



# Hall Green Primary School

## Physical Intervention and Restraint Policy

Written: May 2026

Ratified by Governors: 14.05.26

Review frequency: Annual (or sooner if legislation/guidance changes)

Next review date: May 2027

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**Purpose:**

This policy sets out Hall Green Primary's approach to restrictive interventions (including reasonable force, restraint and seclusion). It aims to minimise the need for restrictive interventions through prevention and de-escalation, and to ensure that when restrictive interventions are necessary they are used lawfully, safely and proportionately. The policy applies to all staff and governors and to any adult authorised to work with our pupils. It sits alongside the Behaviour Policy, Safeguarding Policy, SEND policy and Health & Safety procedures.

**Principles (why we do this):**

- The safety, dignity and welfare of pupils and staff are paramount.
- Restrictive interventions may sometimes be lawful and necessary to keep pupils and others safe, but they must be avoided whenever possible.
- We will use the least restrictive response for the shortest time necessary.
- We will make reasonable adjustments for pupils with SEND and other vulnerabilities.
- Leaders and governors will ensure statutory recording and reporting requirements are met.

**Definitions (clarity of terms used in this school)**

- Restrictive intervention: any action that prevents, restricts or subdues movement of a pupil's body or part of it (physical and some non-physical actions).
- Reasonable force: use of force that is no more than necessary and for the least amount of time to manage an immediate risk.
- Restraint: an intervention that immobilises or limits movement (may be physical or via object/environment).
- Seclusion: keeping a pupil confined to a place away from others and prevented from leaving (non-disciplinary, safety measure).
- Significant incident: any use of force beyond ordinary, appropriate physical contact (see section on everyday physical contact).

**Legal and statutory framework (school responsibilities):**

This policy is written in line with: Education and Inspections Act 2006 (sections 93 & 93A); Schools (Recording and Reporting of Seclusion and Restraint) (No.2) (England) Regulations 2025; Health & Safety at Work etc. Act 1974; Human Rights Act 1998; Equality Act 2010; DfE guidance on restrictive interventions (2026). The governing body will have regard to statutory duties on recording and reporting significant incidents.

**Prevention, de-escalation and whole-school measures (universal expectations)**

Leaders will prioritise measures that reduce the need for restrictive interventions:

- Curriculum and classroom environment: predictable routines, clear expectations, low sensory overload, recovery spaces throughout the school where pupils may self-regulate.
- High-quality universal behaviour practice: consistent routines, calm adult behaviour, staff trained in dysregulation and de-escalation strategies and transitions.
- Staff development: training in trauma-aware practice, de-escalation, communication strategies and use of reasonable force where required (see Training section).
- Monitoring and analysis: regular audit of incidents and triggers to inform environment, timetable and staffing changes.
- Parental and multi-agency engagement: early involvement with parents and external professionals (health, CAMHS, SALT, LA) to reduce risk.

### **Individual risk reduction and planning (targeted measures)**

- Risk assessment: where a pupil presents a foreseeable risk of harm, the school will complete a documented positive behaviour plan / risk assessment (signed by parents/carers). This will set out triggers, early help and de-escalation strategies, reasonable adjustments and agreed responses if behaviour escalates.
- Personal plans for pupils with SEND: these will include reasonable adjustments required under the Equality Act, communication supports (visuals, simplified language, SSE), and therapeutic strategies where appropriate.
- Identification of staff: staff who know the pupil best will be involved in planning; rota of trained staff for foreseeable high-risk periods.

### **When restrictive interventions may be used (decision factors)**

Staff may use reasonable force only where it is necessary to prevent immediate harm or risk, for example to:

- 1) prevent a pupil injuring themselves or others;
- 2) prevent a pupil committing a criminal offence;
- 3) prevent damage to property;
- 4) prevent significant disorder.

Before, during and after any intervention staff must consider: necessity, proportionality, pupil welfare, pupil characteristics (age, size, SEND, medical conditions), alternatives and whether intervention will increase risk. Use the least restrictive option for the shortest time.

### **Everyday physical contact (permissible, not restraint)**

Appropriate contact includes guiding, holding hands for safety, comforting a distressed pupil, first aid, demonstrating a musical instrument or PE technique, a pat on the back or handshake. Staff judgement must reflect the pupil's needs and safeguarding guidance.

### **Unacceptable uses of force and banned practises**

- Force used as punishment is illegal and will not be used.
- Never restrain a pupil in a way that compromises airway, breathing or circulation (no pressure to neck, chest, abdomen; no covering mouth/nose).
- Avoid ground holds where possible; if a pupil is unintentionally held on the ground, staff should release or reposition to a safer alternative as quickly as possible and seek medical attention if needed.
- Never use seclusion as a disciplinary threat or punishment.

### **Seclusion (use, safeguards and recording)**

- Seclusion is only used as a safety measure when a pupil is at high levels of dysregulation and other measures have failed, and when it is necessary to protect others. It is not a sanction.
- The seclusion space must be safe, non-threatening, appropriately supervised at all times, and used for the minimum time needed. The pupil must be allowed to leave as soon as risk decreases.
- Any seclusion incident is a significant incident and must be recorded and reported as required by the Regulations.

### **Searching and use of force to search**

Headteacher-delegated staff may search a pupil for prohibited items where there are reasonable grounds. Reasonable force may be used only to the extent necessary to carry out a lawful search for prohibited items, not for items banned under school rules only. Follow DfE Searching, Screening and Confiscation guidance when searching.

### **Training, competence and staff welfare**

- The headteacher and SENCo will determine which staff require formal training in restrictive interventions and ensure chosen training reflects this policy and national guidance. Training will emphasise prevention, de-escalation and lawful, safe use of force.
- Staff likely to need to use restrictive interventions will receive refresher training and be included in risk assessments.
- The school recognises the potential impact on staff involved in incidents; post-incident support, debrief and access to occupational health/welfare are provided.

### **Recording, reporting and governance oversight (statutory duties)**

- All significant incidents (including seclusion) must be recorded on the school's central incident record within 24 hours and include: date/time, location, names of staff and pupils involved and witnesses, de-escalation strategies used, description of the intervention, duration, any injuries and first aid/medical action, pupil and parent/carer contact and outcome. (This record will meet the information required by section 93A and the 2025 Regulations.)

- The headteacher will notify parents/carers of any significant incident as soon as reasonably practicable (and in any case in line with the timescales set out by the Regulations). Where there is concern about sharing information with a parent, the DSL will be involved and legal/safeguarding advice sought.
- The headteacher will ensure the governing body receives anonymised termly data on use of restrictive interventions (number, by pupil characteristics, location, patterns) and a full report after any serious incident. Governors will challenge patterns and ensure training and resource responses.
- Where required by law (e.g. criminal offence or safeguarding concerns), the school will make appropriate external reports (LA, police) and cooperate with any investigation.

#### **Post-incident practice (pupil and staff)**

- Immediate: ensure safety, provide first aid, move others away, and notify SLT. If the pupil needs medical attention, act immediately.
- Debrief: staff involved should debrief with a member of SLT as soon as possible and complete the incident record. The pupil will be supported to understand what happened, with time to reflect and restorative discussion where appropriate and safe. Parents/carers will be informed and invited to a meeting where necessary.
- Review: incidents will trigger a review of pupil risk plans, school practises and environmental or staffing adjustments to prevent recurrence. The school will use incidents to inform training and whole-school improvement.

#### **Safeguarding, equality and SEND considerations**

- Pupils with SEND, communication difficulties, trauma histories, sensory needs or EAL may be particularly vulnerable to distress from restrictive interventions. Staff must follow individual plans and reasonable adjustments.
- The school will not use policy or practice that discriminates unlawfully under the Equality Act. Any disproportionate use of restrictive interventions for particular groups will be examined and remedied.

#### **Responding to complaints and independent scrutiny**

- Parents may raise concerns or complaints through the school's complaints procedure. Significant incidents that meet the statutory threshold will be reported to the governing body and, where required, to the LA.
- The governing body will commission periodic external review of practice where there are recurring concerns, and ensure transparency with stakeholders.

#### **Record retention and data protection**

- Incident records will be stored securely in line with data protection requirements and retained in line with the school's retention schedule and statutory guidance. Access is limited to those who need it for safeguarding, legal or governance purposes.

### **Monitoring, quality assurance and review (how we know it's working)**

- Termly governance report on restrictive interventions and patterns.
- Annual audit of staff training, risk assessments, and personal plans for pupils where use is foreseeable.

### **Responsibilities (who does what)**

- Governors: ensure policy meets statutory duties, receive monitoring reports and hold leaders to account.
- Headteacher: implement policy, ensure staff training, oversight of records, parent notifications and reporting to governors/LA.
- DSL/SLT: support staff in decision making and post-incident debrief, involve external agencies as required.
- All staff: follow policy, use prevention/de-escalation, record and report significant incidents promptly, participate in training.

### **Local implementation notes for Hall Green Primary (school-specific actions)**

- Risk assessments for named pupils (e.g. those with SEND or high risk of dysregulation) will be completed and reviewed regularly including after any significant incident.
- The school will maintain a central incident log with copies held by the headteacher.
- Termly analysis will disaggregate incidents by year group, FSM status and SEND to check for disproportionality and address patterns (aligned to our school context where disadvantage and SEND prevalence are high).

### **Appendices (forms and templates)**

- Appendix 1: Record of Physical Intervention and Restraint (to meet section 93A requirements).
- Appendix 2: Seclusion record pro-forma.
- Appendix 3: Staff debrief checklist and welfare support pathway.

### **Sources and cross-referencing (statutory guidance the school has followed)**

- DfE guidance: Restrictive interventions, including use of reasonable force, in schools (statutory recording/reporting elements and non-statutory guidance).
- Education and Inspections Act 2006 (sections 93 & 93A).

- Schools (Recording and Reporting of Seclusion and Restraint) (No.2) (England) Regulations 2025.
- Searching, Screening and Confiscation guidance (DfE).
- Equality Act 2010; Human Rights Act 1998; Health & Safety at Work etc. Act 1974.

Notes: This policy will be published for staff and parents. Staff will receive ongoing training and copies of the incident and risk-assessment templates.



## Appendix 1:

### HALL GREEN PRIMARY SCHOOL RECORD OF POSITIVE PHYSICAL HANDLING / RESTRAINT

#### Guidance on Completion of the Record of Positive Physical Handling / Restraint Form

1. Before completing any information, ensure that you are not filling in the master copy.

If you have the master copy open:

- close it without saving any changes
- right click on the file name and select copy, then paste
- open the copy file and continue to complete that version

2. Ensure that all sections of the form are completed for each incident.

3. If the child's needs are such that the section Child's View cannot be completed, please note this instead of responding to the prompts.

4. Information on this form may be helpful in finding ways to avoid or avert the behaviour which resulted in a physical restraint being necessary. It is therefore important to be specific, and not use general descriptions

e.g. "Child kicking off" is not appropriate even when there is little knowledge of why the child is displaying undesirable behaviour. An alternative may be, for example, "An argument at home with sibling meant that the child was unhappy coming into school. This was then exacerbated by a lesson which the child struggles with/is historically negative about, resulting in low level disruption including kicking the table..."

e.g. "Bad mood" is not appropriate. An alternative may be "Child returned from break having had an argument with x child and was still angry/upset/felt the outcome was unjust. Sullen attitude and low level defiance prompted adult warning which was then followed by" etc.

5. Text boxes will automatically expand to fit the text inputted.
6. In sections which require an option to be ticked, a tick is provided to copy and paste
7. When complete, save the form into the file named Physical Restraint Log on the shared area. Ensure that you are saving the document into the correct year 's sub-file.

Rename the document using the following format:

Physical restraint log for **child's name dd-mm-yyyy**

(**Red font** indicates where specific details should be used to note name and date)



transfer adult <input type="checkbox"/> success reminder <input type="checkbox"/> other (pleases specify)
<b>Why was the decision made to use restraint?</b> To prevent child from causing injury to him/herself <input type="checkbox"/> To prevent child from causing injury to others <input type="checkbox"/> To prevent child from causing damage to property <input type="checkbox"/> To prevent child from causing serious disruption <input type="checkbox"/> To prevent child / young person from running away <input type="checkbox"/> Other (Please specify) <input type="checkbox"/>
<b>Did Police attend?</b> Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>Was an urgent safeguarding referral made:</b> Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, to whom and when:
<b>Description of physical restraint holds used:</b> <i>(Include approximate time span of any holds)</i>
<b>Child's views</b> Report read and discussed with child Yes <input type="checkbox"/> No <input type="checkbox"/> Child agrees with content Yes <input type="checkbox"/> No <input type="checkbox"/> ✓ If no, what is the child's view?  If yes, does the pupil have any further comment?
<b>Did the child suffer any injury as a result of this incident?</b> Injury location and description:
<b>If the child did suffer any injury as a result of the incident, what level of medical attention was provided or facilitated?</b> (e.g. brief description of first aid treatment; advised to attend/taken to hospital; attended hospital where x-ray/stitch given etc)

**Did staff or others suffer any injury as a result of this incident? Injury location and description for each person injured?**

**If staff or others did suffer any injury as a result of the incident, what level of medical attention was provided or facilitated?** (e.g. brief description of first aid treatment; advised to attend/taken to hospital; attended hospital where x-ray/stitch given etc for each injured person)

**Post-incident information**

Was any post-incident support offered and given to the child?

- a) De-brief with adult [ ]
- b) Other (please specify ) [ ]
- c) Offer declined by child [ ]

Was any post-incident support requested by and given to member of staff / other adult?

- a) De-brief with colleague [ ]
- b) De-brief with Head Teacher [ ]
- c) Occupational Health Counselling [ ]
- d) Offer declined by staff [ ]

*If more than one adult was a participant in the incident, please copy and paste the above as necessary.*

✓

**Parent/carer notified:** Yes [ ] No [ ]

Name:

Relationship to child:

Method (i.e phone, in person, email):

**Parent(s) response:**



(tick below):					
verbal advice and support	<input type="checkbox"/>	reassurance	<input type="checkbox"/>	calm talking/stance	<input type="checkbox"/>
success reminder	<input type="checkbox"/>	time out offered	<input type="checkbox"/>	choices/limits/consequences	<input type="checkbox"/>
distraction	<input type="checkbox"/>	planned ignoring	<input type="checkbox"/>	access to toilet/drink/medical	<input type="checkbox"/>
negotiation	<input type="checkbox"/>	humour	<input type="checkbox"/>	transfer adult	<input type="checkbox"/>
<b>Evidence seclusion ended because risk reduced (description):</b>					
<b>Injuries / medical attention provided (if any):</b>					
<b>Parent/carer notified:</b> Yes <input type="checkbox"/> No <input type="checkbox"/>					
Name:					
Relationship to child:					
Method (i.e phone, in person, email):					
<b>Debrief arrangements (time/date for staff and pupil debrief):</b>					
<b>Record of seclusion added to central incident log: Y / N — logged by (name):</b>					
<b>Actions and follow-up (update to risk plan / external referrals / arrangements to reduce need for future seclusion):</b>					

**Completed by (name/role) and date:** \_\_\_\_\_

**Reviewed by SLT / DSL and date:** \_\_\_\_\_

**Appendix 3:**



**HALL GREEN PRIMARY SCHOOL  
STAFF DEBRIEF CHECKLIST FOLLOWING PHYSICAL INTERVENTION, RESTRAINT  
OR THE USE OF SECLUSION**

Staff name:	In reference to incident log:
<p>Immediate safety checked and recorded (Y/N)</p> <p>Any outstanding medical checks?</p>	
<p>Brief factual chronology recorded on incident form (who completed it?):</p>	
<p>Were safeguarding thresholds met? (MARF / Early Help / CIN / CP) — action logged:</p>	
<p>Emotional/welfare support for staff arranged? (E.g. brief restorative discussion, time out, access to counselling) — details:</p>	
<p>Plan to update pupil risk plan / behaviour plan (who / by when?):</p>	
<p>Learning points (environment, supervision, training needs):</p>	
<p>Is external reporting required? (Police / LA / Occupational Health) — record action:</p>	
<p>Completed by (name / role) and date:</p>	



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