EMSWORTH
PRIMARY SCHOOL

Restrictive Physical Intervention Policy

Date:	September 2026
Review Date:	September 2027
Responsibility:	Headteacher
STATUTORY	Yes
Checked against Equality Policy	Yes

Agreed by Governors: John Overton	Date: 24th September 2026
Headteacher: Rebecca Mitchell	Date: 24th September 2026

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This policy has been created to align with our legal duties, including our obligations under the Human Rights Act 1998 and the Equality Act 2010 and outlines the requirements for recording and reporting incidents where restrictive physical intervention or seclusion has been used.

This policy is based on guidance from the Department for Education Use of reasonable force and other restrictive interventions guidance (2026) which must be read alongside this policy and the HCC guidance document.

The following definitions inform this policy and how we might support pupils in our setting:

- Restrictive physical intervention - a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil.
- Reasonable force: a term used in legislation which includes restrictive physical interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.
- 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.
- Removal: a serious sanction used only when needed as a protective consequence to protect the child, other children or the safe and orderly sunning of the school.
- 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.

All staff within this setting help pupils to take responsibility for their own behaviour and all behaviour is viewed as a communication. We do this through a combination of approaches, which include:

- Relational practice.
- Trauma informed practice.
- Positive role modelling.
- Unconditional positive regard and trusting relationships.
- Teaching a broad and balanced curriculum that is well matched to the needs of the pupils.
- Setting appropriate boundaries and holding high expectations for all.
- Providing supportive feedback.
- Consideration of how the school and classroom environment can support all pupils to achieve and thrive.
- Sharing best practice for whole class behaviour management, and for managing communal spaces.
- Training staff in effective communication strategies.
- Recording and analysing data on the use of restrictive physical intervention to inform future plans.
- Working closely and collaboratively with parents of individual pupils
- Develop strategies to support individual pupils based on their identified needs
- Meeting the legal requirements of the Equality Act 2010 through provision of reasonable adjustments to ensure that pupils can benefit from what our setting offers

- Using preventative de-escalation techniques giving pupils time, space and taught strategies to be co-regulated or self-regulated.
- More details about our positive approach to behaviour can be found in our Relational Behaviour Policy.

There are times when pupil's behaviour presents particular challenges that may require restrictive physical intervention and the use of reasonable force. These occasions will be rare and intervention will only be used when necessary, appropriate and in the best interests of the pupil following the use of de-escalation strategies.

This policy sets out our expectations for the use of such intervention. It is not intended to refer to the general use of physical contact which might be appropriate in a range of situations:

- To give first aid
- To support physical care
- To guide or escort pupils, such as holding the hand of a pupil at the front/back of the line when going to assembly, when walking together around the school or on a school trip, or when helping a pupil to a space they have chosen to access to self-regulate
- To comfort a distressed pupil
- To congratulate or praise a pupil, for example a pat on the back or a handshake
- To demonstrate how to use a musical instrument
- To demonstrate exercises or techniques during PE lessons or sports coaching

This policy is consistent with our Child Protection, Safeguarding and Equal Opportunities policies and with national and local guidance for schools on safeguarding pupils.

We exercise appropriate care when using physical contact and acknowledge that for some pupils, physical contact would be inappropriate. Although, it is acknowledged that in an emergency situation physical contact may be required. For example, those with a history of physical or sexual abuse or those from certain cultural or religious groups. We pay careful attention to issues of sex and privacy, and to any specific requirements of certain cultural or religious groups.

<u>When can restrictive physical intervention be used?</u>

- To prevent a pupil from doing or continuing to cause injury to themselves or others.
- To prevent a pupil from committing or continuing to commit a criminal offence.
- To prevent a pupil from doing damage or continuing to do significant damage to property.
- To prevent a pupil from causing disorder among pupils at the setting, whether during a teaching session or otherwise or continuing to cause disorder among pupils at the setting.

The decision to use restrictive physical intervention will be informed by the following questions as part of a dynamic, in the moment, risk assessment:

- Is it necessary?
- Is it proportionate?
- Has the pupil's welfare been considered?
- Is it a last resort?
- Is there an alternative less intrusive reasonably practicable action?

Who can use restrictive physical intervention?

All staff can use restrictive physical intervention including the use of reasonable force to maintain safety in an emergency.

All teachers and any other person, who by virtue of their contract, have control or charge of pupils are authorised to use restrictive physical intervention including reasonable force under the conditions listed in the previous section.

At times the Headteacher may authorise additional staff to have control or charge of pupils and therefore be able to use restrictive physical intervention including the use of reasonable force.

All staff in our school receive regular training in relation to managing behaviour including co-regulation, de-escalation and planning for behaviour change. Records of this are maintained by the school and monitored by the governing body.

Where it is likely that a member of staff may be required to support a pupil through the use of restrictive physical intervention they access training from an accredited provider and risk assessments are used to ensure that this can happen as safely as possible.

What type of physical intervention can be used?

We all have a duty of care towards the pupils in our setting. This applies as much to what we don't do as what we do. We have a responsibility to intervene to keep pupils safe, taking control for the pupil, not control of them.

We do not use restrictive physical intervention for the purpose of punishment. We do not make use of any technique that could affect a pupil's breathing, risk positional asphyxia or affect circulation or apply pressure to their neck or abdomen. Pupils are not held on the ground. If a pupil goes to ground independently, they are immediately released.

Staff do not act in ways that might reasonably be expected to cause injury for example by:

- Holding a pupil around the neck or collar.
- Twisting or forcing limbs against the joint.
- Holding a pupil by the hair or ear.

Where staff require specific training in the use of restrictive physical intervention and reasonable force, we arrange that they receive training via the Hampshire County Council Primary Behaviour Service Team Teach training courses. This training is accredited by the Institute of Conflict Management (ICM).

Seclusion

Seclusion is 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. This is only ever used as a safety measure to protect others from harm whilst a pupil is experiencing high levels of emotional or behavioural dysregulation and is not acting with intent.

This is an emergency response and seclusion does not form part of our wide range of planned interventions. Where seclusion has been the only safe and practicable response in an emergency situation, we ensure that the pupil is confined in a safe and non-threatening or

intimidating environment. We supervise the pupil at all times and as soon as the risk of immediate harm has reduced we enter the space to support the pupil to regulate.

As part of our duties all instances of restrictive physical intervention, reasonable force and seclusion are recorded and reported.

The Difference between Seclusion and Removal

Whereas seclusion is a non-disciplinary, emergency response to a situation used to keep everyone safe, removal is a disciplinary sanction used as a serious protective consequence.

Removal is when a child is required to spend a set amount of time out of the classroom and continue their education. Periods of removal will only last as long as is needed to protect the child, other children or ensure the safe and orderly running of the school.

Consideration for pupils with special educational needs and/or disabilities (SEND)

All staff are aware that some children and young people with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. We acknowledge the potential triggers that may include:

- Pain / medical needs
- sensory overload
- unfamiliar situations or environments
- feelings of fear and anxiety.

We seek to understand the underlying triggers of challenging behaviour so that we can provide proactive support, create an inclusive environment and consider the impact of school policies on pupils with SEND. We are aware that pupils with SEND may become disproportionately subject to the use of physical intervention and the use of reasonable force. We seek ways to mitigate this risk through working with pupils, parents and other professionals to develop prevention and de- escalation strategies.

Possible strategies would include:

- removing stimuli that may be causing distress
- changing body language, facial expression, and/or tone of voice
- supporting the pupil to express their emotions before getting overwhelmed
- engaging the pupil in an activity which can help them manage their feelings of anxiety
- distracting the pupil in something that interests them or by introducing familiar objects and activities to redirect their attention

Where there is an identified risk, such as increased likelihood in the need to use reasonable force and/or other restrictive interventions, we have risk assessments in place. We make use of positive handling plans which outline adjustments to the school environment and ways for pupils to communicate their needs effectively. These plans focus on how to avoid physical intervention but they also detail circumstances where it may be appropriate for staff to have increased physical contact with a pupil. Positive handling plans are reviewed periodically with the pupil and their parents/carers.

Where a pupil has a disability, we have a duty under the Equality Act 2010 to take reasonable steps to avoid disadvantage so that the pupil can fully participate in the education provided by our school, and that they can enjoy the other benefits, facilities and services that the school provides for pupils.

Recording and Reporting

Our Governing Body ensure that all instances of the use of restrictive physical intervention, including the use of reasonable force and seclusion are recorded and reported in line with Section 93A of the Education and Inspections Act (2006).

We complete records as soon as possible after the incident, wherever possible on the same day.

Recording and Reporting – Physical Intervention Incidents

We record incidents even if restrictive physical intervention is being used with prior agreement of the parents / carers.

Our records include:

- Name of pupil and all staff involved – participants and observers.
- Any relevant needs including the SEND status, Child in Care status
- Time, date, location and approximate duration of the intervention or series of short interventions.
- What was happening before?
- What do you think triggered this behaviour?
- What de-escalating techniques were used prior to physical intervention?
- Any other information relevant to include.
- Why was restrictive physical intervention used?
- Post incident support.

These details are reported initially in our bound book. The Hampshire recommended paperwork is then also completed to provide further information. The numbers on the bound book and Hampshire paperwork are the same so records can be cross-referenced easily. The Hampshire paperwork is scan into CPOMS (our secure electronic records system). The original paper copies are then kept with the bound book in the Physical Restraint folder which is overseen by the Designated Safeguarding Lead and is kept in her office. The Hampshire paperwork can be found as Appendix A.

We report each incident of restrictive physical intervention to parents no later than the same day. If we believe that reporting the use of restrictive physical intervention to a parent will place a pupil at risk of significant harm we report the incident to either the other parent if there is no risk of significant harm or the local authority via pbs.teamteach@hants.gov.uk with the title RPI Report – Risk of Significant Harm.

We report to parents verbally and then follow up in writing via an email. Our report to parents will include:

- Time, date, location and approximate duration of the intervention.
- Why intervention was deemed appropriate.
- What type of intervention was used including the amount of force.
- Details of any injuries sustained by the pupil.

Recording and Reporting – Repeat Physical Intervention for Child with Significant SEND

Within the school, there are a very small number of children who, due to their significant SEND, may need an adult to physically intervene to keep them and others safe on a more regular basis. Where this is the case, the following happens:

- A positive handling plan is used to identify the triggers for that child and to ensure every effort is made to minimise the need for intervention as much as possible;
- It is established what 'normal' support through intervention looks like for that child (for example swaddling the child to provide comfort and allow them to calm);
- External support and guidance is sought from the Primary Behaviour Service and specialist provisions (such as Riverside) to ensure the approach is proportionate and has the best interests of the child at the core;
- This is agreed with parents and carers so everyone is aware of the strategies being used and why;
- Where the expectations for reporting are having a negative impact on the care the child is receiving (and the intervention is in line with what has been identified as 'normal, appropriate and necessary' for that child) a daily reporting sheet will be used to capture this information without removing the child's 1:1 for significant periods of time to complete records;
- These daily sheets will be given to parents at the end of each day and monitored daily by the SENCO/DDSL or DSL in her absence.
- The records will be scanned into CPOMS and retained in line with the school's retention policy.
- Any intervention which is outside of what is normal, appropriate and necessary to keep that child safe, will be reported using the full recording and reporting process listed on the previous page.
- This process will be kept under review to ensure the best interests of the child.

Recording and Reporting – Seclusion Incidents

We record all incidents of seclusion. If physical intervention is used prior to the seclusion, only the physical intervention paperwork will be completed to avoid duplicating paperwork. The seclusion paperwork will only be completed when physical intervention was not used. Our records include:

- Names of the pupil(s) and staff directly involved
- Any relevant needs or circumstances of the pupil, including if the pupil has SEND or is looked after
- Time, date, location and approximate duration of the seclusion
- A brief account of why the staff member(s) assessed that it was necessary to use the seclusion
- Any support provided after the seclusion

Our seclusion records are scanned into CPOMS (our secure electronic records system). The original paper copies are then kept are kept in the Physical Restraint folder which is overseen by the Designated Safeguarding Lead and is kept in her office. This paperwork can be found as Appendix B.

We report each use of seclusion to parents no later than the same day. If we believe that reporting the use of seclusion to a parent will place a pupil at risk of significant harm we report

the incident to either the other parent if there is no risk of significant harm or the local authority via pbs.teamteach@hants.gov.uk with the title Seclusion Report – Risk of Significant Harm.

We report to parents verbally and then follow up in writing via an email. Our report to parents will include:

- Time, date, location and approximate duration of the seclusion.
- Why seclusion was deemed appropriate.
- Any support provided after the seclusion

Follow-Up

As part of our commitment to working collaboratively with parents we arrange follow up meetings to discuss potential tiggers for behaviour, review the Positive Handling Plan in place, reflect on de-escalation strategies and what might be done differently moving forward. In addition, we review risk assessments, ensuring that all pupils where there is a risk of the need to use restrictive physical intervention have an individual risk assessment in place.

As per the school's duty under the schools (Recording and Reporting of Seclusion and Restraint) (No.2) (England) Regulations 2025 we record and report instances of seclusion and non-force related restraint as per the procedures above.

Pupil and Staff Support

We acknowledge that any restrictive physical intervention, including the use of reasonable force may be distressing for both pupils and staff. We ensure that any necessary medical assessment and treatment is sought following an incident. Injuries to the pupil are recorded on the restrictive physical intervention record and the school's accident book, staff report injuries via the HCC online reporting system in addition to the restrictive physical intervention record. HCC - Report an accident or incident

To support the wellbeing of both pupils and staff we hold de-briefs to facilitate reflection as well as repairing and rebuilding relationships and inform future actions. Where possible a member of staff who was not involved in the incident supports the de-brief process.

Monitoring

Our named governors **Brendan Gibbs** and **Paul Scales** support our school to comply with this policy and the associated DfE guidance. School leaders and governors review incidents of restrictive physical intervention to:

- Identify and implement improvements to policy and practice paying particular attention to situations where the same intervention has been used over a period of time and remains ineffective.
- Identify areas of learning and development.
- Understand patterns of behaviour, triggers and the effectiveness of pupil plans.
- Identify any disproportionate use of restrictive physical intervention in relation to pupils who share protected characteristics, SEN or other vulnerabilities.

These reviews take place at least annually and more regularly if restrictive physical intervention is in frequent use. Where data is collated we ensure that we do not over-interpret small sub-groups and appreciate the limitations of our data and what can be inferred from it. Governors receive termly updates on the amount of physical intervention and seclusion being used.

Concerns and Complaints

The use of restrictive physical intervention including the use of reasonable force can be distressing for all involved which can lead to concerns, allegations or complaints of inappropriate or excessive use.

Our school's complaints policy outlines how to make a complaint as well as the timescales for responses.

Where an allegation of assault or abusive behaviour is made, our Headteacher is immediately informed. If the allegation relates to the Headteacher then the Chair of Governors is immediately informed. We follow our Safeguarding and Child Protection Policies in these instances. Safety and wellbeing of pupils and staff is our upmost priority, and we always seek to avoid injury. It is possible that as part of a restrictive physical intervention including the use of reasonable force a pupil may accidently be scratched or bruised. This should not necessarily be seen as a failure of the professional technique but a regrettable and infrequent side effect of making sure the pupil remains safe.

Reviewing

The policy will be reviewed annually by the Governing Body.

Appendix A – Hampshire Physical Intervention Record Form

Hampshire County Council
Primary Behaviour Service

Form Number:

Physical Intervention Record Form

School …… DFE No……

Name of child/young person ……

Year Group …… Child in care: Yes / No SEN Register: Yes / No

When did the incident occur?

Date	Day of week	Time	Where?

Staff involved:

Name	Designation	Trained in an accredited physical intervention package (e.g., Team Teach)	Involved: physically? (P) observer? (O)	Staff signature

Please describe the incident:

1. What was happening before?
2. What do you think triggered this behaviour?
3. What de-escalating techniques were used prior to physical intervention?
4. Any other information relevant to include.

Why was Physical Intervention deemed necessary? Please circle the reason and give a brief description

Reason	**Descriptions of risk**
Prevent harm to self	
Prevent harm to others	
Prevent damage to property	
Maintain safety	
Other – specify and describe	

Which physical intervention technique/s were used? Tick as applicable and record **duration** of technique.

	Breakaway	Standing/escorting	Seated (chairs, beanbag, floor)	Lying prone (face down) or supine (face up) *
One person				
Two person				
More than two people (specify) ……				

*Due to the increased risk to breathing, holding the child/young person in either of these positions requires an advanced level of training from an accredited provider.

Please give details about the above technique/s ……

……

Has the child/young person been held before? Yes / No

If no:
An individual plan and risk assessment for the child/young person must be put in place, clearly detailing proactive, reactive, and physical intervention approaches.

If yes:
Does the individual support plan need to be reviewed as a result of this incident? Yes / No

Does the risk assessment need to be reviewed as a result of this incident? Yes / No

Who will action these reviews and when? (less than four weeks) .....

Who was the incident reported to and when? .....

.....

Was there any medical intervention Yes / No

Include names of any injured person and brief details of injuries .....

.....

.....

Please specify any related record form:

Accident Book ☐ Anti Bullying and Racist Incident Record Form ☐

Skin map for child/young person and/or adult ☐ Violent Incident Record ☐

Complaints recorded ☐

Others (please specify) .....

Was the pupil debriefed? Yes / No

Were staff offered a debrief? Yes / No

Was it taken up? Yes / No

Parents/carers were informed:

Date	Time	By whom?	How?

Form completed by:	Name	Designation	Date and time

Good practice dictates that schools should review what happened and consider what lessons can be learned, which may have implications for the future management of the pupil. These need not be added to this form but should be incorporated in the individual plans for the child.

If further advice is required around any issues related to physical intervention or the completion of this form, please contact: pbs.teamteach@hants.gov.uk

Appendix B – Seclusion Record Form

Internal Record of Seclusion

Staff, pupil and incident details

STAFF DETAILS	
Your name (as the member of staff who used the seclusion)	
Your role	
Names and roles of any other staff involved	Involved:
	Observer:

PUPIL DETAILS	
Name of pupil	
Any needs or circumstances of the pupil, e.g. if the pupil has SEND, is LAC	
The pupil's SEN code, if they have SEN (ask your SENCO if you're not sure)	

INCIDENT DETAILS	
Date of incident	
Time of incident	
Location of seclusion	
Approximate duration of the seclusion	
Were there any physical injuries to pupil and/or staff member(s)?	
Details of any physical injuries (if applicable)	
Any support provided after the seclusion, including any medical treatment for injuries to pupil and/or staff member(s)?	

Incident account

This should be a **brief account** of:

- **What** happened
- **Why** you assessed that it was necessary to use the seclusion you used

You should include:

- What led up to the seclusion
- Any potential or identified triggers
- Any preventative or de-escalation strategies you used

WHAT HAPPENED

WHY I ASSESSED THAT IT WAS NECESSARY TO USE THE INTERVENTION I USED (IF NOT COVERED ABOVE)

I confirm that the information above is accurate to the best of my knowledge.

Signed: _____ Date: _____