



## Restrictive Intervention Policy

|                                        |                    |
|----------------------------------------|--------------------|
| Responsible Committee                  | LGC                |
| Date ratified                          | 24/06/2026         |
| Next review                            | June 2029          |
| Signed on behalf of the governing body | <i>Kim Painter</i> |
| Print name                             | Kim Painter        |

## **Restrictive Intervention Policy**

[This policy runs alongside the Equality Policy and the Relationship Policy]

Whitegate End Primary School is committed to promoting the safety, dignity and wellbeing of all pupils, staff and visitors. The school prioritises positive relationships, clear routines, and consistent expectations to prevent unsafe or dysregulated behaviour.

Staff use a range of de-escalation strategies and intervene early to support pupils. Restrictive interventions are only used as a last resort when there is an immediate risk of harm. Any intervention must be lawful, proportionate and respectful of the pupil's dignity.

### **This policy has been developed in keeping with the following legislation;**

- Education and Inspections Act 2006
- Schools (Recording and Reporting of Seclusion and Restraint) Regulations 2025
- Equality Act 2010
- Human Rights Act 1998
- Health and Safety at Work etc. Act 1974. It
- It has regard to DfE guidance on Restrictive interventions (April 2026).

### **Definitions**

A **restrictive intervention** is any action that prevents or restricts a pupil's movement. This includes physical restraint and non-physical interventions such as blocking movement.

**Reasonable force** must be proportionate, use the minimum force necessary, and be applied for the shortest possible time.

A **significant incident** is any situation where force goes beyond normal physical contact and must be recorded and reported.

**Necessary** means that, in the professional judgement of the staff member involved, there is an immediate risk of significant harm, and that restrictive intervention is the only reasonable option available at that moment to maintain safety. This judgement takes account of the pupil's age, needs, vulnerabilities and circumstances, and recognises that intervention must be time-limited, proportionate and respectful of the pupil's dignity and wellbeing.

### **Appropriate Physical Contact**

Appropriate physical contact is part of school life and may include comforting a pupil, guiding movement, or giving first aid. The school does not operate a no-contact policy as this could prevent staff from ensuring pupil safety.

### **Who May Use Reasonable Force**

All staff have the legal power to use reasonable force. Staff likely to use restrictive interventions receive training in de-escalation, safe handling, and understanding SEND.

## **Circumstances for Use**

Reasonable force or other restrictive interventions may be used only to:

- Prevent a pupil from causing injury to themselves or others
- Prevent serious damage to property
- Prevent behaviour that causes significant disorder
- Prevent the commission of a criminal offence

Restrictive intervention will never be used as a punishment or to enforce compliance.

## **Decision-Making**

The decision on whether to use restrictive interventions is down to the professional judgment of the staff member and will always depend on the individual circumstances of each situation.

Staff should always consider whether there are other ways to manage the situation, such as the de-escalation techniques and/or seeking assistance from a colleague. However, there may be times when staff have no other choice but to use restrictive interventions, to reduce the risk of harm to the pupil and/or others.

When assessing whether a restrictive intervention is required (see circumstances for use), staff will always consider the following:

### **Is it necessary?**

- Are there other more effective, less restrictive ways to manage the situation?
- Is a restrictive intervention likely to successfully reduce the risks, or could its use escalate the situation further or cause more harm than the behaviour itself?

### **Is it proportionate?**

- Staff should use the least amount of force or the least restrictive intervention for the least amount of time required to reduce the risks
- If the intervention itself is escalating the situation, staff should reconsider their approach and attempt an alternative strategy
- Staff should consider the individual circumstances of the pupil, such as their age, size and any medical conditions, SEND or other vulnerabilities

## **Unacceptable Practices**

The following practices are strictly prohibited:

- Using force as a punishment
- Any intervention that affects breathing, circulation or the airway
- Applying pressure to the neck, chest or abdomen
- Holding a pupil face-down or deliberately on the ground
- Threatening pupils with intervention as a behaviour management strategy

## **Roles and responsibilities**

### **The governing board**

The governing board is responsible for:

- Reviewing and approving this policy
- Ensuring that a procedure is in place for recording and reporting each:
  - Significant incident involving force
  - Seclusion incident
  - Restraint incident
- Taking all reasonable steps to ensure that the procedures for recording and reporting the use of force, seclusion and restraint are followed
- Regularly reviewing and interrogating data on the use of restrictive interventions in our school
- Supporting and challenging school leaders to identify where changes may be needed to practice. For example:
  - If approaches have been used for some time but haven't been effective
  - If there is any disproportionate use of restrictive interventions, including in relation to pupils who share protected characteristics or have SEND or other types of vulnerabilities

### **The headteacher**

The headteacher is responsible for:

- Overall implementation and oversight of this policy
- Making sure that appropriate and high-quality training on preventative strategies and the safe and lawful use of restrictive interventions is provided for staff who need it, based on our school's individual context and needs

- Ensuring adequate staffing levels to support positive behaviour management
- Monitoring incidents involving restrictive interventions, including regular review of incidents to refine and improve processes
- Ensuring compliance with recording and reporting requirements
- Authorising staff to search a pupil or their belongings if they have good reason to think the pupil has a prohibited or banned item
- Following the procedures set out in our complaints policy to deal with any complaint about the use of restrictive interventions
- Following the statutory safeguarding guidance Keeping Children Safe in Education if an allegation regarding inappropriate use of force and/or other restrictive intervention is made against a member of staff

### **All staff**

All members of staff are responsible for:

- Making sure they have read and understood the principles of this policy and any other linked policies
- Using de-escalation techniques and positive behaviour management strategies to try to minimise and prevent the need for restrictive interventions
- Accurately recording every seclusion incident, restraint incident and significant incident involving force that they are involved in
- Reporting these incidents to the designated safeguarding lead (DSL)
- Recording any injuries that occur as part of an incident involving restrictive intervention, and following our health and safety policy to ensure these are reported to the Health and Safety Executive where necessary
- Taking part in training on preventative strategies and the safe and lawful use of restrictive interventions, if relevant to their role (this may include additional training appropriate to their responsibilities)
- Engaging in follow-up conversation(s) to debrief and reflect on incidents involving restrictive intervention that they were involved in, to help us understand what happened and why

### **Designated safeguarding lead (DSL)**

The DSL is responsible for:

- Reporting every seclusion incident, restraint incident and significant incident involving force to each parent/carers of the pupil involved
- Making sure records are kept securely and in accordance with safeguarding and data protection procedures
- Contacting the local authority in cases where informing a pupil's parent/carers of the use of reasonable force, seclusion or restraint on their child would put that child at risk of significant harm (see sections 12.2 and 12.3 of this policy)

## **Special educational needs co-ordinator (SENCO)**

The SENCO is responsible for:

- Working with pupils, parents/carers and relevant school staff to develop and review behaviour support plans and risk assessments for any pupils with SEND where it's been identified that there is an increased likelihood of the need to use restrictive interventions
- Ensuring staff are aware of individual pupil needs and associated behaviour support strategies
- Working with staff who know pupils well, to identify and manage risk (such as trigger points when challenging behaviour is more likely to occur)
- Working with pupils, parents/carers, staff and other relevant professionals to develop prevention and de-escalation strategies
- Advising on reasonable adjustments for any pupils with disabilities when considering prevention and de-escalation strategies
- Participating in the review of restrictive intervention incidents involving any pupil with SEND
- Providing advice and support on the application of this policy for pupils with SEND
- Contributing to staff training on SEND and behaviour management, including the use of restrictive interventions

## **Seclusion**

Seclusion is not a disciplinary measure and will only be used as a short-term safety response where a pupil is experiencing extreme emotional or behavioural dysregulation and there is a significant risk of harm.

When seclusion is used:

- The space must be safe, calm and non-threatening
- The pupil will be supervised at all times
- Seclusion will end as soon as the risk of harm has reduced
- The incident will be recorded and reported in line with statutory requirements

## **Pupils with SEND**

The school recognises that pupils with SEND may be more affected. Individual strategies, reasonable adjustments and external support will be used to minimise interventions.

To minimise this risk, Whitegate End Primary School will:

- Identify triggers and early warning signs
- Use personalised support and de-escalation strategies
- Work in partnership with parents, pupils and external agencies
- Develop and review De-escalation Plans where appropriate
- Make reasonable adjustments under the Equality Act 2010

### **Recording and Reporting**

All incidents will be recorded as soon as practicable, on the same day unless there are exceptional circumstances. A written copy of the restrictive intervention record will be provided to parents/carers (see Appendix 1).

Records include names, time, duration, rationale, type of force, injuries and SEND considerations all of which are line with statutory guidance.

The records will be kept in the following way:

- A whole school restrictive intervention log with an allocated reference number
- Incident logged on CPOMS with corresponding reference number
- Verbal and written records shared with parents/carers

### **Post-Incident Support**

Support will be provided to pupils and staff. Incidents will be reviewed and used to improve future practice.

Following any incident involving restrictive intervention:

- Pupils and staff will be offered appropriate emotional and physical support
- A restorative conversation will take place when appropriate
- Behaviour support strategies will be reviewed and adapted as necessary
- Senior leaders will monitor data to ensure interventions remain lawful, proportionate and minimised

### **Monitoring and Oversight**

Senior leaders and governors will review data, monitor trends and ensure compliance and staff training.

The Governing Body will:

- Ensure compliance with statutory requirements
- Monitor patterns and frequency of restrictive interventions
- Challenge disproportionate use, particularly for vulnerable groups
- Support training and policy review

## **Appendices**

Appendix 1: Physical Intervention Record Form

Appendix 2: ABC TT Reflection / Reflect and Repair

## Appendix 1

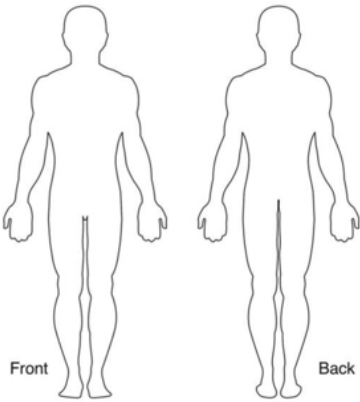
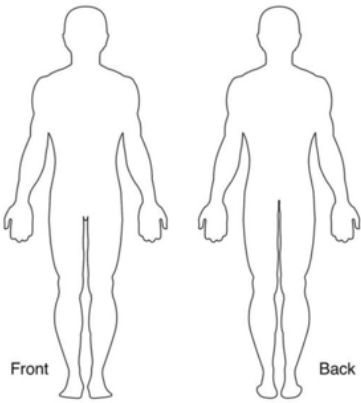
Whitegate End Primary School and Nursery  
 Butterworth Lane  
 Chadderton  
 OL9 8EB  
 Tel: 0161 770 5460  
 Email: [info@whitegateend.oldham.sch.uk](mailto:info@whitegateend.oldham.sch.uk)  
 Hive: [semh@whitegateend.oldham.sch.uk](mailto:semh@whitegateend.oldham.sch.uk)  
 Headteacher: Mr R Hollingsworth



### Restrictive Intervention Record

|                                                                                           |                                      |                               |                              |                                        |  |
|-------------------------------------------------------------------------------------------|--------------------------------------|-------------------------------|------------------------------|----------------------------------------|--|
| Child's Name:                                                                             |                                      |                               |                              | Date of Birth:                         |  |
| SEN Status/Vulnerabilities                                                                | <input type="checkbox"/> SEN Support | <input type="checkbox"/> EHCP | <input type="checkbox"/> CLA | <input type="checkbox"/> Pupil Premium |  |
| Additional Risk Factors                                                                   |                                      |                               |                              |                                        |  |
| Date                                                                                      |                                      |                               |                              | Time of incident:                      |  |
| Location of incident:                                                                     |                                      |                               |                              |                                        |  |
| Approximate duration of intervention:                                                     |                                      |                               |                              |                                        |  |
| Name of adults present (state whether they were a witness or conducted the intervention): |                                      |                               |                              | PI:                                    |  |
|                                                                                           |                                      |                               |                              | Observing:                             |  |

| Adult's view                                                                     |                                                         |                                                                                      |
|----------------------------------------------------------------------------------|---------------------------------------------------------|--------------------------------------------------------------------------------------|
| A. What happened leading up to the incident?                                     | B. Reason for physical intervention                     | C. Details of intervention used/restraint/use of force/seclusion/Non force restraint |
|                                                                                  | What behaviours did the child display, who was at harm? |                                                                                      |
| <input type="checkbox"/> No techniques affecting breathing/circulation were used |                                                         |                                                                                      |

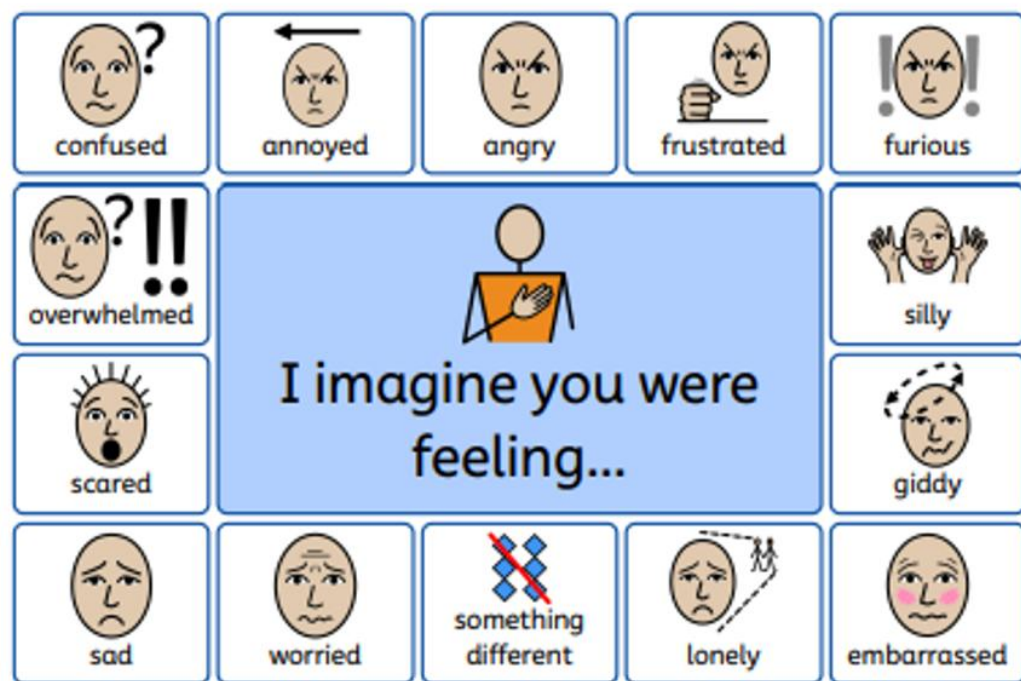
| Child's view – can be done in conjunction with reflect and repair.                                                                              |  |                                                                                            |                                                                                     |                                                                                                                                                                              |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| A. What happened leading up to the incident?                                                                                                    |  | B. Reason for physical intervention                                                        |                                                                                     | C. How are they feeling now?                                                                                                                                                 |  |
| <p>Get child's feelings and understanding – use zones of regulation.</p> <p>Was there anything going on that the adults did not know about?</p> |  | <p>Does the child recognize their behaviours – do they understand why this was needed.</p> |                                                                                     | <p>Do any relationships need repairing, how do they feel towards the adults that had to intervene, do they need any support with this, what can we do to help next time.</p> |  |
| Record of Injuries                                                                                                                              |  |                                                                                            |                                                                                     |                                                                                                                                                                              |  |
| Child                                                                                                                                           |  |                                                                                            | Adult                                                                               |                                                                                                                                                                              |  |
|                                                               |  |                                                                                            |  |                                                                                                                                                                              |  |
| Additional Information/Detail                                                                                                                   |  |                                                                                            | Additional Information/Detail                                                       |                                                                                                                                                                              |  |
|                                                                                                                                                 |  |                                                                                            |                                                                                     |                                                                                                                                                                              |  |
| Post-incident support: First Aid Form Complete                                                                                                  |  |                                                                                            | Yes <input type="checkbox"/> No <input type="checkbox"/>                            |                                                                                                                                                                              |  |
| <input type="checkbox"/> No Injuries Observed                                                                                                   |  |                                                                                            |                                                                                     |                                                                                                                                                                              |  |
| Tick to say whether the following has been completed:                                                                                           |  |                                                                                            |                                                                                     |                                                                                                                                                                              |  |
| <input type="checkbox"/> Parents / Carers contacted (highlight: phone / in person)                                                              |  |                                                                                            |                                                                                     |                                                                                                                                                                              |  |
| Date                                                                                                                                            |  | Time                                                                                       |                                                                                     | Method                                                                                                                                                                       |  |
| <input type="checkbox"/> Copy of form emailed                                                                                                   |  |                                                                                            |                                                                                     |                                                                                                                                                                              |  |
| <input type="checkbox"/> TT Stages Behaviour Tracking Form completed - attach                                                                   |  |                                                                                            |                                                                                     |                                                                                                                                                                              |  |
| <input type="checkbox"/> Non-escalation Strategies Document updated for the child - attach                                                      |  |                                                                                            |                                                                                     |                                                                                                                                                                              |  |
| <input type="checkbox"/> Incident logged on CPOMS                                                                                               |  |                                                                                            |                                                                                     |                                                                                                                                                                              |  |
| Names of people completing record:                                                                                                              |  |                                                                                            |                                                                                     |                                                                                                                                                                              |  |
| Date:                                                                                                                                           |  |                                                                                            |                                                                                     |                                                                                                                                                                              |  |

## Appendix 2

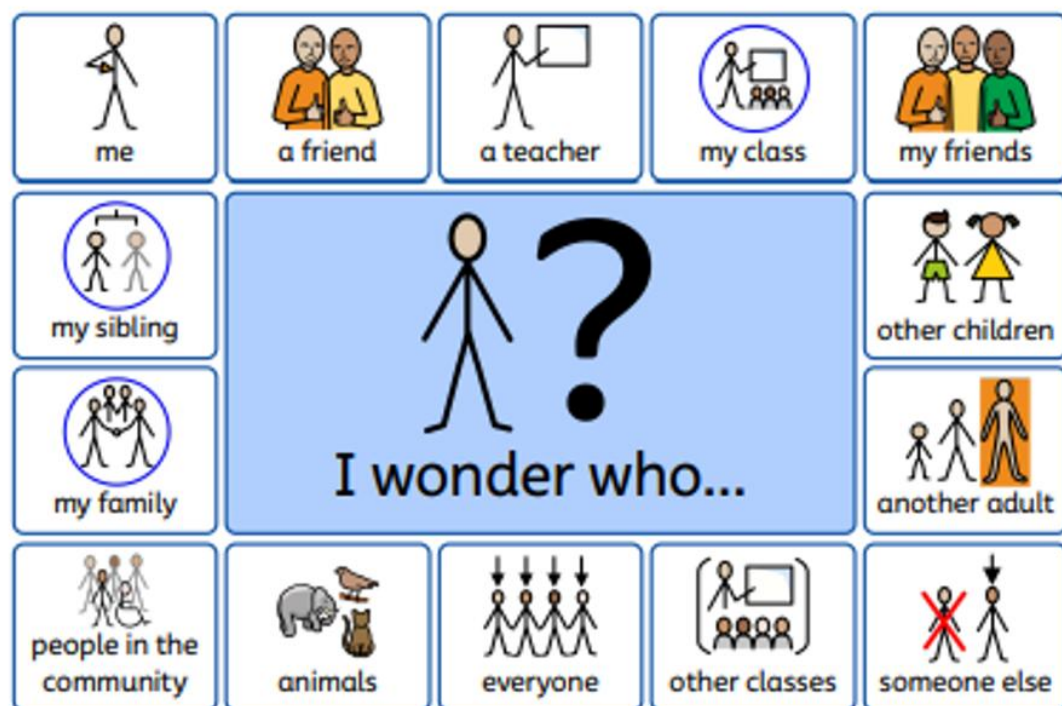
| <div style="display: flex; justify-content: space-between; align-items: center;">  <div style="text-align: center;"> <h3>Whitegate End<br/>Reflect &amp; Repair Intervention</h3> </div>  </div> |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| CPOMS Incident reference no:                                                                                                                                                                                                                                                                                                                                         |  |
| Name                                                                                                                                                                                                                                                                                                                                                                 |  |
| Class                                                                                                                                                                                                                                                                                                                                                                |  |
| Staff Name                                                                                                                                                                                                                                                                                                                                                           |  |
| Incident Date                                                                                                                                                                                                                                                                                                                                                        |  |
| CPOMS Incident Title                                                                                                                                                                                                                                                                                                                                                 |  |
| <p>Staff to use incident number &amp; title to record incident on CPOMS. If it is a linked student incident then all reference numbers need to be recorded on CPOMS</p>                                                                                                                                                                                              |  |

|                                                                                                              |                                                                                                                                                  |                                                                                                        |                                                                                                     |                                                                                                               |
|--------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| <br>broke something        | <br>scribbled on something                                     | <br>hurt an adult    | <br>hurt a child | <br>being unsafe          |
| <br>leaving the classroom | <div style="font-size: 48px; font-weight: bold;">?</div> <div style="font-size: 24px; font-weight: bold;">Help me understand what happened</div> |                                                                                                        |                                                                                                     | <br>not being respectful |
| <br>struggling to share   |                                                                                                                                                  |                                                                                                        |                                                                                                     | <br>being disruptive     |
| <br>using unkind words    | <br>struggling to follow instructions                         | <br>threw something | <br>ran away    | <br>struggling to focus  |

Additional Information (if needed)



Additional Information (if needed)



Additional Information (if needed)



Additional Information (if needed)

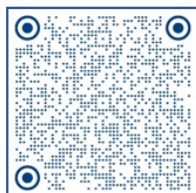


Additional Information (if needed)



Additional Information (if needed)

Parents are encouraged to discuss the incident with their child. If you have any further concerns, please contact the class teacher for more information. You can view our school behaviour policy by scanning the QR code below.



| Teachers / TA's Complete                               | Staff Initials | Date |
|--------------------------------------------------------|----------------|------|
| Copy sent home to parents<br>(Give original to office) |                |      |
| Staff added incident to CPOMS                          |                |      |
| Office Staff Complete                                  | Staff Initials | Date |
| Text sent to parents                                   |                |      |
| Uploaded RRF Form to CPOMS                             |                |      |