lawful, necessary, reasonable and proportionate to the circumstances, and where no less restrictive option is available to maintain safety and prevent harm

1 Legal Framework

This policy is based on the Hertfordshire County Council (HCC) Model Restrictive Physical Intervention (RPI) Policy and Guidance (July 2026) and is informed by current legislation and Department for Education (DfE) guidance relating to the use of restrictive interventions, reasonable force, restraint and seclusion in schools.

Section 93 of the Education and Inspections Act 2006 gives schools the power to use reasonable force to:

- prevent a pupil from hurting themselves or others
- prevent a pupil from causing serious damage to property
- remove a disruptive pupil from a classroom
- prevent a pupil from causing disorder among pupils during school activities, including during off-site visits
- prevent a pupil from leaving a classroom where there is a risk to their safety or the safety of others.

Section 93A of the Education and Inspections Act 2006 requires schools to have procedures for recording and reporting significant incidents involving the use of force and for informing parents/carers of such incidents.

Additionally, the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025 require schools to maintain written records when a pupil is subjected to seclusion or restraint and to provide relevant information to parents/carers as soon as reasonably practicable.

Statutory guidance makes clear that restrictive interventions, restraint and seclusion must never be used as a punishment. Schools should maintain effective systems for the recording, reporting and monitoring of incidents, regularly review restraint and seclusion data, and consider whether any changes are required to staff training, risk assessments, safeguarding procedures, behaviour policies or individual pupil support plans.

Section 550ZB of the Education Act 1996 also gives schools the power to use reasonable force to carry out searches for prohibited items where the young person has not consented to the search. Prohibited items are:

- knives and weapons
- alcohol
- illegal drugs
- tobacco and cigarette papers
- fireworks

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- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage property.

Schools should read this policy alongside the following DfE guidance:

Keeping Children Safe in Education (DfE, September 2026), which emphasises that safeguarding is everyone's responsibility and that decisions should be made in the best interests of the child.
Searching, Screening and Confiscation in Schools (DfE).
Restrictive Interventions, Including Use of Reasonable Force in Schools (DfE, April 2026).
Use of Reasonable Force in Schools (DfE).

This policy should be read alongside the Ickleford Primary School's:

- Safeguarding and Child Protection Policy
- Positive Behaviour Policy
- SEND Policy
- Staff Code of Conduct
- Health and Safety Policy

2 School Leadership Responsibilities

The Headteacher will oversee the implementation of this policy and ensure appropriate systems are in place for staff training, behaviour support planning, incident monitoring, data analysis, governor reporting and annual policy review.

School Leaders, including the Headteacher, senior leadership team and governors will ensure that:

- There is a culture of safeguarding, respect, inclusion and positive relationships across the school, where pupils feel safe, listened to and supported, reducing the likelihood of situations escalating to the point where restrictive intervention is required.

- All staff understand that safeguarding is everyone's responsibility and are aware of this policy, their legal powers, duties and responsibilities regarding the use of restrictive interventions, restraint and reasonable force.

- Staff use preventative approaches, positive behaviour support strategies and de-escalation techniques wherever possible, unless the circumstances require an immediate response to prevent harm.

- All staff receive appropriate induction, safeguarding and behaviour management training, including de-escalation strategies, so they are confident in responding to incidents safely and effectively.

- Appropriate staff receive additional specialist training in restrictive interventions and restraint techniques where their role and the needs of pupils make this necessary.

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- Risks to pupils and staff are assessed and managed effectively, including through risk assessments, individual support plans and reasonable adjustments where appropriate.

- Staff do not place themselves or others at unnecessary risk when using restrictive interventions and have access to appropriate support, medical attention and wellbeing services following an incident where required.

- The use of restrictive interventions forms part of a wider approach to behaviour management, safeguarding, pastoral care and therapeutic support, and is fully aligned with the school's Behaviour Policy and Safeguarding and Child Protection Policy.

- Staff are aware of and follow agreed adjustments or individual plans for pupils with SEND, social, emotional and mental health needs, medical conditions, learning disabilities, autism, communication needs or identified vulnerabilities. (see section 5)

- Staff are appropriately supported when they act in accordance with legislation, statutory guidance and school policies.

- Appropriate support and follow-up are provided for pupils, staff and others affected by incidents involving restrictive intervention or restraint, including opportunities for reflection, repair and restoration of relationships where appropriate.

- Robust systems are in place for recording, reporting, monitoring and reviewing incidents involving restrictive interventions, restraint and seclusion, including compliance with statutory recording and parental notification requirements.

- Incident data is reviewed regularly to identify patterns, trends, disproportionality, training needs and opportunities to reduce the use of restrictive interventions. Findings will be reported to governors as appropriate and used to improve practice.

- Allegations, complaints or concerns relating to the use of restrictive intervention are managed in accordance with the school's safeguarding procedures, staff conduct procedures and statutory guidance.

- This policy is reviewed at least annually, and sooner where there are significant changes to legislation, statutory guidance, local authority guidance, school practice or incident trends.

3 Restrictive Interventions and Use of Reasonable Force

School powers allow the use of reasonable force to control or restrain pupils where necessary. The lawful use of reasonable force by school staff may be justified where it is necessary, proportionate and undertaken in accordance with statutory guidance and the school's policies.

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Any use of restrictive intervention must be consistent with the school's safeguarding responsibilities and the principle that the welfare, dignity and best interests of the child remain paramount. Safeguarding is everyone's responsibility and all staff should always act in the best interests of pupils.

To ensure the welfare of pupils and to protect staff from misplaced allegations, any physical contact between staff and pupils must be appropriate to the circumstances, the pupil's age, understanding and individual needs, and the professional relationship between staff and pupil. There are many examples of appropriate positive physical contact that may be used to reassure, comfort, guide, protect or calm a pupil.

Restrictive intervention can cover a wide variety of responses, both physical and non-physical, that restrict a pupil's movement or freedom of action. These range from positive handling, such as gentle guiding, to restraint involving the use of reasonable force. The level of intervention and the degree of force used must always be determined by the circumstances and the assessed level of risk to the pupil or others.

Wherever possible, staff should seek to prevent situations from escalating through positive behaviour support, effective communication and de-escalation strategies. Restrictive interventions should only be considered when necessary to prevent harm, serious damage to property or significant disorder.

Generally, low-level physical contact or positive handling can be used to manage most situations, for example gentle contact to comfort, reassure, guide or redirect a pupil away from risk.

For younger pupils, positive handling may include controlling a child's movement to keep them safe from harm or danger. The level of contact and force that would be acceptable should be comparable to that which a reasonable parent might use to protect their own child from immediate risk.

In some situations, it may be necessary to use a restrictive intervention involving restraint or the use of force to control a pupil's movement. Where force is used, it must be reasonable, meaning it is a proportionate response to the risks presented and is used solely to prevent harm, serious damage to property or serious disruption.

Reasonable force should involve no more force than is necessary to achieve the intended outcome and should be used for the shortest time possible. The force used must be proportionate to the circumstances and cease as soon as the risk has reduced. Staff should always consider the age, understanding, developmental stage, medical needs, disabilities and vulnerabilities of the pupil concerned.

The decision to use reasonable force will be based on the professional judgement of the staff member involved. Any use of force must be capable of justification, be reasonable in the circumstances and be in the best interests of the pupil and others affected.

Staff must never use any restraint technique that restricts a pupil's airway, breathing or circulation, including the application of pressure to the neck, throat, chest, abdomen or back. Deliberate prone restraint and any technique that causes pain, distress or humiliation

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must not be used. If a pupil is unintentionally restrained in a prone or ground-based position, they must be released or repositioned immediately to minimise risk.

Following any incident involving restrictive intervention, appropriate recording, reporting, monitoring and support arrangements will be implemented in accordance with this policy and statutory requirements. Parents/carers will be informed of significant incidents as required by legislation and guidance.

4 Vulnerable Pupils

Some pupils may exhibit behaviours that challenge in response to overstimulating environments, stressful situations, anxiety, trauma, sensory needs or difficulties communicating distress. This can make them more vulnerable to experiencing restrictive intervention and restraint, and they may be more adversely affected by such interventions.

Schools should be mindful of pupils who may be vulnerable, including (but not limited to):

- children with special educational needs and disabilities (with or without an Education, Health and Care Plan)
- children who are experiencing mental health difficulties
- children who have experienced trauma in their lives, including looked after children, previously looked after children, refugee children and unaccompanied asylum-seeking children
- children living with domestic abuse
- children who are subject to Child Protection, Child in Need or Early Help plans
- children with communication difficulties, sensory processing needs or medical conditions.

Under the Equality Act 2010, schools must ensure that reasonable adjustments are made so that policies and procedures relating to restrictive intervention and restraint do not place disabled pupils at a substantial disadvantage.

Government guidance *Reducing the Need for Restraint and Restrictive Intervention* emphasises the importance of understanding individual needs, identifying triggers and implementing preventative approaches to reduce the use of restrictive practices.

Schools must demonstrate that the specific needs of vulnerable pupils have been considered and that behaviour support approaches are adapted appropriately to promote inclusion, safeguard wellbeing and reduce the likelihood of restrictive intervention becoming necessary.
Decisions regarding the use of restrictive intervention will always be based on an assessment of immediate risk and the principles of necessity, proportionality and reasonableness, rather than a pupil's diagnosis, vulnerability or protected characteristic.

In line with the school's Positive Behaviour Policy, behaviour should be understood in the context of the child's individual needs, experiences and circumstances. The school is committed to a therapeutic, relational and graduated approach that prioritises prevention, emotional regulation, co-regulation, reasonable adjustments and early intervention. Restrictive intervention should only be considered where other supportive approaches have been unsuccessful, are not appropriate in the circumstances, or where immediate action is required to prevent harm.

School approaches should uphold the rights, dignity and safety of vulnerable pupils and should be developed, wherever possible, in partnership with parents/carers, relevant professionals and the pupil.

Vulnerable pupils may require additional assessment, planning and support arrangements, including Behaviour Support Plans, Emotional Regulation Plans, Risk Assessments or Positive Handling Plans, as set out in Section 6. These should be developed and reviewed in line with the principles contained within the school's Positive Behaviour Policy.

Schools using forms of restrictive intervention involving seclusion or withdrawal that may restrict a child's liberty should have clear written procedures explaining how and when these measures may be used.

Seclusion, as defined in the *DfE Restrictive Interventions, Including Use of Reasonable Force in Schools* (2026), may only be used as an emergency safety measure and must be recorded and reported in line with statutory requirements.

Schools may discuss approaches with parents/carers but do not require parental consent to use restrictive interventions or seclusion where their use is lawful, necessary, reasonable and proportionate.

5 Planning and Prevention

5.1 Whole School

Schools should be alert to situations and circumstances that may lead to incidents requiring restrictive intervention and should take active steps to prevent issues escalating.
The school should regularly review environmental factors that may contribute to incidents occurring within school or during school activities and should consider:

- the general school environment and any potential hot spots
- difficulties that may arise at different times of the day, for example breaktimes, lunchtimes and transitions
- supervision arrangements for pupils
- environmental factors that may affect vulnerable pupils
- risks relating to protected characteristics, including gender, disability, race, religion, sex and sexual orientation
- risks associated with exploitation, peer-on-peer abuse, serious violence or gang affiliation
- specific risks during off-site activities, educational visits and transport arrangements.

This review should address:

- the nature of the risk and the potential impact on pupils and staff
- the likelihood of incidents occurring
- reasonable adjustments required for vulnerable pupils
- preventative measures that can be implemented to reduce risk
- actions to be taken in the event of an incident to minimise harm and maintain safety
- any safeguarding concerns that may contribute to, or arise from, behaviour incidents.

6.2 Individual Pupils

All vulnerable pupils who are at heightened risk of experiencing restrictive intervention or restraint should have appropriate planning in place where required. As part of the school's graduated response, this may include an Emotional Regulation Plan, Individual Behaviour Support Plan, Risk Assessment, Risk Reduction Plan and/or Positive Handling Plan.

These plans form part of the school's graduated response to meeting individual needs and may be used independently or in combination, depending on the pupil's strengths, needs and level of risk. Not all pupils will require every plan. The type and level of planning implemented will be determined by assessment, professional judgement and, where appropriate, advice from parents/carers and relevant external professionals. Together, these plans support a proactive approach to promoting emotional regulation, reducing risk and minimising the need for restrictive intervention.

Emotional Regulation Plans

An Emotional Regulation Plan may be developed where a pupil requires additional support to understand, manage and express their emotions safely. The plan should identify the pupil's strengths, known triggers, early signs of distress or dysregulation, preferred communication approaches, trusted adults, sensory needs, environmental adjustments and strategies that support emotional regulation.
The purpose of the plan is to promote co-regulation, develop self-regulation skills, reduce anxiety and minimise the likelihood of behaviour escalating to a point where restrictive intervention becomes necessary.

Individual Behaviour Support Plans

Where a pupil presents with behaviours that may place themselves or others at risk, an Individual Behaviour Support Plan may be developed, with the support of Hitchin Partnership Behaviour Support Outreach (HPBSO). This should set out the proactive and preventative strategies that staff will use to support the pupil and maintain safety.

The Behaviour Support Plan should:

- identify known triggers and early warning signs of escalation
- include relevant contextual information, including safeguarding, communication, sensory, emotional, family, medical or SEND factors
- detail preventative approaches, reasonable adjustments and de-escalation strategies
- identify approaches that support emotional regulation, co-regulation and self-regulation
- identify trusted adults, sensory supports, safe spaces and agreed methods of communication
- outline how incidents will be reviewed and monitored
- specify when further risk assessment or intervention planning may be required.

Risk Assessments

Where restrictive intervention has been used on more than one occasion, or where there is a foreseeable risk that restrictive intervention may be required, a suitable risk assessment must be completed and reviewed regularly.
The risk assessment should consider:

- the risks to the pupil and others arising from the behaviour
- the risks associated with the use of restrictive interventions

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- the risks associated with not intervening
- the least restrictive intervention that can safely and effectively be used
- any relevant safeguarding, medical, sensory, communication or SEND considerations.

Risk Reduction Plans
Where a significant or foreseeable risk has been identified, a Risk Reduction Plan should be developed to minimise the likelihood of incidents occurring and reduce the future need for restrictive intervention.
The Risk Reduction Plan should identify:

- known triggers and antecedents
- early warning signs of escalation
- protective factors and strengths
- successful de-escalation strategies
- reasonable adjustments
- environmental adaptations
- agreed adult responses
- strategies that promote regulation and reduce risk
- post-incident support arrangements
- any restrictive intervention that may reasonably be required as a last resort to maintain safety**.**

Risk Reduction Plans should be developed in partnership with parents/carers and, where appropriate, the pupil and other relevant professionals. They should be reviewed following any significant incident involving restrictive intervention and updated whenever circumstances change.

Positive Handling and Planned Restrictive Interventions
Where it is reasonably foreseeable that restrictive intervention involving reasonable force or restraint may be required to maintain safety, this should be planned for wherever possible. An appropriate Positive Handling Plan, supported by a Risk Assessment and Risk Reduction Plan, should be developed in consultation with parents/carers and, where appropriate, the pupil.

The plan should clearly describe:

- the circumstances in which intervention may be required
- preventative and de-escalation strategies to be attempted first
- the least restrictive interventions that may be used
- any communication, sensory, medical or safeguarding considerations
- post-incident support, recording and review arrangements.

Whilst every effort will be made to work collaboratively with parents/carers, the school retains responsibility for determining the measures necessary to ensure the safety and wellbeing of pupils, staff and others.

Review
All individual plans should be viewed as proactive and protective measures designed to keep children safe, reduce risk and support positive outcomes. Plans should be reviewed regularly and following any significant incident involving restrictive intervention. Reviews should involve parents/carers and, where appropriate, the pupil, to ensure support remains effective, proportionate and responsive to need.

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6 Dealing with Incidents

6.1 Initial Consideration

Before any action is taken, staff should quickly assess the situation and determine whether intervention is required immediately to prevent harm. It is for the staff member to make a professional judgement about whether the use of restrictive intervention is necessary and, if so, the level of intervention required.

The staff member must be clear about the justification for their actions, the intended outcome of the intervention and how their actions are in the best interests of the pupil and others involved. For example, intervention may be necessary to stop a young child leaving a place of safety or to prevent a pupil harming another pupil. Any intervention must be necessary, reasonable and proportionate to the circumstances.

Staff should consider:

- the nature and immediacy of the risk
- the age, understanding and individual needs of the pupil
- any known SEND, medical needs, communication differences or emotional regulation needs
- any relevant Behaviour Support Plan, Emotional Regulation Plan, Risk Assessment or Positive Handling Plan
- whether de-escalation or other preventative strategies are likely to be effective
- the risks associated with intervening
- the risks associated with not intervening.

Staff should also consider that if no intervention is made and a pupil causes serious injury to themselves or others, the school may be considered negligent in the duty of care owed to those involved.

6.2 De-escalation

Where circumstances allow, de-escalation techniques must be used in the first instance. Staff should seek to maintain safety while supporting the pupil to regain emotional regulation and control.

Staff should:

- make the pupil and others present aware that the staff member is taking control of the situation
- ask other pupils to move away if this will help reduce risk or calm the situation
- send for assistance from another member of staff where appropriate, particularly if restraint may be required
- remain calm, respectful and non-confrontational
- use a calm tone of voice and provide clear, simple instructions
- be aware of their tone of voice, body language and facial expressions
- actively listen and acknowledge the pupil's concerns or feelings where appropriate
- provide reassurance and allow time for the pupil to process information
- where possible, use low-level positive handling to guide a pupil away from danger while remaining mindful of personal safety
- be aware of their own emotions and maintain professionalism throughout the incident
- avoid mirroring heightened emotions or escalating the situation through confrontation

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- maintain a respectful distance and avoid unnecessarily entering a pupil's personal space
- offer choices and opportunities for the pupil to resolve the situation in a dignified manner
- consider the pupil's individual needs, including SEND, communication difficulties, sensory needs and emotional regulation strategies identified within support plans.

De-escalation techniques should be used whenever it is safe and appropriate to do so. However, where there is an immediate risk of serious harm, staff may need to act without first attempting all de-escalation strategies. Staff should continue to use calming and reassuring communication throughout any restrictive intervention wherever possible.

6.3 Use of Reasonable Force and Restraint

All staff have a duty of care towards pupils and have the legal power to use reasonable force where necessary. However, staff should seek assistance wherever possible if it is anticipated that restraint may be required.

Any use of force must be necessary, reasonable and proportionate to the risk presented. Restraint should only be used for the shortest time necessary to reduce the risk of harm.

- Wherever possible, incidents requiring restraint should not be managed by one member of staff alone. Additional staff should attend as soon as practicable to reduce risk and provide support.
- Where circumstances permit, staff should clearly and calmly warn the pupil that physical intervention may be used and provide an opportunity for the pupil to comply with instructions before restraint is applied.
- When using restraint, staff should remain calm and continue communicating with the pupil throughout the incident to provide reassurance and explain what is happening and why.
- The restraint should:
    - involve no more force than is necessary to prevent harm
    - be proportionate to the risk presented
    - be used only for as long as required to reduce the risk
    - avoid restricting breathing, circulation or communication
    - avoid pressure to the neck, throat, chest, abdomen or back
    - avoid bringing the pupil to the ground wherever possible
    - not involve pain-compliance techniques
    - not involve any act that could amount to a criminal offence or degrading treatment.
- The pupil should be released as soon as it is safe to do so, and the risk of harm has reduced.
- If the restrictive intervention appears to increase rather than reduce the level of risk, staff should reassess the situation immediately and modify or cease the intervention where it is safe to do so.
- Following any use of restraint, appropriate recording, reporting, parental communication and post-incident support should take place in accordance with this policy

7 Following Incidents

Schools must have effective and practical recording and reporting systems. It is essential that schools review these systems regularly to ensure compliance with statutory

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requirements and current guidance, including the DfE guidance Restrictive Interventions, Including Use of Reasonable Force in Schools (2026). The purpose of recording and reviewing incidents is not only to ensure accountability but also to promote learning, improve practice and reduce the likelihood of future incidents.

7.1 Recording and Reporting Incidents

The school **must** maintain a written record of every significant incident involving the use of force. This record should be completed on the same day as the incident, or as soon as reasonably practicable thereafter, using Form 1: Restrictive Intervention Incident Record (Appendix B). Completed records will be uploaded to and retained within the school's CPOMS system.

Records should be completed on the school's agreed recording system and must include:

- names of pupils and staff directly involved
- any relevant needs or circumstances of the pupil, including their SEN status code, safeguarding vulnerabilities, medical needs, communication needs, sensory needs or other factors relevant to the incident, time, date, location and approximate duration of the intervention
- a brief account of events leading up to the incident, including any identified triggers
- preventative, emotional regulation or de-escalation strategies used prior to the incident
- details of the restrictive intervention or restraint used, including the degree of force applied where relevant
- reasons why the intervention was considered necessary, reasonable and proportionate
- details of any injuries, distress or adverse effects sustained by any person involved
- details of any post-incident support provided
- any actions required following the incident, including changes to planning, risk assessments or support arrangements.

7.2 Notifying Others

The Headteacher, or in their absence the Deputy Headteacher and SENDCO, must be informed of all significant incidents immediately to determine whether any further action is required. Also:

- The Designated Safeguarding Lead must be informed where an incident raises safeguarding concerns or where behaviour may indicate unmet needs, abuse, neglect, exploitation or emotional distress.
- Parents/carers must be informed of any significant use of force, restraint or seclusion as soon as reasonably practicable and, wherever possible, on the same day. Reports provided to parents/carers should include:
    - the date, time and location of the incident
    - the reason the intervention was considered necessary
    - the nature of the intervention used
    - details of any injuries or medical treatment required
    - details of any follow-up support being provided.
- Schools should offer parents/carers the opportunity to discuss significant incidents and contribute to future planning where appropriate.

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- Where informing a parent/carer may place a pupil at risk of significant harm, the school will follow safeguarding procedures and seek advice from the Designated Safeguarding Lead and relevant agencies.

The Governing Board should receive regular anonymised reports regarding the use of restrictive intervention, restraint and seclusion to enable effective monitoring and oversight. This should include consideration of patterns, trends and any disproportionate impact on vulnerable groups of pupils, including pupils with SEND and other protected characteristics.

In settings where restrictive interventions are used more frequently because of the needs of pupils, systems should be in place to analyse, monitor and report incidents to support continual improvement and reduce reliance on restrictive practices.

7.3 Support Following Incidents

The use of restrictive intervention and restraint can be distressing for pupils and staff. Schools should ensure that appropriate support is available following any significant incident.

Where required:

- pupils and staff should receive appropriate medical attention
- pupils should be given time and support to regain emotional regulation
- staff and pupils should have access to a trusted adult to discuss the incident
- parents/carers should be involved in reviewing support arrangements
- emotional wellbeing and safeguarding needs should be considered following the incident.

In line with the school's therapeutic approach to behaviour, pupils should be supported through Reflect, Repair and Restore conversations when they are calm and ready to engage. These conversations should focus on understanding what happened, repairing relationships, reflecting on impact and identifying strategies to support future success.

Where a pupil has an Emotional Regulation Plan, Behaviour Support Plan, Risk Assessment or Positive Handling Plan, these documents should be reviewed following any significant incident and amended where necessary.

7.4 Monitoring and Reviewing Incidents

Schools should monitor and review incidents involving restrictive intervention, restraint and seclusion to improve practice, identify training needs and reduce future reliance on restrictive approaches. Significant incidents involving restrictive intervention, restraint and seclusion will be reviewed using the Restrictive Intervention Review Form (Appendix C).

Incident data should be reviewed, by the Headteacher and the Governing Board regularly to consider:

- whether the intervention was necessary, reasonable and proportionate
- whether the least restrictive approach was used
- whether de-escalation and emotional regulation strategies were implemented effectively
- whether the duration of the intervention was kept to a minimum

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- whether alternative approaches could have been used
- whether support plans require updating
- whether any safeguarding concerns have emerged
- whether restraint or restrictive interventions are increasing or decreasing over time
- whether certain pupils or groups of pupils are disproportionately represented in incident data
- what support was provided to pupils and staff following the incident
- lessons learned and actions required to improve future practice.

Reviews should inform staff training, behaviour support planning, risk assessments and wider school systems.

8 Training for Staff

Training from appropriate providers increases staff confidence, supports safe practice and reduces risk for pupils and staff. Training should equip staff to understand behaviour as communication, use preventative approaches, support emotional regulation and use restrictive interventions safely, lawfully and proportionately.

When considering training needs, schools should recognise that any member of staff may need to respond to an emergency. Training should therefore reflect both the needs of pupils and the level of risk within the school.

- All staff should receive training in the school's therapeutic and graduated approach to behaviour management.
- All staff should receive training in positive behaviour support, emotional regulation, co-regulation, de-escalation strategies and preventative approaches.
- All staff should understand safeguarding responsibilities and the relationship between behaviour, communication, SEND, trauma and adverse childhood experiences.
- Staff should be familiar with Behaviour Support Plans, Emotional Regulation Plans, Risk Assessments and Positive Handling Plans where relevant.
- Schools should identify appropriate staff members to receive specialist training in restrictive intervention and restraint techniques.
- Staff receiving specialist training should receive refresher training at appropriate intervals.
- Schools should maintain an accurate record of training completed by staff.
- Following significant incidents, schools should consider whether additional staff training or coaching is required.
- If restrictive interventions are used more frequently, a greater proportion of staff may require specialist training and regular updates.

Training should support the school's commitment to reducing the need for restrictive intervention through effective planning, emotional regulation support, positive relationships and early intervention, in line with the school's Positive Behaviour Policy and safeguarding responsibilities.

9 Publicising the Policy

This policy should be read alongside the school's Behaviour Policy, Safeguarding and Child Protection Policy, SEND Policy and Complaints Policy. A copy of this policy will be made available to staff, governors, parents/carers and other relevant stakeholders through the school website and on request.

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It is important that pupils and parents/carers understand the school's legal powers to use restrictive interventions, restraint and, in exceptional circumstances, seclusion, together with the circumstances in which such interventions may be used.

The school is committed to a preventative, therapeutic and graduated approach to behaviour support. Parents/carers should be aware that reasonable adjustments will be made for pupils with SEND, medical needs, communication difficulties and other vulnerabilities, and that individual planning may include Behaviour Support Plans, Emotional Regulation Plans, Risk Assessments or Positive Handling Plans where appropriate.

Parents/carers should be made aware that their consent is not required for the lawful use of restrictive interventions, restraint or emergency seclusion where these actions are necessary, reasonable and proportionate to prevent harm.

Parents/carers should also be informed about the school's arrangements for recording, reporting and reviewing incidents, including how and when they will be notified following a significant incident involving restrictive intervention, restraint or seclusion.

10 Complaints and Allegations

The use of restrictive interventions can give rise to concerns, complaints or allegations from pupils, parents/carers or others. It is therefore essential that the school has clear policies, procedures, recording systems and training arrangements in place to ensure that restrictive interventions are used lawfully, safely, proportionately and in accordance with statutory guidance.

Any complaint or allegation relating to the use of restrictive intervention, restraint or seclusion will be taken seriously and investigated in accordance with the school's Complaints Policy, Safeguarding and Child Protection Policy, Staff Code of Conduct and relevant employment procedures.

Accurate and timely records of incidents, together with any witness accounts, risk assessments, behaviour support plans and training records, will form an important part of any review or investigation.

Where allegations are made against members of staff, the school will follow the appropriate safeguarding procedures, including referral to the Local Authority Designated Officer (LADO) where required.

The school recognises that staff acting in accordance with the law, statutory guidance and school policy should be appropriately supported. Equally, pupils and parents/carers should have access to clear information about how concerns, complaints or allegations can be raised and how these will be managed.

The school's Complaints Policy is published on the school website and is available on request. Pupils and parents/carers should be encouraged to raise concerns at the earliest opportunity so that issues can be addressed promptly and constructively.

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APPENDIX A: Glossary of Terms

Behaviour Support Plan
A Behaviour Support Plan is an individualised plan that outlines agreed preventative approaches, reasonable adjustments, strategies for emotional regulation and responses to behaviours of concern to promote positive outcomes and maintain safety.

Co-regulation
Co-regulation is the support provided by a trusted adult to help a pupil manage emotions, behaviour and responses through modelling, reassurance, communication and relationship-based strategies until they are able to regulate independently.

De-escalation
De-escalation refers to the use of verbal and non-verbal strategies intended to reduce anxiety, distress, conflict or behavioural escalation and minimise the likelihood of restrictive intervention becoming necessary.

Emotional Regulation
Emotional regulation is a pupil's ability to recognise, understand and manage their emotions, feelings and levels of arousal in a way that supports safe and appropriate behaviour.

Emotional Regulation Plan
An Emotional Regulation Plan is an individualised plan that identifies a pupil's strengths, triggers, communication preferences, sensory needs and strategies that support emotional wellbeing, co-regulation and self-regulation.

Graduated Response
The graduated response is the process by which pupils' needs are identified, assessed, planned for, implemented and reviewed through increasingly targeted support and intervention where required.

Physical Intervention
Physical intervention is any form of physical contact used by a member of staff to guide, direct, support, control or restrict a pupil's movement or behaviour.

Positive Handling
Positive handling refers to supportive, protective and proportionate physical contact used to guide, reassure, comfort, protect or safeguard a pupil. Positive handling may include both non-restrictive and restrictive interventions where necessary to maintain safety.

Positive Handling Plan
A Positive Handling Plan is an individual plan that outlines agreed preventative strategies, de-escalation approaches and any restrictive interventions that may reasonably be required to maintain safety where there is a foreseeable risk of harm.

Reasonable Adjustments
Reasonable adjustments are changes to practices, procedures, environments or support arrangements made to remove barriers and enable pupils, particularly those with disabilities or SEND, to access education safely and successfully.

Reasonable Force
Reasonable force is the degree of force that is necessary, proportionate and appropriate in the circumstances. It may be used to prevent a pupil from:

- causing injury to themselves or others;
- committing a criminal offence;
- damaging property; or
- causing serious disorder.

Reasonable force must never be used as a punishment.

Restrictive Intervention

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A restrictive intervention is any deliberate act that prevents, restricts or subdues a pupil's movement, liberty or freedom to act independently. Restrictive interventions may be physical or non-physical and should only be used, when necessary, proportionate and for the shortest time required to maintain safety.

Restraint

Restraint is a form of restrictive intervention that prevents, restricts or subdues a pupil's movement. It may involve the use of force or, in some circumstances, the restriction of movement without force. Restraint should only be used when necessary to prevent harm and where less restrictive alternatives are insufficient.

Risk Assessment

A risk assessment is a structured process used to identify foreseeable risks, evaluate their likelihood and potential impact, and determine appropriate measures to reduce risk and maintain safety.

Risk Reduction Plan

A Risk Reduction Plan is a proactive plan that identifies strengths, triggers, preventative strategies, reasonable adjustments and support measures intended to reduce risk and minimise the likelihood that restrictive intervention will be required.

Seclusion

The involuntary confinement of a pupil alone in a room or area from which they are prevented from leaving. Seclusion does not include a pupil accessing the Rainbow Room for a sensory, therapeutic or self-regulation break, taking a movement break in the Old Classroom, or participating in supervised withdrawal or other de-escalation strategies where they remain free to leave at any time. A practice is only considered seclusion when a pupil is prevented, physically or otherwise, from leaving the space.

Self-regulation

Self-regulation is a pupil's ability to independently manage their emotions, behaviour, attention and responses to situations and challenges.

Significant Incident

A significant incident is an incident involving the use of force, restraint, seclusion or another restrictive intervention that requires formal recording, reporting and review. When determining significance, the school will consider factors such as:

- the nature of the incident;
- the type of intervention used;
- the age and vulnerability of the pupil;
- any SEND, medical or safeguarding considerations;
- the duration of the intervention;
- any distress experienced; and
- any injury sustained by the pupil or others.

Withdrawal

Withdrawal is the removal of a pupil from a situation or environment to support emotional regulation, reduce distress or minimise risk, where the pupil remains free to leave and their liberty is not restricted.

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APPENDIX B:

Ickleford Primary School

Restrictive Intervention Incident Parent Report Form

This form is in line with DfE statutory guidance, effective 1 April 2026

Pupil and Incident Details					
Member of Staff Reporting:					
Pupil's Name:					
Year Group:	SEND:	EHCP:	CiN:	PP:	
Other Vulnerabilities:					
Does pupil have Emotional Regulation Plan or Behaviour Support Plan? Yes / No		If yes, last date reviewed:			
Date of Incident:		Time incident started:		Time incident ended:	
Location:					

People Involved	
Staff Involved: (name and role)	
Staff witnesses: (name and role)	
Pupil Witnesses:	(Do not name individual pupils here)

Description of the Incident	
What led up to the incident? (Describe the facts)	
Known Triggers:	

De-escalation Techniques Used (Please state the order in which they were used)			
Verbal advice and support		Offering services of other staff	
Calm talking		Informing of consequences	
Distraction		Taking non-threatening body position	
Reassurance		De-escalation script	
Humour		Clear instruction / warning	
Negotiation		Withdrawal from activity	
Offering choices and options		Diversion	
Other (please specify)		Offering services of other staff	

Number:	Description of how de-escalation techniques were used:
1	
2	
3	
3	
5	

Justification for Restrictive Intervention	
Tick all that apply:	
To prevent harm to self	
To prevent harm to other children	
To prevent harm to adults	
To prevent damage to property	
To prevent loss of learning	
Harm prevented by physical intervention with predicted levels e.g. bruising to peers, lacerations, destruction of computer, 20 mins of geography lost for 29 children etc.	
Description:	

Restrictive Intervention			
Physical Restraint:		Supervised Seclusion:	
Section 1 Description of physical restraint/s used, incl. sequence, staff member, duration of restraint and degree of force:			
Reasonable force (guide/ escort)			
Restraint/immobilisation (specify hold or technique)			
Preventing exit (*Supervised Seclusion - Go to section 2)			
Removal of auxiliary aid (describe):			
Search using reasonable force (describe):			
Section 2 Supervised seclusion details:			
Location:			
Start time:			
End time:			
Total minutes:			
Frequency of monitoring and person responsible:			

Harm, First Aid and Follow Up			
Is there any physical or emotional harm caused using the restrictive intervention?			
Injuries to pupil?	Yes/ No	Describe and use the Body Map reference below:	Verified by:
Medical assessment offered/undertaken:	Yes/ No	By whom/when/action:	Verified by:
Safeguarding considerations (any concerns raised, referrals made):	Yes/ No	Action, by whom/when:	Verified by:
Injuries to staff?	Yes/ No	Describe:	Verified by:

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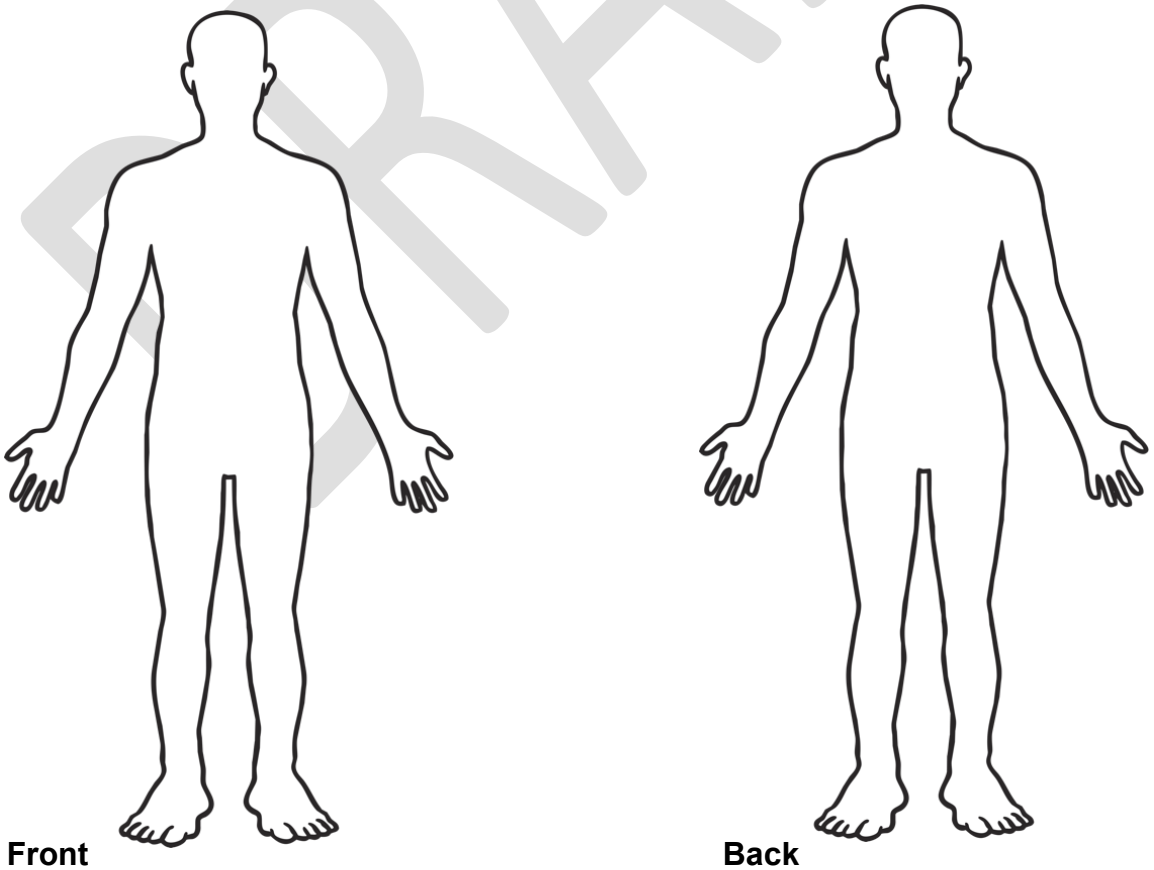
Medical assessment of-fered/undertaken:	Yes/ No	By whom/when/action:	Verified by:
Damage to Property?	Yes/ No	Cost and details to harm of property:	Verified by:

Recording and Reporting			
Who received a copy of this report?			
Reported to:	Method of reporting: email, letter (hand deliv-ered or posted), form up-loaded to CPoms or other:	Time and date of reporting:	By Whom:
Headteacher (or DSL			
Parent/s			
SENDCO			

Reporting and Authorisation			
Role:	Name:	Signature:	Date:
Member of staff reporting			
Headteacher (or delegated member of SLT)			

Body Map



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APPENDIX C:

Ickleford Primary School

Restrictive Intervention Review Form 2

This MUST follow any Form 1 completed

This form is in line with DfE statutory guidance, effective 1 April 2026

Incident Review					
Review completed by:			Date of review:		
Pupil name:			Date of incident:		
Original report completed by:			Time of incident:		
Review of Emotional Regulation Plan		Y/N	Review of Risk Reduction Plan		Y/N
Review of Risk Assessment Plan		Y/N	Review of SEND provision		Y/N
Restorative Support:		Y/N	SENDCO informed		Y/N
DSL informed		Y/N	Reported to FGB in HT Report		Y/N

Reflection and Follow Up Actions		
How was the incident resolved?	*Notes, reflections and any agreed actions incl. further advice, support, training or supervision.*	
What are the protective and educational consequences?		
Has necessary pupil debrief taken place?	Y/N	
Has necessary staff debrief taken place?	Y/N	
Was there involvement of external agencies?	Y/N	
Have staff witness debrief taken place?	Y/N	
Have pupil witness debrief taken place?	Y/N	

Names of pupil witnesses (Year group):			

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Verification of account by adult witnesses:			
Name:	Staff signature:	Verification completed: (tick)	Date and time:

Sign off and Signatures			
	Signature:	Date:	Name:
Review completed by:			
Reviewed by SLT:			

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