



Hollinswood Restrictive Interventions policy



Document Status -

Current Policy Date	September 2026
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Policy Review Frequency	Annually
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Date of Next Review	September 2027
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Committee/Approver of Policy	Full Governors
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Aims

At Hollinswood Primary School & Nursery, we are committed to creating a safe, inclusive and supportive environment where all pupils can learn successfully and feel protected. Restrictive interventions, including the use of reasonable force, are only used as a last resort when all other preventative and de-escalation strategies have been unsuccessful or when immediate action is required to prevent harm.

This policy aims to:

- Safeguard the welfare of pupils, staff and visitors.
- Reduce the need for restrictive interventions through proactive and preventative practice.
- Ensure staff understand when the use of reasonable force is lawful and necessary.
- Promote positive behaviour support and restorative approaches.
- Ensure all incidents are recorded, monitored and reported appropriately.
- Ensure pupils are treated with dignity, respect and compassion at all times

Legal Framework

This policy is based upon:

- Education and Inspections Act 2006 (Sections 93 and 93A).
- Human Rights Act 1998.
- Equality Act 2010.
- Health and Safety at Work Act 1974.
- Keeping Children Safe in Education.
- DfE Guidance:
Restrictive_interventions_including_use_of_reasonable_force_in_schools
(April 2026).

Definitions

Restrictive Intervention

A restrictive intervention is any action intended to prevent, restrict or control a pupil's movement where they present a significant risk of harm to themselves or others.

Reasonable Force

Reasonable force is the minimum force necessary, applied for the shortest possible duration, to prevent:

- Injury to self.
- Injury to others.
- Serious damage to property.
- Committing a criminal offence.
- Serious disruption or disorder.

Restraint

Restraint refers to restricting a pupil's movement and may involve direct physical contact.

Seclusion

Seclusion is the supervised confinement of a pupil away from others for safety reasons. It is never used as a punishment.

Guiding Principles

The school is committed to:

- Early identification of needs and triggers.
- Positive relationships between staff and pupils.
- Trauma-informed and inclusive practice.
- Restorative approaches where appropriate.
- Supporting pupils to regulate their emotions safely.
- Using the least restrictive response possible.
- Maintaining the dignity and wellbeing of all pupils.

Prevention and De-escalation

Staff will always seek to prevent escalation wherever possible through:

- Positive behaviour support.
- Use of visual supports and communication aids.
- Emotion coaching.
- Restorative conversations.
- Providing time and space for regulation.

- Offering sensory or calm spaces.
- Use of individual behaviour support plans.
- De-escalation through calm verbal and non-verbal communication.
- Adjustments for pupils with SEND.

Staff should always consider whether alternative strategies are likely to be effective before using any restrictive intervention.

Pupils with SEND

The school recognises that some pupils with SEND may communicate distress through behaviour due to:

- Sensory overload.
- Communication difficulties.
- Anxiety.
- Trauma.
- Medical conditions.
- Unmet needs.

Behaviour Support Plans and Risk Assessments will be developed where there is an identified risk of restrictive intervention being required.

Plans will be developed in partnership with:

- Parents/carers.
- The SENDCo.
- Relevant professionals.
- The pupil where appropriate.

Use of Reasonable Force

All members of staff have a legal power to use reasonable force where necessary. Reasonable force may be used to:

- Prevent a pupil injuring themselves.
- Prevent injury to another person.
- Prevent significant property damage.
- Prevent a pupil leaving an area where their safety would be compromised.
- Stop a fight.
- Prevent serious disorder.

Examples may include:

- Guiding a pupil away from danger.
- Blocking a pupil's path.
- Intervening in a physical altercation.
- Holding a pupil for the shortest time necessary to prevent immediate harm.

CPI Trained Staff

The school has designated staff trained in Crisis Prevention Institute (CPI) approaches. CPI-trained staff receive specialist training in:

- Prevention.
- De-escalation.
- Safe restrictive interventions.
- Trauma-informed responses.
- Restorative and supportive post-incident practice.

Where practicable, CPI-trained staff should be called upon to support incidents where restrictive intervention may be required. However, in an emergency, all members of staff retain the legal authority to use reasonable force where necessary to prevent harm. Training records will be maintained and refreshed in line with CPI recommendations.

Unacceptable Practice

The following are never permitted:

- Use of force as punishment.
- Deliberate infliction of pain.
- Restricting breathing.
- Holding a pupil around the neck.
- Covering a pupil's mouth or nose.
- Techniques that compromise circulation.
- Excessive force.
- Humiliation or degradation.
- Restrictive interventions used as a sanction

Recording and Reporting

Any significant incident involving reasonable force, restraint or seclusion must be recorded as soon as practicable, and normally on the same day. The school's Physical Intervention Form (Appendix 1), shall be completed and include:

- Names of pupil and staff involved.
- Date, time and location.
- Context and lead-up to the incident.
- De-escalation strategies used.
- Pupil response.
- Reason intervention was necessary.
- Method used.
- Duration.
- Injuries sustained.
- Follow-up actions.
- Measures to reduce future incidents.

Records will be stored securely in line with safeguarding and data protection procedures.

Following any significant incident involving reasonable force, restraint or seclusion, staff involved must complete the Physical Intervention Form as soon as practicable and wherever possible on the same day.

Parental Communication

Parents/carers will be informed as soon as practicable following any significant incident involving reasonable force, restraint or seclusion, ideally on the same day. Information shared will include:

- The nature of the incident.
- Why intervention was necessary.
- The type of intervention used.
- Any injuries sustained.
- Follow-up actions taken.

The school will offer parents/carers the opportunity to discuss the incident and any preventative strategies that may reduce the likelihood of future occurrences. The completed Physical Intervention Form will also be attached to the relevant CPOMS record to ensure a comprehensive and accurate record of the incident is maintained

Post Incident Support

Following an incident:

- The pupil will be supported to regain emotional regulation.
- Staff involved will have access to support and debrief.
- Medical attention will be sought where required.
- The incident will be reviewed to identify learning and preventative actions.
- Behaviour plans and risk assessments will be amended where appropriate.

The school aims to restore relationships and support all parties through a reflective and restorative approach.

Monitoring

The Headteacher and Senior Leadership Team will:

- Monitor restrictive intervention records.
- Review patterns and trends.
- Identify training needs.
- Evaluate whether interventions are being reduced over time.
- Report anonymised data to governors as appropriate.

Related Policies

This policy should be read alongside:

- Behaviour Policy
- Child Protection and Safeguarding Policy
- SEND Policy
- Health and Safety Policy
- Complaints Policy
- Staff Code of Conduct
- Intimate Care Policy
- Accessibility Plan

The school is committed to ensuring that restrictive interventions are used only when absolutely necessary, in the safest manner possible, by appropriately trained staff, and always with the welfare, dignity and rights of the child at the centre of decision-making.

Hollinswood Primary School & Nursery – Physical intervention form

USE OF PHYSICAL INTERVENTION INCIDENT FORM

Name of child:

Date and time of incident:

Year group:

CONTEXT

Lead up to the incident

What steps were taken to de-escalate?

What was the child's response?

PURPOSE OF PHYSICAL INTERVENTION

Who was at risk of injury/serious damage and why was it necessary to intervene?

DESCRIPTION OF INTERVENTION

Method used and by whom?

Duration of restraint:

AFTER THE PHYSICAL INTERVENTION

Are there any steps that can be taken to avoid further difficulties?

Copy of form to be given to:	
Signed:	
 _____ Headteacher	
 _____ Parent/carer	