



Restrictive Intervention Policy

Equality Statement

Centre Academy London is committed to a policy of equality and aims to ensure that no employee, job applicant, pupil or other member of the school community is treated less favourably on grounds of sex, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability or religious belief. We provide a safe, supportive and welcoming environment

Review Date: March 27

Last Review Date: March 26

A handwritten signature in black ink, appearing to be 'M. H. D.', followed by a long horizontal line extending to the right.

Signed by Head of School

Date: 27/03/26

Held on website: yes

Centre Academy London is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

1. Policy Statement

Our school is committed to maintaining a safe, calm, and supportive environment in which pupils, staff, and visitors treat one another with respect and dignity. We believe in using preventative and deescalation strategies to avoid the need for any physical intervention. Physical intervention or restrictive practice is only used when it is necessary, reasonable, proportionate and in the best interests of the child, in line with Use of Reasonable Force and Other Restrictive Interventions in Schools (DfE, February 2025), this policy reflects the updated DfE consultation guidance.

2. Principles & Definitions

Legal Framework:

Under the Education and Inspections Act 2006 (c.40 Part 7 Ch 1 Pt93), school staff are legally authorised to use reasonable force when it is necessary to maintain order, and protect pupils, and staff. This applies in situations such as preventing a pupil from:

- Causing injury to themselves or others (e.g. physical fights, self-harm)
- Damaging property (e.g. school equipment, personal belongings)
- Committing a criminal offence on school premises
- Causing significant disruption to the learning environment

Supportive Physical Intervention (Low-Level Intervention)

This is a form of positive handling that involves the least intrusive strategies to guide, reassure, or redirect a child. Examples include open hand gestures, light touch to guide, or standing alongside a pupil to help them feel safe. Supportive intervention is preventative and aims to avoid crisis.

Restrictive Intervention

A means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. Restrictive interventions must always be: Reasonable, proportionate, and necessary

- Used for the shortest time possible
- Followed by repair and reflection to rebuild relationships and support learning from the incident

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.

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, CAEA Restrictive intervention Policy – Page 2 holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint. The various restrictive interventions above have been defined for completeness and should not be construed as an endorsement or otherwise for their use in schools. Some will not be relevant to most schools.

Protective and Educational Consequences (consequences are not punishments).

- Protective consequences keep people safe in the moment (e.g. removal from an unsafe space, increased supervision).
- Educational consequences help pupils learn and develop safer behaviours (e.g. reflection, restorative conversations, rehearsal of alternatives).

Professional Judgement and Individual Needs

All staff must use professional judgement when considering whether physical intervention is justified. This includes:

- Exploring alternative de-escalation strategies first
- Weighing the proportionality of the response
- Considering the impact on the pupil's welfare, including SEND, sensory, trauma, communication, or health needs.

Positive Contact: Our school does not operate a "no contact" policy. Appropriate and proportionate physical contact may be necessary to guide, comfort, or protect children and young people.

3. Prevention, De-escalation and Early Intervention

In line with training and the DfE guidance, staff should always use de-escalation techniques first, including a calm stance, respectful verbal scripts, guided movement or escorting without force, offering space or a safe place to regulate, and removing bystanders or hazards.

Staff

As endorsed in the school's Behaviour Management Policy, staff should be alert to early warning signs of distress or escalation, and intervene as early as possible with supportive strategies, to avoid crisis. The approach should emphasise pupil dignity, calm communication, choices and guided decision making. When behaviour leads to hurting themselves or others (e.g. physical fights, self-harm), damaging property (e.g. school equipment, personal belongings), committing a criminal offence on school premises or causing significant disruption to the learning environment, some or all of the following approaches should be taken according to the circumstances of the incident:

- verbal acknowledgment of unacceptable behaviour with request for the pupil to refrain (this includes negotiation, care and concern)
- further verbal reprimand stating
- that this is the second request for compliance
- an explanation of why observed behaviour is unacceptable • an explanation of what will happen if the unacceptable behaviour continues
- warning of intention to intervene physically and that this will cease when the pupil complies
- physical intervention. Reasonable force being used to prevent a child harming him or herself, others or property.

Pupils with SEND, mental health or sensory needs may experience or interpret school routines and transitions differently. The school will endeavour to anticipate triggers and support pupils proactively, making reasonable adjustments and adapting the environment or routines to reduce the likelihood of escalation or restrictive intervention.

4. Risk Assessment,

Individual Planning and SEND Considerations For pupils with identified or potential risk of behaviours that harm or challenge, the school will create Risk Assessments and Positive Behaviour Support Plan. These should set out known triggers, signs of anxiety, de-escalation strategies, and any agreed positive handling strategies, including whether physical intervention might be used. Plans should be developed collaboratively with parents/carers, and where relevant, specialist services. They must clearly state when and which restrictive interventions might be used. These plans should be reviewed periodically and after any incident. Staff should be briefed on each pupil's plan, including what to do and what not to do, and when to seek additional help. Staff should also be aware of alternative communication strategies or sensory regulation techniques that may reduce the risk of escalation.

5. Staff training

It will be the responsibility of the Headteacher to arrange suitable training. Training for all staff will be made available. No member of staff will be expected to undertake the use of reasonable force without appropriate training. Prior to the provision of training, guidance will be given on action to be taken. Arrangements will be made clear as part of the induction of staff and training will be provided as part of on-going staff development. All training will include theory on at least the following: • causes of challenging behaviour • prevention strategies • positive behaviour management • de-escalation • risk assessment to ensure that staff who regularly work alongside pupils where the use of reasonable force and/or other restrictive interventions may be required can do so as safely as possible • behaviour support planning • de-brief following incidents Training includes specific modules or content on Use of Reasonable Force and Other Restrictive Interventions (DfE, Feb 2025), including legal frameworks, human rights and equality considerations, SEND and trauma influences, and best practice in planning, recording, debriefing and review. Refresher training should be regularly scheduled (at least every 2 years), and staff should be kept updated on any policy or guidance changes.

6. When Physical Intervention or Restrictive Practice May Be Used

Physical intervention should only be used if a pupil is at immediate risk of harming themselves or others, or if there is a serious risk of disruption—and only when other approaches haven't worked or aren't possible at the time. The intervention must be the least restrictive option possible: the minimum physical contact, for the shortest possible time, and with careful monitoring so that staff stop as soon as it is safe to do so. Staff trained may use planned physical holds, guided escorting or releases, but only as a last resort. In unplanned emergency situations in which no trained staff member is immediately available, any member of staff may act, but must use the minimum force necessary, act proportionately, and continue to follow the principles of this policy. Under no circumstances should physical intervention be used as a form of punishment, to enforce compliance with instructions, or for disciplinary purposes.

7. Recording, Reporting, Debriefing and Review

Recording of Force/Restrictive Intervention: The school must ensure that every significant incident involving the use of reasonable force is recorded as soon as practicable, using a Physical Intervention.

Record Form (see appendix 1).

Reporting to Parents/Carers: The school must inform parents (or carers) of the incident “as soon as practicable”. This duty applies even when the intervention is included in a pupil's behaviour support plan.

Post-Incident Medical Checks and Injury Recording: Any injuries to the pupil or staff should be checked and treated promptly; details recorded on CPOMS.

Debriefing and Restorative Follow-Up: After any incident, follow-up conversations or debriefs should take place with both staff and pupil to reflect on the incident, to understand what happened, why, and to identify learning points. The debrief should be part of a wider review to support well-being and future prevention. Witnesses or nearby pupils should also be considered for follow-up support.

Review of Plans: The details of the incident should be used to review and, if necessary, revise the pupil's Risk Assessment or Positive Behaviour Support Plan. Reviews should consider what worked, what didn't, and possible adjustments to reduce future risk.

8. Complaints, Allegations and Governance

If a complaint is raised by a pupil, parent or carer regarding the use of reasonable force or any restrictive intervention, the school will investigate in line with its complaint's procedures. Allegations that a member of staff has used force, or restrictive practice inappropriately must follow the school's safeguarding procedures, including referral to the Local Authority Designated Officer (LADO), and may trigger disciplinary or suspension procedures as per Keeping Children Safe in Education.

The governing body or proprietors will regularly review the policy and school practice, including data on the use of reasonable force and restrictive interventions, to ensure compliance, to identify trends, to ensure equity in use, and to inform staff training or policy adjustments.

This should be read together with the following policies:

- Student Behaviour Policy and Statement of Behaviour Principles
- Child Protection and Safeguarding Policy
- Complaints Policy

APPENDIX 1

PHYSICAL INTERVENTION REPORT

This form should be filled in by a member of staff who used a restrictive intervention on a pupil (force, seclusion, restraint, or a combination of any of these) as soon as possible after the event, **no later than the same day**.

Staff: please read the accompanying staff guide to support you with completing this form. Don't hesitate to ask for support if you need it, from a member of the SMT.

Staff details	
Name of the member of staff who used a restrictive intervention, and who is writing this report	
Role of the member of staff who used a restrictive intervention, and who is writing this report	
Names and roles of any other staff involved	
Pupil details	
Name of pupil who a restrictive intervention was used on	
Names of any other pupils directly involved	
Any needs or circumstances of the pupil, e.g. if the pupil has SEND	
Incident details	
Date of incident	
Time of incident	
Location of incident	
Approximate duration of the intervention	
Restrictive intervention(s) used	
If reasonable force was used: • What type of reasonable force was applied • The degree of force	
Were there any physical injuries to pupil and/or staff member(s)?	
Details of any physical injuries (if applicable)	
Any support provided after the incident, including any medical treatment for injuries to pupil and/or staff member(s)?	

Incident account

This should be a brief account of:

- What happened
- Why you assessed that it was necessary to use the intervention you used You should include:
- What led up to the incident
- Any potential or identified triggers
- Any preventative or de-escalation strategies you used You can find more support on how to write an incident report on page 2 of the accompanying staff guide.

What happened
WHY I ASSESSED THAT IT WAS NECESSARY TO USE THE INTERVENTION I USED (IF NOT COVERED ABOVE)

I confirm that the information above is accurate to the best of my knowledge.

Signed: _____

Date: _____