

BARTON SEAGRAVE PRIMARY SCHOOL

Restrictive Interventions and Positive Handling Policy

Draft for governor approval

Version	Draft July 2026
Date adopted	
Review date	[Insert date] or earlier if guidance changes
Headteacher	Marek Krzanicki
Nominated governor	
Training approach	Team Teach / approved positive handling training
Key guidance	DfE Restrictive interventions, including use of reasonable force, in schools, April 2026

This policy replaces the school Positive Handling Policy dated September 2025 and has been updated to reflect the Department for Education guidance published in April 2026.

1. Introduction

At Barton Seagrave Primary School, we work hard to maintain a positive, calm and supportive school ethos where all members of the school community work well alongside each other and develop positive relationships.

We are fully committed to every child receiving the very best education and to ensuring that all pupils reach their full potential in a safe, secure, welcoming and nurturing school environment where everyone is valued equally.

The school recognises that most situations can be managed successfully through positive relationships, high-quality teaching, effective communication, early intervention, reasonable adjustments, de-escalation and personalised support. We therefore seek to minimise the need for any restrictive intervention.

However, there may be exceptional circumstances where staff need to act quickly to keep pupils, staff or others safe. In such circumstances, staff may need to use reasonable force or another restrictive intervention. Any such action must be lawful, necessary, proportionate, for the shortest time possible, and in the best interests of safety and welfare.

The use of force as a punishment is unlawful and is not acceptable under any circumstances.

2. Purpose of this policy

This policy sets out the school's approach to:

- minimising the need for restrictive interventions;
- the circumstances in which reasonable force or another restrictive intervention may be used;
- the expectations placed on staff;
- how incidents will be recorded, reported and reviewed;
- how pupils, staff and parents/carers will be supported after an incident;
- how governors will monitor the use of restrictive interventions.

This policy should be read alongside the school's Behaviour Policy, Child Protection and Safeguarding Policy, SEND Policy, Equality Policy, Health and Safety Policy, Staff Code of Conduct, Complaints Policy, Searching, Screening and Confiscation procedures, and risk assessment procedures.

This policy has been written with regard to the Department for Education guidance Restrictive interventions, including use of reasonable force, in schools, April 2026.

3. Definitions

3.1 Restrictive intervention

A restrictive intervention is any action which prevents, restricts or subdues the movement of a pupil's body, or part of their body. This may include physical or non-physical interventions.

Restrictive interventions include reasonable force, physical restraint, non-force restraint and seclusion.

3.2 Reasonable force

Reasonable force means using no more force than is necessary, for the shortest amount of time, in order to reduce an identified risk. Reasonable force may include guiding, holding, blocking, separating pupils or restraining a pupil where this is necessary and proportionate.

3.3 Positive handling

At Barton Seagrave Primary School, positive handling refers to the positive, reasonable and necessary use of physical intervention to prevent harm, reduce risk or maintain safety. Positive handling will only be used

where it is necessary, proportionate and where there is no safer or less restrictive alternative likely to reduce the risk.

3.4 Restraint

Restraint means an intervention which immobilises a pupil or limits their movement. This may or may not involve direct physical contact. For example, restraint may include holding a pupil to prevent injury or a non-contact action that prevents a pupil from moving freely.

3.5 Non-force restraint

Non-force restraint is a form of restrictive intervention which limits a pupil's movement without direct physical force. For example, blocking a pupil's exit from a room or preventing them from accessing an area may constitute non-force restraint depending on the circumstances.

Staff must not remove a pupil's mobility, sensory or communication aid as a means of control. If any such action were taken in an immediate safety emergency, it would be treated as a restrictive intervention and recorded and reported accordingly.

3.6 Seclusion

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

Seclusion is not the same as a pupil choosing to use a calm space; time out agreed as part of a behaviour support plan; or removal from the classroom as a disciplinary or regulatory strategy where the pupil is supervised and not prevented from leaving through force, obstruction or threat of punishment.

3.7 Significant incident

A significant incident is any incident where the use of force goes beyond appropriate everyday physical contact between pupils and staff. Significant incidents must be recorded and reported in line with this policy.

4. Legal framework

All members of school staff have a legal power to use reasonable force in certain circumstances. Reasonable force may be used to prevent or stop a pupil from:

- causing injury to themselves or others;
- committing a criminal offence;
- damaging property;
- causing serious disorder among pupils at school, whether during a teaching session or otherwise.

The use of force must always be reasonable in the circumstances. It must be necessary, proportionate, use the least amount of force required and last for the shortest possible time.

The use of force must never be used as a punishment or to secure compliance where there is no significant risk.

5. Who may use reasonable force?

All members of school staff have the legal power to use reasonable force in the circumstances set out above. This includes teachers, support staff, lunchtime staff and other members of staff with responsibility for supervising pupils.

It may also include adults temporarily authorised by the Headteacher to supervise pupils, such as volunteers or adults accompanying pupils on educational visits.

Wherever possible, staff trained in Team Teach or other approved positive handling approaches should be called upon. However, in an emergency, any member of staff may use reasonable force where it is necessary and proportionate to keep pupils or others safe.

The school will not operate a “no contact” policy. Such a policy could prevent staff from acting appropriately to protect pupils and others. The school will also not agree to requests from parents/carers or staff that reasonable force or restrictive intervention must never be used, as this may prevent staff from acting lawfully and safely in an emergency.

6. Appropriate physical contact that is not restrictive intervention

There are many circumstances where appropriate physical contact between staff and pupils is reasonable and does not amount to reasonable force or a restrictive intervention. Examples may include:

- giving first aid;
- comforting a distressed pupil, where appropriate;
- congratulating or praising a pupil, such as a handshake or pat on the back;
- demonstrating how to use a musical instrument;
- demonstrating techniques in PE or sports coaching;
- holding the hand of a younger pupil when walking around school or on a school trip;
- guiding or escorting a compliant pupil to a place they have chosen to access for regulation.

Staff should always use professional judgement and take account of the pupil's age, needs, SEND, disability, personal circumstances, cultural considerations and any known preferences or vulnerabilities.

7. Principles underpinning the use of restrictive interventions

Any use of reasonable force, restraint, seclusion or other restrictive intervention must be based on the following principles. It must be:

- **necessary** - there is no safer or less restrictive alternative likely to reduce the risk;
- **proportionate** - the response matches the seriousness and immediacy of the risk;
- **reasonable** - only the minimum force or restriction is used;
- **time-limited** - it lasts for the shortest time possible;
- **welfare-focused** - the pupil's dignity, safety and emotional wellbeing are considered;
- **reviewed** - the incident is recorded, reported and evaluated to reduce the likelihood of recurrence.

Restrictive intervention must not be used:

- as a punishment;
- to humiliate or intimidate a pupil;
- to secure simple compliance;
- in response to trivial misbehaviour;
- where the intervention is likely to escalate the risk further;
- where a less restrictive strategy is likely to be effective.

8. Preventing and reducing the need for restrictive interventions

The school will actively seek to reduce the likelihood of restrictive interventions through a whole-school approach. This includes:

- creating calm, predictable and supportive classroom environments;
- developing positive relationships between pupils and staff;
- using consistent behaviour routines and expectations;
- teaching pupils social, emotional and self-regulation skills through the curriculum and wider school life;
- using de-escalation strategies at the earliest opportunity;

- making reasonable adjustments for pupils with SEND or disabilities;
- identifying known triggers and early warning signs;
- using behaviour support plans and risk assessments for pupils where appropriate;
- working closely with parents/carers and external professionals;
- reviewing incidents to learn from them and reduce future risk;
- monitoring data to identify patterns, trends and areas for improvement.

9. De-escalation and alternatives to restrictive intervention

Staff should use de-escalation and less restrictive strategies wherever it is safe and reasonable to do so. Strategies may include:

- calm verbal communication;
- reducing language and giving processing time;
- using the pupil's name and simple instructions;
- distraction or redirection;
- offering limited, clear choices;
- using visual prompts;
- moving other pupils away from the area;
- removing objects that may increase risk;
- changing the adult supporting the pupil;
- reducing sensory stimuli;
- allowing time and space for the pupil to regulate;
- using known calming activities or objects;
- seeking support from staff who know the pupil well;
- using agreed strategies from the pupil's behaviour support plan or risk assessment.

Where the situation continues to escalate, staff should continue to dynamically assess the risk and consider whether a restrictive intervention has become necessary and proportionate.

10. Deciding whether to use a restrictive intervention

Before using reasonable force or another restrictive intervention, staff should consider the following, where circumstances allow.

10.1 Is it necessary?

- What is the immediate risk?
- Who is at risk of harm?
- Are there less restrictive options available?
- Is the intervention likely to reduce the risk?
- Could the intervention escalate the situation further?
- Is support from another member of staff available?

10.2 Is it proportionate?

- Is the level of intervention proportionate to the risk?
- Is the least restrictive approach being used?
- Is the intervention being used for the shortest time possible?
- Is the pupil's age, size, SEND, disability, medical condition, trauma history, communication needs or other vulnerability relevant?

10.3 Has the pupil's welfare been considered?

- the pupil's dignity;

- whether the intervention can be carried out away from peers;
- whether the pupil understands what is happening;
- whether verbal or non-verbal communication is needed;
- whether the pupil needs additional processing time;
- whether the intervention remains necessary or should be reduced or stopped.

11. Circumstances where restrictive intervention may be necessary

Reasonable force or another restrictive intervention may be necessary in circumstances including, but not limited to:

- separating pupils who are fighting;
- preventing a pupil from attacking another pupil or adult;
- preventing a pupil from causing injury to themselves;
- preventing a pupil from entering an unsafe area, such as a car park, kitchen or road;
- preventing a pupil from absconding where leaving the site would place them or others at risk;
- preventing significant damage to property where this creates a risk of harm;
- preventing serious disruption or disorder where there is a significant risk to the safety or welfare of pupils or staff.

Force must not be used for trivial misbehaviour or simply because a pupil has refused to follow an instruction.

12. Use of reasonable force when searching pupils

The Headteacher and staff authorised by the Headteacher have a statutory power to search pupils and their possessions where they have reasonable grounds to suspect that a pupil may have a legally prohibited item.

Reasonable force may only be used to search for items prohibited by law. It must not be used to search for items banned only under the school's own rules.

Staff should follow the school's Searching, Screening and Confiscation procedures and relevant DfE guidance.

13. Use of positive handling

Where positive handling is necessary, staff should:

- act calmly and professionally;
- use the minimum force necessary;
- use the least restrictive intervention available;
- avoid causing pain or injury;
- avoid any action that could restrict breathing or circulation;
- explain to the pupil what is happening and why, where possible;
- tell the pupil what they need to do for the intervention to end;
- seek help from trained staff or SLT wherever possible;
- ensure another adult is present and observing wherever possible;
- initiate a "change of face" if a member of staff becomes distressed, angry or unable to remain calm;
- continually reassess whether the intervention remains necessary;
- reduce and end the intervention as soon as the immediate risk has reduced.

14. Unacceptable or high-risk practices

The following practices must not be used:

- force as a punishment;

- force to deliberately cause pain;
- force used to humiliate, intimidate or frighten a pupil;
- restraint that affects a pupil's airway, breathing or circulation;
- covering a pupil's mouth or nose;
- applying pressure to the neck, throat, chest, abdomen or back;
- deliberately holding a pupil on the ground;
- using techniques that restrict breathing;
- using techniques that apply pressure to joints;
- dragging a pupil by their arms or legs;
- lifting or carrying a pupil unless this is necessary in an immediate emergency and no safer alternative is available;
- any intervention that could reasonably be interpreted as sexually inappropriate;
- seclusion as punishment;
- threatening a pupil with punishment if they leave a room or space.

If a pupil unintentionally ends up on the ground during an incident, staff should release holds or reposition the pupil into a safer position as quickly as possible, provided it is safe to do so.

15. Seclusion

Seclusion will only be used as a safety measure when a pupil is experiencing high levels of emotional or behavioural dysregulation and there is an immediate risk of harm to others.

Seclusion must not be used:

- as a punishment;
- as a behaviour sanction;
- to secure compliance;
- because a pupil is being deliberately defiant;
- through threat of punishment.

Any space used for seclusion must:

- be safe;
- be supervised at all times;
- allow staff to observe the pupil;
- not feel threatening or intimidating;
- be used only for the shortest time necessary.

The pupil must be allowed to leave as soon as the immediate risk of harm has reduced.

Any use of seclusion must be recorded and reported in line with this policy.

A pupil choosing to access a calm space, regulation area or quiet room is not seclusion, provided the pupil is not prevented from leaving and is not made to believe they will be punished if they do so.

16. Pupils with SEND, disabilities or additional vulnerabilities

The school recognises that pupils with SEND, disabilities, communication needs, sensory needs, trauma histories, medical conditions or other vulnerabilities may be more likely to experience distress and may be disproportionately affected by restrictive interventions.

Staff should seek to understand the underlying causes and triggers of behaviour. This may include:

- sensory overload;
- pain or discomfort;
- anxiety;

- communication difficulties;
- changes in routine;
- peer conflict;
- trauma-related responses;
- unmet needs;
- environmental factors.

Where appropriate, the school will work with the pupil, parents/carers and relevant professionals to create or review:

- behaviour support plans;
- individual risk assessments;
- communication plans;
- sensory regulation plans;
- reasonable adjustments;
- reintegration or support plans following significant incidents.

Plans should set out known triggers, early warning signs, preferred adults, successful de-escalation strategies, reasonable adjustments, communication approaches, safe spaces, relevant professional advice, circumstances where increased physical contact may be appropriate, circumstances where restrictive intervention may be foreseeable, and strategies to reduce the likelihood of restrictive intervention being needed.

Plans should be reviewed periodically and following any significant incident.

The existence of a behaviour support plan or risk assessment does not automatically justify the use of restrictive intervention. Staff must still assess whether any intervention is necessary and proportionate in the circumstances at the time.

17. Staff training

Selected staff will receive regular accredited training in positive handling techniques, such as Team Teach, at least every two years or in line with provider recommendations.

Staff who are more likely to support pupils where restrictive intervention may be required will receive appropriate training in:

- prevention and de-escalation;
- safe and lawful use of reasonable force;
- risk assessment;
- SEND and communication needs;
- trauma-informed approaches;
- recording and reporting procedures;
- post-incident support and review.

All staff will receive awareness training through induction and regular updates so they understand the key principles of this policy, when reasonable force may be used, what practices are unacceptable, how to summon support, and how to record and report incidents.

A list of staff trained in positive handling techniques will be maintained by the Headteacher and reviewed regularly.

18. Post-incident support and review

Following any incident involving reasonable force, restraint, seclusion or another restrictive intervention, the school will evaluate the incident as soon as practicable.

The purpose of this review is to understand what happened, why the intervention was used, whether it was necessary and proportionate, the impact on the pupil, the impact on staff, the impact on other pupils who may have witnessed the incident, what can be learned, and how future incidents can be prevented or reduced.

18.1 Support for the pupil

The pupil will be offered appropriate support, which may include medical assessment or first aid if required, emotional support, time to regulate, an opportunity to share their account when calm, a restorative or relationship-repair conversation when appropriate, and review of their behaviour support plan or risk assessment.

The pupil should be helped, in a manner appropriate to their age and understanding, to understand what happened, why adults acted as they did, and what support will be in place going forward.

18.2 Support for staff

Staff involved in or witnessing an incident will be offered support, which may include first aid or medical assessment if required, debrief with a senior leader, emotional support, reflection on what happened, review of risk assessments or support arrangements, and additional training or guidance where required.

18.3 Support for witnesses

Where other pupils have witnessed a restrictive intervention, particularly where a pupil or adult was injured or distressed, staff will consider whether those pupils require reassurance, explanation or emotional support.

19. Recording incidents

The school will record all significant incidents involving the use of force.

The school will also record all incidents involving:

- seclusion;
- restraint;
- non-force restraint;
- any restrictive intervention resulting in injury;
- any restrictive intervention that causes concern or complaint;
- any incident where recording is required by law or DfE guidance.

Records will be made on CPOMS as soon as practicable after the incident. Staff should endeavour to complete the record no later than the same day.

The record should be completed by the staff member or members directly involved. Where this is not possible, a senior leader should support the recording process.

Records must include, as a minimum:

- name of the pupil;
- names of staff directly involved;
- names of other adults present;
- time, date and location of the incident;
- approximate duration of the intervention;
- relevant pupil needs or circumstances, including SEND and SEN status where applicable;
- what led up to the incident;
- known or possible triggers;
- preventative and de-escalation strategies used;
- why the intervention was assessed as necessary;

- the type of restrictive intervention used;
- the degree of force used, where applicable;
- how long the intervention lasted;
- any injuries to the pupil, staff or others;
- any medical treatment or first aid provided;
- any damage to property;
- the pupil's account, where appropriate;
- staff reflections;
- witness accounts, where appropriate;
- post-incident support provided;
- when and how parents/carers were informed;
- any follow-up actions, including review of plans or risk assessments.

The requirement to record applies even where the possible use of restrictive intervention has been discussed with parents/carers or included in a pupil's behaviour support plan.

20. Reporting incidents to parents/carers

Parents/carers will be informed of any significant use of force, restraint, seclusion or other restrictive intervention as soon as practicable after the incident. Staff should endeavour to do this on the same day.

This will normally include verbal contact, where possible, and written information, usually by email or the school's agreed communication system.

Written information should include, as a minimum:

- the time, date and location of the incident;
- the approximate duration of the intervention;
- why the intervention was assessed as necessary;
- the type of force, restraint, seclusion or restrictive intervention used;
- the degree of force used, where applicable;
- details of any physical injuries, where applicable;
- any immediate support or medical treatment provided.

For seclusion and restraint incidents, the school will supply a copy of the written record or written information to parents/carers as required by the relevant regulations and guidance.

Where appropriate, parents/carers will be invited to discuss the incident. This discussion may include possible triggers, warning signs, whether existing plans were followed, what de-escalation strategies were used, what worked well, what could be done differently, and whether the pupil's behaviour support plan or risk assessment needs to be updated.

The requirement to report applies even where the possible use of restrictive intervention has been discussed with parents/carers or included in a pupil's behaviour support plan.

Where reporting an incident to a parent/carer is likely to result in serious harm to the pupil, the school will follow the relevant statutory guidance and safeguarding procedures, including reporting to any parent/carer where this can be done safely or to the local authority where required.

21. Medical treatment and health and safety reporting

Where a pupil, member of staff or other person is injured during an incident, appropriate first aid or medical support will be provided as soon as possible.

Any injuries will be recorded in line with the school's health and safety procedures.

Where required, incidents will be reported in accordance with health and safety legislation and relevant reporting requirements, including reporting to the Health and Safety Executive where applicable.

22. Monitoring and governor oversight

The Headteacher will monitor all records of restrictive interventions and determine whether further review, investigation, support or training is required.

The Headteacher will ensure that governors receive appropriate information about the use of restrictive interventions. This will usually be through anonymised reports to the nominated governor or governing body.

Governors should review data on restrictive interventions to help identify:

- frequency of incidents;
- repeated incidents involving individual pupils;
- repeated incidents in particular locations or times of day;
- common triggers;
- effectiveness of behaviour support plans and risk assessments;
- staff training needs;
- whether any pupil groups are disproportionately affected, including pupils with SEND, disabilities or other protected characteristics;
- whether policy or practice needs to be improved.

Governors will consider this information proportionately and carefully, recognising the limitations of small data sets. The nominated governor will work with the Headteacher to monitor the effectiveness of this policy.

23. Complaints and allegations

Any complaint about the use of reasonable force, restraint, seclusion or another restrictive intervention will be dealt with through the school's Complaints Policy.

Where an allegation is made against a member of staff, the school will follow the procedures set out in Keeping Children Safe in Education and the school's safeguarding procedures.

The school recognises that staff should not be automatically suspended where an allegation is made. Decisions about suspension or alternative arrangements will be made on a case-by-case basis, in line with statutory guidance and safeguarding procedures.

Staff will be supported during any investigation, while ensuring that pupil safety and welfare remain paramount.

24. Roles and responsibilities

24.1 Governing Body

The Governing Body is responsible for:

- ensuring the school has an appropriate policy on restrictive interventions;
- ensuring the policy is reviewed regularly;
- ensuring statutory recording and reporting procedures are in place;
- monitoring anonymised data relating to restrictive interventions;
- ensuring the school complies with equality, safeguarding and health and safety duties;
- ensuring appropriate training and resources are available;
- supporting the Headteacher in implementing this policy effectively.

24.2 Headteacher

The Headteacher is responsible for:

- ensuring staff understand and follow this policy;
- ensuring parents/carers are aware of the policy;
- ensuring staff receive appropriate training and guidance;
- maintaining a list of trained staff;
- reviewing records of restrictive interventions;
- ensuring parents/carers are informed in line with this policy;
- ensuring pupils and staff receive appropriate post-incident support;
- ensuring risk assessments and behaviour support plans are reviewed where required;
- reporting anonymised information to governors.

24.3 School staff

School staff are responsible for:

- promoting positive relationships and de-escalation;
- using restrictive interventions only where necessary and proportionate;
- using the minimum force or restriction for the shortest time possible;
- considering the pupil's welfare, dignity, SEND, disability, communication needs and vulnerabilities;
- summoning support where possible;
- recording incidents accurately and promptly;
- reporting concerns to the Headteacher or senior leaders;
- engaging in post-incident reflection and support.

24.4 Parents/carers

Parents/carers are encouraged to work in partnership with the school, share relevant information about their child's needs, triggers and support strategies, contribute to behaviour support plans and risk assessments where appropriate, and engage in post-incident discussions where required.

24.5 Pupils

Pupils will be supported to understand school expectations, develop self-regulation strategies, seek help when they are becoming distressed or dysregulated, reflect on incidents in an age-appropriate way, and rebuild relationships where appropriate.

25. Communication of this policy

This policy will be made available to staff through the school's electronic systems, parents/carers through the school website, governors, and new staff as part of induction.

Staff will be reminded of this policy at least annually and whenever significant updates are made.

26. Equality impact

The school recognises its duties under the Equality Act 2010, including the duty to make reasonable adjustments for disabled pupils.

This policy will be implemented in a way that avoids discrimination and promotes equality of opportunity. The school will monitor the use of restrictive interventions to identify whether any groups of pupils are disproportionately affected and will take appropriate action where concerns are identified.

27. Review

This policy will be reviewed annually by the Headteacher and nominated governor, or earlier if:

- DfE guidance changes;
- legislation changes;
- incident monitoring identifies a need for review;
- a serious incident occurs;
- governors request a review.

Appendix 1: Linked policies, legislation and guidance

This policy should be read alongside:

- Barton Seagrave Primary School Behaviour Policy;
- Barton Seagrave Primary School Child Protection and Safeguarding Policy;
- Barton Seagrave Primary School SEND Policy;
- Barton Seagrave Primary School Equality Policy;
- Barton Seagrave Primary School Health and Safety Policy;
- Barton Seagrave Primary School Staff Code of Conduct;
- Barton Seagrave Primary School Complaints Policy;
- Searching, Screening and Confiscation procedures;
- Risk assessment procedures.

This policy has due regard to relevant legislation and guidance, including:

- Education and Inspections Act 2006, including sections 93 and 93A;
- Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025;
- Health and Safety at Work etc. Act 1974 and associated regulations;
- Human Rights Act 1998;
- Equality Act 2010;
- Children and Families Act 2014;
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years;
- Keeping Children Safe in Education;
- DfE Restrictive interventions, including use of reasonable force, in schools, April 2026;
- DfE Behaviour in Schools guidance;
- DfE Searching, Screening and Confiscation guidance;
- DfE Reducing the need for restraint and restrictive intervention guidance.

Appendix 2: CPOMS recording checklist

When recording an incident involving restrictive intervention, staff should include:

- pupil name;
- staff directly involved;
- other adults present;
- date;
- time;
- location;
- duration of intervention;
- pupil's SEND status or relevant needs;
- what happened before the incident;
- known or possible triggers;
- de-escalation strategies used;

- why intervention was necessary;
- type of intervention used;
- degree of force used, if applicable;
- whether the pupil was restrained, secluded or otherwise restricted;
- injuries to pupil, staff or others;
- first aid or medical support provided;
- property damage;
- pupil voice, where appropriate;
- witness accounts, where appropriate;
- staff reflection;
- parent/carer notification;
- post-incident support;
- follow-up actions;
- whether a behaviour support plan or risk assessment needs review.

Appendix 3: Parent/carer written notification template

Subject: Restrictive intervention / positive handling incident involving [child's name]

Dear [Parent/Carer name],

I am writing to inform you that there was an incident in school today involving [child's name] where staff needed to use a restrictive intervention / positive handling to maintain safety.

The incident took place at approximately [time] in [location].

The intervention lasted for approximately [duration].

Staff assessed that intervention was necessary because [brief reason - for example, there was an immediate risk of injury to another pupil / [child's name] was attempting to leave the school site and was at risk / [child's name] was causing significant damage that created a safety risk].

The intervention used was [brief factual description of type of intervention]. Staff used the minimum intervention necessary and ended this as soon as the immediate risk had reduced.

[There were no injuries reported.] or [The following injury/mark was noted: ... First aid/medical support was provided by ...]

Following the incident, [child's name] was supported by [member of staff] and given time to regulate. We will review the incident and consider whether any changes are needed to [child's name]'s support plan/risk assessment.

We would welcome the opportunity to discuss this with you, including any possible triggers, what helped, and what we can do to reduce the likelihood of a similar incident happening again.

Yours sincerely,

[Name]

[Role]

Appendix 4: Behaviour support plan / risk assessment content

Where a pupil is at increased risk of requiring restrictive intervention, the plan should include:

- pupil strengths and interests;
- relevant SEND, medical, sensory or communication needs;
- known triggers;

- early warning signs;
- preferred adults;
- successful de-escalation strategies;
- reasonable adjustments;
- safe spaces;
- communication strategies;
- environmental adaptations;
- known high-risk times or locations;
- strategies for transitions;
- parent/carer views;
- pupil views, where appropriate;
- external professional advice;
- circumstances where physical contact may be appropriate;
- foreseeable risks;
- agreed responses to foreseeable risks;
- post-incident support arrangements;
- review date.

Appendix 5: Staff trained in positive handling

Staff currently trained in Team Teach / positive handling techniques:

- Marek Krzanicki - Headteacher
- Paul Wright - Deputy Headteacher
- Sarah Aiken - Assistant Headteacher
- Pip Lee - Assistant Headteacher
- Sophie Goodman
- Ioni Kerr
- Angela Wright
- Claire Freeman
- Cassandra Smith
- Jaspriya Somal
- Rachel Crick

Training provider: Team Teach

Date of most recent training: 3.1.24

Renewal due: January 2027

Appendix 6: Governor monitoring prompts

When reviewing anonymised data on restrictive interventions, governors may wish to consider:

Area for review	Prompt question
Frequency	How many incidents have occurred this term and how does this compare with previous terms?
Patterns	Are incidents clustered around specific pupils, times of day, locations, activities or transitions?
Triggers	Are common triggers being identified and acted upon?

Area for review	Prompt question
SEND and equality	Is there any disproportionate use involving pupils with SEND, disabilities or other protected characteristics?
Support plans	Are behaviour support plans and risk assessments being reviewed after significant incidents?
Training	Do staff need additional support, training or debrief following incidents?
Parent communication	Are parents/carers being informed promptly and in writing where required?
Learning	What changes to policy, practice, environment or support are needed to reduce future incidents?

Approval

This policy was adopted by the Governing Body on: _____

Signed: _____

Name: _____

Role: _____