



Little Aston Primary Academy — Physical Restrictive Intervention Policy (summary for behaviour policy addendum)

Status and purpose

- This policy is an addendum to the Little Aston behaviour policy and sets out when physical restrictive interventions (including reasonable force and seclusion) may be used, how incidents must be recorded and reported, and how we learn from incidents. It reflects our legal duties (Education and Inspections Act 2006 s.93A; Equality Act 2010; Human Rights Act 1998) and the DfE guidance (April 2026).
- Aim: to minimise the use of restrictive interventions through prevention and de-escalation, safeguard pupils and staff when interventions are necessary and ensure transparent, same-day recording, reporting and review.

Principles

- Restrictive interventions are lawful only when necessary, proportionate and used for the shortest time required to prevent harm. They are never to be used as punishment.
- Universal provision in line with behaviour policy first: staff must prioritise high-quality classroom practice, predictable routines, clear instructions and reasonable adjustments for pupils (SEND, EAL).
- All staff must be familiar with this policy; leaders will ensure training, monitoring and support.

When restrictive interventions may be used

- Only to prevent immediate harm to the pupil, other pupils, staff or property (for example: to remove a child from a dangerous situation; to prevent an assault).
- Use only as a last resort after other reasonable de-escalation attempts have failed or where there is no time to use them.
- Any decision must be proportionate to the level of risk and the pupil's needs.

Acceptable practice (what staff should do)

- Before: use predictable routines, visual supports, limited, scripted language, planned calm spaces, staffing adjustments and BSPs. Where a pupil has SEND, BSPs must specify prevention strategies and likely triggers.
- During: use minimal force, lowest level necessary and for the shortest time. Continually communicate with the pupil. Avoid techniques that restrict breathing, cause pain, or hold a pupil in a prone position.
- After: ensure any injured person receives medical attention; complete the written record the same day (see template below); notify parents in writing; arrange an impartial debrief; review and amend BSPs with the SENCO where needed.



Recording, reporting and governance

- Staff involved must record the incident in writing as soon as practicable and no later than the same day. Records must include the minimum fields in the recording template below.
- SLT will log every incident centrally, quality-assure records, analyse patterns termly and report aggregate findings to governors. Governors will ensure compliance and act on disproportionate patterns (SEND, protected characteristics).
- The requirement to record applies even when the intervention was agreed in a BSP.
- Where injuries meet HSE thresholds, SLT will report under health & safety procedures as required.

Safeguarding, complaints and allegations

- Allegations of inappropriate use of force follow Keeping Children Safe in Education procedures; this may include suspension and referral.
- Complaints follow the school's normal complaints procedure. Staff must still record the incident in line with this policy.

Staff welfare and pupil support

- Debriefing: SLT will arrange a reflective debrief for staff and pupil separately, ideally led by someone not involved in the incident. Records of debriefs and actions must be kept.
- Offer further support where needed (counselling, reduced timetable, external agency referrals). Offer support to pupils who witnessed incidents.

Training and review

- SLT will ensure staff receive practical training in prevention, de-escalation and lawful use of force. Training frequency and records will be kept.
- This policy and the central incident log will be reviewed termly and after any serious incident.

Policy ownership and availability

- Policy owner: Headteacher (Elizabeth Pearce) and Deputy Headteachers Anne-Louise Bamber / Michelle Pincombe.
 - Location: behaviour policy addendum (school website, google drive and staff workspace). Governors will formally review compliance termly.
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Recording template — Physical Restrictive Intervention (to be completed by staff involved; submit same day)

1.Incident ID (SLT to assign)	
Date: Start Time: End Time:	Location:
Name: DOB: Year group: SEN status (E.g. SEND support / EHC Plan / none) Key needs/primary need (brief):	
Staff involved (names and roles)	
Any witnesses (pupil/staff)	
Summary chronology (brief, factual): what happened? Who did what? What led up to the incident? (include	



<p>identified or potential triggers if known)</p>	
<p>De-escalation attempts/strategies used prior to intervention</p>	<p>Tick and expand:</p> <p>Verbal requests / limited language</p> <p>Change of task/environment</p> <p>Offer of time/space to calm</p> <p>Use of visual/symbol supports</p> <p>Support from another adult</p> <p>Other (describe)</p>
<p>Type of restrictive intervention used</p>	<p><i>Describe with level of force and reason for chosen method — be specific and factual (e.g. “guided escort to corridor; held forearms to guide away; duration approx. X seconds”)</i></p>
<p>Rationale for necessity/proportionality:</p>	<p><i>Why was force/seclusion necessary at that moment? (Brief)</i></p>
<p>Duration of intervention</p>	<p style="text-align: center;">Minutes Seconds</p>
<p>Injuries or harm (pupil/staff/witnesses)</p>	<p><i>Describe and state if medical attention given/refused (including if referred to NHS/HSE)</i></p>
<p>Immediate post-incident actions taken</p>	<p>Tick and expand:</p> <p>Medical checks</p> <p>Pupil removed to calm space</p> <p>Staff support arranged</p>



	Parent contact by phone		
	Other		
Parent/carer notification	(date/time; method; brief summary of message). Written notification to be attached/sent.		
Follow-up actions agreed	Who?	What?	When?
Pupil and staff reflections (to be completed within 48 hours)	Brief summary of separate reflective conversations (who facilitated, key learning points)		
Was incident recorded on My Concern			
Is there a safeguarding concern / allegation against a member of staff? (Yes/No). If yes, record action taken and who notified (DSL, LA, police).			
Staff member completing form	Name: Role: Signature: Date of completion:		

Optional attachments: witness statements, photographic evidence of injuries (if appropriate and consent recorded), BSP, chronology printouts.



Key statutory note

From April 2026 the duty to record and report each significant incident involving the use of force or seclusion is statutory. All incidents must be recorded as soon as practicable and staff should aim to complete written records the same day.

Definitions

1. **Restraint** (physical restrictive intervention) — any use of physical contact by a member of staff to restrict, control or direct a pupil's movement where the pupil is not free to move away.
 - Includes: guided escorts (firm hold on forearms to lead a pupil from a dangerous area), single-person holds that prevent a pupil leaving a space when they are at immediate risk of harming themselves or others, or short holds to remove an object from a pupil's hand where it poses immediate danger.
 - Excludes: ordinary, open-handed, non-restrictive contact such as a brief touch on the shoulder to gain attention, or giving comfort (e.g. an arm around the shoulder) where the pupil can move freely.
2. **Seclusion** — placing a pupil alone in a room or area from which they cannot leave at will (i.e. they are physically prevented from leaving), for the purpose of managing behaviour.
 - Includes: locking or blocking the exit to a room to contain a pupil; leaving a pupil alone in a room with the door closed where they are prevented from leaving.
 - Excludes: supervised time in a calm area where the pupil may leave at any time, or a pupil choosing to step away to a supervised safe space.

Legal and safeguarding framing (what staff should bear in mind)

- Both restraint and seclusion may be lawful in very limited circumstances — only to prevent immediate harm to the pupil or others and only when proportionate and necessary.
- Use of either must always be consistent with Equality Act and Human Rights obligations and reasonable adjustments for pupils with SEND. A BSP must set out agreed approaches and reasonable adjustments for any pupil where risk is reasonably foreseeable.
- Seclusion is not to be used as punishment or routine behaviour management.

Acceptable practice (principles for both restraint and seclusion)

- Last resort: use only when de-escalation and other reasonable steps are not possible or would increase risk.
- Proportionate and minimal: the least restrictive response for the shortest time required.
- Continuous supervision and observation: the pupil must not be left unsupervised while subject to seclusion or restrictive hold.



- Record and inform: every significant incident must be recorded in writing as soon as practicable (same day aim) and parents informed in writing in line with school procedure.
- Debrief and review: arrange separate reflective conversations for staff and pupil, led by someone not directly involved where possible; review BSPs and adjust provision to reduce recurrence.

Unacceptable practises (examples to avoid)

- Any technique likely to cause pain, restrict breathing, involve hyper-extension, or hold a pupil face-down (prone) so their breathing is compromised.
- Leaving a pupil alone, unsupervised, in a room as a disciplinary measure.
- Using seclusion or restraint as routine behaviour correction or as a threat.
- Use of restraint or seclusion without timely recording or parental notification.

BSPs and reasonable adjustments

- For pupils with known risk factors or SEND, the BSP must: identify triggers, specify prevention/de-escalation strategies, name staff trained to use any agreed restrictive measure, set thresholds for recording, and list post-incident support and parental communication arrangements.

Governance and training

- SLT will ensure all staff receive practical training in prevention and safe use of restrictive interventions, and that incidents are logged centrally and analysed for patterns (including disproportionate use related to protected characteristics or SEND). Governors will review termly.

Key principles (brief)

- Record every significant incident involving restraint or seclusion as soon as practicable and aim to complete the MyConcern entry the same day.
- The requirement to record applies even where an approach is agreed within a Behaviour Support Plan (BSP).
- Records in MyConcern are the school's primary legal record: SLT will monitor, quality-assure and report from this dataset to governors.
- All MyConcern records must be factual, accurate and free from opinionated language.

Immediate procedure (what staff must do)

1. Ensure safety and, if required, arrange medical attention immediately.
2. Notify SLT as soon as it is safe to do so.
3. Complete a MyConcern incident report, complete the report template as soon as practicable and aim to finish it before the end of the same school day. If you cannot finish the same day, add an interim note and complete within 24 hours.



4. After completing the MyConcern entry and incident form, follow our standard parental notification procedure (telephone first if urgent, then written notification) and record details of that contact.

Signed — Headteacher (Elizabeth Pearce)
Date: 13 April 2026