



CAVERSHAM PARK PRIMARY SCHOOL

Restrictive Intervention Policy

Policy Statement

This policy must be read and implemented alongside the school's Behaviour Policy and Safeguarding (including Child Protection) Policy. At Caversham Park Primary School, restrictive interventions sit within our therapeutic approach to behaviour and our whole-school commitment to safeguarding and promoting the welfare of children.

Restrictive interventions involve actions that restrict a pupil's movement, liberty or behaviour. They may include physical restraint, physical intervention or seclusion. Restrictive interventions are used only when absolutely necessary, as a last resort, to prevent serious harm, disruption or damage to property. They are never used as a punishment or to enforce compliance. Any use of reasonable force is grounded in safeguarding principles, children's rights, and respect for dignity.

Scope

This policy applies to all staff, volunteers, governors and any adults working on behalf of the school. It covers all pupils on the school premises, during off-site activities, and on educational visits.

Legal Framework

This policy is informed by relevant legislation and guidance, including:

- Education Act 1996 (Section 550A)
- Education and Inspections Act 2006
- Children Act 1989 and 2004
- Equality Act 2010
- Human Rights Act 1998
- Restrictive Interventions, including use of reasonable force, in schools (DfE April 2026)

Definitions & Terminology

This policy uses the following definitions as outlined in *Restrictive Interventions, including use of reasonable force, in schools* (DfE April 2026):

Restrictive intervention: a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This guidance uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

Reasonable force: a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

Significant incident: any incident where the use of force goes beyond appropriate physical contact between pupils and staff as described in 'Other physical contact with pupils' within this document. This includes when physical force is used to implement a non-physical restrictive intervention.

Seclusion: a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.

Restraint: a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint.

Restrictive interventions do **not** include:

- Appropriate physical contact (e.g. guiding, comforting, first aid)
- Positive handling strategies agreed as part of a planned support approach

The terms "must" and "should" are used throughout the guidance *Restrictive Interventions, including use of reasonable force, in schools (DfE April 2026)*. In line with this guidance where this policy uses the word "must", the person in question is legally required to do something. Where it uses the term "should", the advice set out should be followed unless there is good reason not to.

The Use of Reasonable Force to Search Pupils

In accordance with the guidance *Restrictive Interventions, including use of reasonable force, in schools (DfE April 2026)* Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item, as listed in *section 550ZA(3) of the Education Act 1996*. A member of staff can use such force as is reasonable to search for legally prohibited items, but not to search for items banned under the school rules only.

Unacceptable Uses of Force

It is illegal to use force on a pupil for the purpose of punishment. Pupils should not be restrained in a way that affects their airway, breathing or circulation.

Seclusion

As outlined in the guidance *Restrictive Interventions, including use of reasonable force, in schools (DfE April 2026)* seclusion is 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.

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 in accordance with the procedures outlined in this policy.

Principles

Caversham Park Primary School adheres to the following principles:

- Restrictive interventions should only be used as a **last resort when necessary**

- Any intervention must be **reasonable, proportionate and necessary**
- The **least restrictive option** is always used
- Priority must be given to prevention, de-escalation and positive behaviour support
- Interventions are used for the **shortest time possible**
- The safety, dignity and wellbeing of pupils and staff are the primary concern

Preventative and De-escalation Strategies

The school prioritises prevention through:

- A strong whole-school behaviour policy
- Positive relationships and emotional regulation support
- Individual risk assessments and therapeutic support plans
- De-escalation techniques such as calm communication, distraction, space and time

Staff are trained to recognise early signs of distress and intervene early using non-restrictive strategies.

Planned and Unplanned Interventions

Planned Interventions

Some pupils may have a **planned restrictive intervention** as part of an agreed Therapeutic Support Plan or Individual Provision Plan. These plans:

- Are based on risk assessment
- Are shared with parents/carers
- Are reviewed regularly

Unplanned (Emergency) Interventions

Unplanned interventions may be used in unforeseen situations where there is an immediate risk of harm. These must be reported and recorded in line with this policy (*see Appendix A*).

Staff Training and Authorisation

- Restrictive interventions may only be used by staff who have received appropriate training in line with Therapeutic Thinking approaches, the schools' Behaviour Policy and in accordance with individual pupil therapeutic plans.
- Training includes therapeutic behaviour approaches, de-escalation, safeguarding responsibilities and safe physical intervention
- The Headteacher ensures training is current and aligned with Behaviour and Safeguarding policies
- Untrained staff may intervene **only in an emergency** to prevent immediate harm, using the minimum force necessary

Recording and Reporting

All incidents involving restrictive intervention must be recorded promptly and in line with safeguarding procedures (*see Appendix A*).

Records will:

- Be logged using the school's recording system (including CPOMS)

- Be shared with the Headteacher / Designated Safeguarding Lead or the Deputy Headteacher / Deputy Designated Safeguarding Lead in her absence.

Records will include:

- Date, time and location
- Pupils and staff involved
- Antecedents and perceived risk
- Type and duration of intervention
- Outcome and any injuries or distress

Parents/carers will be informed as soon as reasonably practicable, in line with the Behaviour Policy and Safeguarding (including Child Protection) Policy

Post-Incident Support and Restorative Actions

Following an incident:

- Pupils are supported to reflect and regulate
- Staff involved are offered support and debriefing
- Any injuries are recorded and followed up
- Therapeutic support plans and Risk Assessments are reviewed and updated where necessary

Equality and Safeguarding

The school recognises that some pupils, including those with SEND or trauma-related needs, may be more vulnerable. Restrictive interventions will be used in a way that:

- Does not discriminate
- Takes account of individual needs
- Is consistent with safeguarding duties

Monitoring and Review

- All incidents are monitored to identify patterns or concerns
- Data is reviewed by the Headteacher / Designated Safeguarding Lead and governors
- This policy is reviewed annually or sooner if DfE guidance changes and in line with the school's Behaviour Policy and Safeguarding (including Child Protection) Policy

See Appendix B: Staff Quick-Reference Flowchart - De-escalation to Recording

Complaints

Concerns or complaints relating to restrictive interventions should be raised in line with the Caversham Park Primary School's Complaints Policy.

Policy Date	Review Date	Reviewed by
April 2026	September 2026	Full Governing Body

Appendix A:

Caversham Park Primary School



RESTRICTIVE INTERVENTION INCIDENT FORM

This form must be used by a member of staff involved in the restrictive incident to record all Restrictive Intervention incidents. This form should then be handed to the Headteacher/ Designated Safeguarding Lead or to the Deputy Headteacher/ Deputy Designated Safeguarding Lead, so that they can further complete it and add a copy to the child's record on CPOMs. The HT / DSL or DHT / DDSL will then submit the incident to the local authority (via online accident form).

Restrictive intervention: a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This guidance uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

Reasonable force: a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances.⁴ Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

Significant incident: any incident where the use of force goes beyond appropriate physical contact between pupils and staff as described in 'Other physical contact with pupils' within this document. This includes when physical force is used to implement a non-physical restrictive intervention.

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As outlined in *Restrictive Interventions, including the use of reasonable force, in schools (DfE April 2026)*

Pupil Context

Pupil Name:

SEN status: EHCP / SEN Support / None (delete as appropriate)

Any relevant other SEND, medical, SEMH or vulnerability factors: (DfE requires this to be recorded as part of understanding context.)

Incident Details (factual, objective summary of incident)

Name(s) of staff members directly involved in the incident:

Name of staff member reporting the incident:

Date of incident:

Time of incident:

Location of incident:

Approximate duration of intervention:

What led up to the incident (triggers), including other relevant context (environmental, sensory, relational):

Behaviour presented by pupil:

Attempts to avoid restrictive intervention (tick / highlight all that apply & add any additional details, if relevant):

- Change of staff / environment
- Verbal de-escalation / scripts
- Regulation space offered
- Distraction / redirection
- Adjusted expectations
- Visual/communication support

Was reasonable force used? (delete as appropriate)

Yes / No

Was restraint used? (delete as appropriate)

Yes / No

Was seclusion used? (delete as appropriate)

Yes / No

Details of intervention used: (what exactly was done & by whom)

Reason why Intervention was Necessary

Primary risk addressed: (tick / highlight as appropriate)

- Preventing injury to pupil
- Preventing injury to others
- Preventing serious damage to property
- Preventing serious disorder

Why was this intervention assessed as necessary in this instance?

Injuries or Physical Impact

Injuries to pupil: (describe / none observed)

Injuries to staff: (describe / none observed)

Medical / First Aid assessment required? (describe / none required)

Post Incident Support & Restorative Actions

Pupil emotional support given:

Staff support/debrief:

Restorative conversation held, if required. If not able, please state reasons:

Follow-up Actions

Child's Therapeutic Plan amended? Yes / No

New Risk Assessment completed? Yes / No

Communication with other agencies (if any):

Parent / Carer informed: (tick / highlight as appropriate)

Yes - same day

Yes - next day (explain delay)

Member of staff who informed parent / carer:

Method: (tick / highlight as appropriate)

Phone

Email

Letter

In person

Other

Appendix B: Staff Quick-Reference Flowchart – De-escalation to Recording

This flowchart provides a clear, consistent process for staff when responding to behaviour that may escalate to the use of restrictive intervention. It must be used alongside the Behaviour Policy and Safeguarding (including Child Protection) Policy.

STEP 1: EARLY IDENTIFICATION & DE-ESCALATION

Ask yourself: Is the behaviour a communication of need?

Use therapeutic and preventative strategies:

- Calm, respectful communication
- Positive phrasing and limited choices
- Distraction or redirection
- Time, space or use of calm/safe spaces
- Support from a trusted adult (e.g. class teacher, Headteacher, Deputy Headteacher, ELSA,)
- Follow any existing Therapeutic Plan or Risk Assessment, if in place

☐ **If behaviour de-escalates:**

- Support the child to regulate
- Repair and restore relationships
- Record in class behaviour log if appropriate

☐ **If behaviour escalates:** move to Step 2

STEP 2: ASSESS RISK

Is there an immediate risk of serious harm?

- To the child
- To other pupils or adults
- From significant damage to property that could cause injury

☒ **If NO immediate risk:**

- Continue de-escalation
- Seek senior support if needed

☐ **If YES – immediate risk present:**

- Move to Step 3
-

STEP 3: RESTRICTIVE INTERVENTION (LAST RESORT)

Restrictive intervention may be used **only** to prevent immediate harm.

Staff must:

- Use the **least restrictive option**
- Apply **minimum force for the shortest time possible**
- Maintain the **dignity and safety** of everyone involved

Remember:

- Never use force as punishment or for compliance
- Never use force in response to verbal behaviour alone
- Untrained staff may intervene **only in an emergency** to prevent harm

➡ Once risk has reduced, **release immediately** and move to Step 4

STEP 4: IMMEDIATE AFTERCARE

- Check for injuries or distress (child and staff)
- Offer reassurance and emotional support
- Allow time and space for regulation
- Seek first aid or medical support if required

If safeguarding concerns arise, inform the **DSL immediately (or in her absence the DDSL)**.

STEP 5: RECORDING & REPORTING

As soon as reasonably practicable:

- Record the incident accurately and factually
- Log on the school recording system
- Record on **CPOMS**

Include:

- Antecedents and perceived risk
- Reason for intervention
- Type and duration of intervention
- Outcome and any injuries or distress

➡ Inform the **Headteacher / DSL (or in her absence the DDSL)**.

➡ Parents/carers must be informed as soon as practicable

STEP 6: REVIEW & FOLLOW-UP

- Reflect with the child when calm (repair and restore)
- Staff debrief and support if needed
- Review Therapeutic Plan / Risk Assessment if applicable
- Consider additional support or external advice

Patterns of incidents are monitored by the Headteacher and governors to ensure safeguarding, proportionality and continual improvement.

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