



## Restrictive Physical Intervention Policy

May 2026

Kirkby and Great Broughton School

### Introduction

This policy sets out the principles, procedures, and responsibilities relating to physical intervention in our school. We are committed to reducing physical intervention by promoting positive behaviour, inclusion, and emotional wellbeing. Physical intervention will only ever be used as a last resort, in accordance with legal and safeguarding duties.

### Principles

- Pupils and staff are entitled to dignity, respect, and safety.
  - Physical intervention is NEVER used as punishment or to gain compliance.
  - **Preventative and de-escalation strategies must always be prioritised.**
- If physical intervention is required, it must be:
- Reasonable and proportionate
  - The minimum force necessary
  - For the shortest duration possible
- Fed back to parents (and social worker if applicable)

### Legal Framework

This policy is guided by:

- DfE Guidance: "Use of Reasonable Force in Schools"
- Children Act 1989 & 2004
- Education and Inspections Act 2006
- Equality Act 2010
- Keeping Children Safe in Education

**-Restrictive interventions, including use of reasonable force, in schools (April 2026)"**



## Definitions

(Taken from **Restrictive interventions, including use of reasonable force, in schools (April 2026)**)

**Restrictive intervention:** a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This guidance uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

**Reasonable force:** a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances.<sup>4</sup> Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

**Significant incident:**<sup>5</sup> any incident where the use of force goes beyond appropriate physical contact between pupils and staff as described in '[Other physical contact with pupils](#)' within this document. This includes when physical force is used to implement a non-physical restrictive intervention.

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

**Restraint:** a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint.

## Preventative Strategies

- Consistent behaviour expectations and positive reinforcement
- Whole-school staff training in de-escalation and restorative practice and restrictive intervention

Eg:

Distraction, redirection, exercise, negotiation, offer alternatives,

- Use of calm areas and safe spaces
- Individual Behaviour Plans and Risk Assessments for pupils with identified needs
- May 2026 Close communication with parents, carers, and external agencies

## When Physical intervention May Be Used

Physical intervention may only be considered when:

- A child is at immediate risk of harming themselves or others



- There is imminent risk of serious damage to property
- All other options are unsafe or impractical

### Decision-Making Framework

Staff must consider the following before using any restrictive intervention:

- Is it necessary?
- Are there safer or less restrictive options available?
- Is it proportionate?
- Is this the minimum level of force required for the shortest time?
- Have you considered welfare and dignity?
- Does this maintain the pupil's dignity?
- Are there SEND, medical or trauma-related needs?

**Staff must stop the intervention immediately if it escalates risk or causes harm.**

### SEND

The school recognises that pupils with SEND are at increased risk of experiencing restrictive interventions.

We will:

- Identify triggers (e.g. sensory overload, communication difficulty)
- Co-produce behaviour support plans with parents and professionals
- Make reasonable adjustments under the Equality Act 2010
- Review plans after every significant incident

### Prohibited and Unsafe Practices

The following must never be used:

- Force as punishment
- Techniques that restrict breathing or circulation (e.g. pressure to neck, chest, or covering mouth)



- Prolonged or unnecessary physical intervention
- Seclusion used as a disciplinary sanction
- Where a pupil is restrained on the ground, staff must move them to a safer position as quickly as possible

### Procedures for Using Physical intervention

- All school staff have the legal authority to use reasonable force where necessary. All staff receive basic training and only use these techniques.
- However, staff identified as more likely to use restrictive interventions will receive specific training.
- Staff must continuously attempt de-escalation during the incident
- Physical intervention should stop as soon as the risk is reduced
- Another member of staff should, where possible, witness the incident

### Use of Seclusion

Seclusion may only be used:

- As a **last resort to prevent harm**
- When a pupil is in a state of dysregulation

Requirements:

- Continuous supervision
- Safe, non-threatening environment
- End immediately when risk reduces

All seclusion incidents must be **recorded and reported to parents the same day**.

### Recording and Reporting

- All incidents must be recorded in the school's Physical intervention Log and ABC chart and scanned onto CPOMS within 24 hours
- All significant incidents **must be recorded as soon as practicable (ideally same day)** and include:
  - Names of pupil and staff



- Date, time, duration, location
- Triggers and de-escalation strategies used
- Type and level of force used
- Reason the intervention was necessary
- Any injuries and follow-up support

Parents must be informed **on the same day in writing** unless doing so would cause significant harm. Parents are invited for a meeting to update behaviour plan.

Following an incident:

- A structured debrief will take place
- A neutral adult should facilitate reflection
- If necessary, support will be offered to:
  - The pupil involved
  - Staff
  - Any pupils who witnessed the incident

The aim is learning, recovery and relationship repair.

### **Monitoring and Review**

- Headteacher and governors will review physical intervention data each term
- Training needs will be identified and addressed regularly by analysing incidents
- This policy will be reviewed annually

### **Monitoring, Oversight and Accountability**

Senior leaders and governors will:

- Regularly analyse physical intervention and seclusion data
- Identify patterns, triggers, and disproportionality
- Review impact of behaviour strategies
- Address staff training needs



Particular attention will be given to pupils with SEND or protected characteristics.

### **Staff Training and Support**

- All staff: behaviour management, de-escalation, and restorative practice
- Designated staff: safe physical intervention training (e.g., Team Teach or equivalent)
- Ongoing support, supervision, and post-incident debrief provided

### **Commitment to Physical intervention Reduction**

The school is committed to:

- Embedding trauma-informed and restorative approaches
- Strengthening pupil voice in behaviour systems
- Working in partnership with families
- Prioritising prevention to minimise the need for physical intervention

The school promotes a culture where restrictive interventions are exceptional, not routine, and where prevention, relationships and inclusion are prioritised at all times.