



Restrictive intervention policy

 St George's CE First School and Nursery Wonderfully made, inspired to shape the world	Policy review Date	September 2026
	Date of next Review	September 2027
	Who reviewed this policy?	Claire Martin
	Date approved by Governing body	September 2026
	Headteacher	Claire Martin

This policy has been reviewed; to the best of our knowledge, we do not feel it impacts negatively on any specific group or individual within our school community.



Our Vision

At St George's C of E First School and Nursery, we believe that every child is "wonderfully made" and has the right to learn in a safe, supportive and inclusive environment. Our vision, "Wonderfully Made, Inspired to Shape the World," underpins our approach to behaviour, relationships and wellbeing.

We are committed to fostering positive relationships, supporting emotional regulation and creating an environment where all children feel valued, respected and safe. We recognise that behaviour is a form of communication and seek to understand and address the underlying needs that may influence a child's behaviour.

Our aim is always to prevent incidents from escalating through positive relationships, effective support, reasonable adjustments and de-escalation strategies. Restrictive interventions will only ever be used as a last resort when there is a significant risk of harm and no safer alternative is available. Restrictive interventions will never be used as a punishment.

Aims

This policy aims to:

- Safeguard the welfare of pupils, staff and visitors.
- Promote positive behaviour through prevention and de-escalation.
- Minimise the need for restrictive interventions.
- Ensure all interventions are lawful, necessary, proportionate and respectful.
- Protect the dignity, rights and wellbeing of pupils.
- Ensure incidents are appropriately recorded, reported and reviewed.
- Support staff to respond safely and consistently when managing situations involving significant risk.

Legal Framework

This policy is informed by:

- Education and Inspections Act 2006.
- Equality Act 2010.
- SEND Code of Practice.
- Keeping Children Safe in Education.
- Behaviour in Schools.
- Restrictive Interventions, Including the Use of Reasonable Force in Schools (DfE, April 2026).

This policy should be read alongside:



- Behaviour and Relationships Policy
- Child Protection and Safeguarding Policy
- SEND Policy
- Health and Safety Policy
- Staff Code of Conduct
- Intimate Care Policy
- Definition of Restrictive Intervention

A restrictive intervention is any action that restricts a pupil's movement, liberty or freedom to act independently.

Restrictive interventions may include:

- Physical intervention or reasonable force.
- Environmental restrictions used to maintain safety.
- In rare circumstances, seclusion used as a safety measure.

The school does not require routine recording of ordinary physical contact, such as guiding or escorting a willing pupil. However, where such contact restricts a pupil's movement, is used to manage risk, is resisted by the pupil, or forms part of a restrictive intervention, the incident will be recorded and reviewed in accordance with the school's restrictive intervention procedures

Restrictive interventions will only be used when they are:

- Lawful.
- Necessary.
- Proportionate.
- In the child's best interests.
- The least restrictive option available.

Restrictive interventions will never be used:

- As a punishment.
- To deliberately cause pain or distress.
- To secure compliance with an instruction when no risk is present.
- As a substitute for effective behaviour support.
- Our Approach

At St George's, we believe that positive relationships are the most effective tool for supporting behaviour.

Staff will seek to minimise risk by:



- Building positive relationships.
- Understanding individual needs and triggers.
- Applying consistent expectations.
- Promoting emotional regulation.
- Using restorative approaches.
- Making reasonable adjustments for pupils with additional needs.
- Working closely with families and external agencies where appropriate.

Restrictive interventions are always a last resort.

Prevention and De-escalation

Staff will seek to prevent situations from escalating through:

- Calm verbal communication.
- Reassurance and emotional support.
- Offering choices.
- Giving processing time.
- Distraction and redirection.
- Reminding pupils of previous successes.
- Planned ignoring where behaviour presents no immediate risk.
- Humour where appropriate.
- Removing an audience.
- Supporting access to a quiet or safe space.
- Transfer of lead adult where another adult may be better placed to support the child.
- Seeking assistance from colleagues.

Wherever possible, staff will attempt de-escalation before considering restrictive intervention.

Appropriate Physical Contact

There are occasions where physical contact with pupils is entirely appropriate and necessary. Examples include:

- Providing comfort to a distressed child.
- Administering first aid.
- Supporting pupils with SEND or additional needs.
- Personal care.
- Practical curriculum activities, including PE.
- Educational visits.

Any physical contact will be appropriate, proportionate, age-appropriate and respectful of the child's dignity.



When Restrictive Intervention May Be Used

Restrictive intervention may be used to prevent:

- A pupil causing injury to themselves.
- A pupil causing injury to another person.
- Serious damage to property.
- The commission of a criminal offence.
- Serious disorder where there is a genuine risk of harm.

Any intervention must:

- Use the minimum force required.
- Last for the shortest time possible.
- Be proportionate to the risk.
- Be regularly reviewed during the incident.

Staff must continually assess whether the intervention remains necessary.

SEND and Additional Needs

The school recognises that behaviour may be linked to:

- SEND.
- Communication difficulties.
- Sensory processing differences.
- Medical needs.
- Mental health difficulties.
- Trauma or adverse childhood experiences.

Where appropriate, staff will make reasonable adjustments and implement preventative strategies to reduce the likelihood of incidents escalating.

The child's individual circumstances will always be considered before, during and after any restrictive intervention.

Positive Handling Plans and Risk Assessments

Where a pupil presents an ongoing risk, a Positive Handling Plan and/or Risk Assessment may be developed.

These will:

- Identify known triggers.



- Detail effective preventative strategies.
- Outline de-escalation approaches.
- Identify preferred responses.
- Be developed in partnership with parents and relevant professionals where appropriate.
- Be reviewed regularly.

Plans will be considered alongside SEND support plans, pastoral support plans and safeguarding information.

Staff Responsibilities During an Incident

Staff should:

- Remain calm.
- Use clear and simple language.
- Explain what is happening and why.
- Reassure the pupil throughout the incident.
- Explain what the pupil can do to bring the intervention to an end safely.
- Seek assistance from colleagues where possible.
- Continue to assess risk throughout the incident.

Staff who become aware that a restrictive intervention is taking place should provide support, oversight and assistance where appropriate.

Prohibited Restrictive Practices

Under no circumstances should staff:

- Restrict a child's airway, breathing or circulation.
- Apply pressure to the neck, throat, chest or abdomen.
- Cover a child's mouth or nose.
- Use pain-inducing techniques.
- Pull hair or ears.
- Twist joints.
- Deliberately humiliate, threaten or degrade a child.
- Use force as a punishment.

Staff must never use techniques that place a child at unnecessary risk.

Seclusion

The Department for Education defines seclusion as "a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving". The DfE states that seclusion should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the pupil is not acting with intent. The DfE is clear that seclusion should never



be implemented through the threat of punishment and must not be used as a disciplinary sanction.

At St George's C of E First School and Nursery, seclusion is not used as a disciplinary sanction or punishment.

In very rare circumstances, seclusion may be used as a short-term safety measure where a pupil presents an immediate risk of significant harm to themselves or others and no less restrictive alternative is available.

Any use of seclusion will:

- Be necessary and proportionate.
- Be continuously supervised.
- Last only for the minimum time required.
- Be recorded and reviewed.
- Be reported to parents/carers as soon as reasonably practicable, normally on the same day.

Following any incident involving seclusion, a review will take place to identify preventative strategies and support required.

Recording and Reporting

Any significant incident involving restrictive intervention, physical intervention or seclusion must be recorded as soon as reasonably practicable and wherever possible on the same day.

The incident will be recorded:

- In the school's Bound and Numbered Book.
- On CPOMS.

Records will include:

- Date, time and location.
- Antecedents and triggers.
- De-escalation strategies attempted.
- Reason intervention was necessary.
- Nature and duration of intervention.
- Staff involved.
- Any injuries sustained.
- Follow-up actions taken.
- Parent communication.
- Pupil voice where appropriate.

We will endeavour to inform parents/carers of any significant incident involving restrictive intervention on the same day. Where exceptional circumstances prevent this, parents/carers



will be notified at the earliest reasonable opportunity.

Post-Incident Support and Review

Restrictive interventions can be distressing for pupils and staff.

Following an incident:

- First aid will be provided where required.
- Emotional support will be available.
- Staff will participate in a debrief.
- Pupils will be supported to reflect and repair relationships.
- Risk assessments and Positive Handling Plans will be reviewed where appropriate.

The focus of any review will be learning, prevention and support.

Pupil Welfare and Dignity

The school recognises that restrictive interventions can have a significant emotional impact.

Every effort will be made to preserve the child's dignity, privacy and wellbeing before, during and after any intervention.

Following an incident, staff will consider whether additional safeguarding, SEND, emotional wellbeing or pastoral support is required.

Training

All staff receive training on:

- Behaviour support.
- De-escalation strategies.
- Safeguarding.
- Trauma-informed practice.
- SEND and behaviour.
- Recording and reporting procedures.

Relevant staff receive accredited Team Teach training or equivalent training in approved restrictive intervention techniques.

Whilst all school staff have the legal power to use reasonable force where necessary, planned restrictive interventions should normally only be undertaken by appropriately trained staff wherever possible.



Monitoring and Governance

The Headteacher and Senior Leadership Team will monitor the use of restrictive interventions through regular review of:

CPOMS records.

Bound and Numbered Book records.

Positive Handling Plans.

Risk Assessments.

Anonymised information will be shared with governors to enable effective monitoring of trends, patterns, training needs and the effectiveness of preventative strategies.

Policy Review

This policy will be reviewed annually or sooner if legislation, statutory guidance or local circumstances require amendment.



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Risk Reduction Plan.

Name of Pupil:.

Plan Number:.

Date:

Positives- What is the pupil good at and what do they like doing?	Triggers- What situations have led to problems in the past?	Successful approaches- What proactive interventions have been effective in preventing the pupil's anxiety rising?

Describe any modifications to the environment or pupil routines that can be implemented to prevent anxieties rising?

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Expected Practice

Strategy	What does the practice look like?
Firm clear directions	
C.A.L.M. talking/stance	
Summoning Assistance	
Verbal/Symbolic guidance	
Limited Choices	
Reminders of consequences	
Distraction	
Diversion	



Humour

Describe any additional strategies that have worked in the past or should be avoided.

Strategy	Try	Avoid	What does the practice look like?
Negotiation			
Reassurance			
Planned ignoring			
Contingent touch			
Take up time			
Withdrawal offered			
Withdrawal directed			
Change of face			
Success reminders			
Others			

From your risk assessment what is the likelihood of a pupil harming himself or herself, another pupil or adult in the event of an incident. Please identify risk in each case.

	Self-Harm	Harm to other pupil	Harm from another Pupil	Harm to staff
Low				
Medium				
High				

Description of behaviour	Self Harm	Harm to other Pupil	Harm from another Pupil	Harm to Staff



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