



# Restrictive Interventions Policy

Beechdale Nursery and Consett Infant School Federation

Date adopted: 16<sup>th</sup> June 2026

Review date: June 2027

## Introduction and purpose

This policy sets out Beechdale Nursery and Consett Infant school's approach to restrictive interventions (including the use of reasonable force, physical restraint, seclusion and other limiting practises). It is written in line with current UK legislation and guidance, including the Human Rights Act 1998, Equality Act 2010, Keeping Children Safe in Education, relevant DfE guidance on use of reasonable force, and the April 2026 Review Report on restrictive interventions. The policy supports the school's vision and values and aims to keep children, staff and the wider community safe while minimising the use of restrictive interventions.

## Aims

- Ensure any use of restrictive intervention is lawful, proportionate, necessary and the least restrictive option for the situation.
- Minimise the need for restrictive interventions through prevention, de-escalation and reasonable adjustments for children with SEND.
- Protect the dignity, rights and wellbeing of children, including those with SEND or who share protected characteristics.
- Provide clear roles, responsibilities and procedures for staff, leaders, governors, parents/carers and external agencies.
- Ensure robust recording, reporting, monitoring and review of all incidents so practice and policy improve over time.

## Scope

This policy applies to:

- All school staff (teaching and support staff, volunteers, agency staff, contractors) while engaged in school activities.
- Children on roll at our Federation, including in on-site wraparound care (breakfast club, after school clubs) and during school visits and trips.
- Governing body, Headteacher and senior leaders.
- Parents/carers and visitors, where relevant.

This policy covers:

- Use of reasonable force to prevent harm or damage.



- Physical restraint to prevent a child from causing significant harm to themselves or others.
- Seclusion (temporary isolation) where a child is placed alone and not allowed to leave (permitted only in limited circumstances and according to law and guidance).
- Use of protective devices or other restrictive practises.

## Principles

- Any restrictive intervention must be a last resort, used only when de-escalation and less restrictive measures have failed, and there is an imminent risk of harm or serious disruption.
- Staff must act in children's best interests and with respect for their legal rights.
- The school will consider the child's age, understanding, SEND (including reasonable adjustments), cultural background, and any known triggers or medical needs before, during and after incidents.
- Recording and transparency: every incident will be documented, reported to parents/carers and reviewed by leaders and governors, with learning used to reduce future occurrence.
- Equality and non-discrimination: monitor for disproportionate use in relation to protected characteristics and take corrective action where needed.

## Roles and responsibilities

### Governing body

- Approve and periodically review this policy.
- Ensure policies are aligned with legal duties: Human Rights Act 1998, Equality Act 2010 and statutory safeguarding requirements.
- Receive regular reports on restrictive intervention data, patterns and improvement actions.
- Ensure adequate resources for staff training, support and data analysis.

### Headteacher (and federation leadership)

- Ensure implementation of the policy across Beechdale Nursery and Consett Infant School Federation
- Ensure staff training, clear procedures and adequate supervision.
- Ensure incidents are recorded, reported and investigated as required.
- Ensure parents/carers are informed following incidents and engaged in planning to reduce future risk.
- Bring to governors' attention any allegations of inappropriate use and manage in line with Keeping Children Safe in Education.



## Senior leaders / SENCo / DSL

- Oversee risk assessment, behaviour support plans and reasonable adjustments for children with SEND.
- Maintain central records of incidents and data analysis; identify trends (repeat patterns, triggers, disproportionate use).
- Ensure staff receive relevant Team Teach CPD in positive behaviour support, de-escalation and safe intervention techniques
- Coordinate post-incident support for children and staff and ensure referrals to external agencies where indicated.

## All staff

- Follow this policy and associated procedures.
- Use prevention and de-escalation strategies as first response.
- Only use reasonable force or restraint when necessary, proportionate and in line with training and guidance.
- Record and report incidents promptly and accurately.
- Contribute to review and improvement of behaviour support plans.

## Parents and carers

- Be informed of this policy and the school's approach.
- Engage with the school in preventing escalation through cooperation, sharing relevant information and attending review meetings for behaviour support plans.
- Will be notified following a restrictive intervention incident and can raise concerns through the school's complaints procedure.

## Children

- Supported to understand expectations about behaviour in age-appropriate ways.
- Where appropriate and safe, be involved in planning to reduce the need for restrictive interventions (e.g. child-friendly behaviour support plans).

## External agencies and partners

- Contribute to assessment, planning and support for children whose needs require multi-agency input.
- Co-operate with the school's recording and reporting processes and safeguarding protocols.

## Prevention, de-escalation and alternatives

## Whole-school strategies

- High-quality inclusive curriculum, taught routines and consistent behaviour approaches that reflect the school's ethos.



- Staff training on trauma-informed practice, positive behaviour management, de-escalation, effective communication and reasonable adjustments for children with SEND.
- Use of environment and classroom management to reduce triggers (calm spaces, predictable routines, sensory considerations).
- Clear classroom roles and responsibilities for children to support positive behaviour and independence.
- Promotion of emotional literacy, restorative approaches and pastoral support including school therapy dog Daisy and Mrs. Richardson (school councillor).

### Individual strategies

- Early identification of needs via assessments and transition information from Beechdale Nursery and other settings.
- Behaviour support plans, risk assessments and Individual Healthcare Plans (IHPs) where relevant.
- Reasonable adjustments under the Equality Act 2010 — e.g. communication methods, adapted sanctions, sensory breaks.
- Involvement of parents, SENCo and external agencies (CAMHS, Educational Psychologist, paediatric services) in planning.
- Clear crisis plans for children with repeat patterns or high risk of escalation.

### When restrictive interventions may be used

#### Permitted circumstances

- To prevent a child injuring themselves or others.
- To prevent a child causing significant damage to property.
- To prevent a child committing a criminal offence (including causing significant disorder).
- To prevent a child engaging in behaviour that seriously disrupts a lesson or activity where other measures have failed and there is a serious risk of harm.

#### What is not permitted

- Use of force as punishment.
- Any intervention that degrades, humiliates or deliberately causes pain.
- Any form of prolonged seclusion used as punishment or without strict procedural safeguards.
- Use of restraint techniques beyond the scope of training, or devices that restrict breathing, or prone restraint, except where life is at immediate risk and no other option exists (and reported as a serious incident).

#### Safeguarding and allegations

- Any allegation that a member of staff has used inappropriate or excessive force must be dealt with in line with Keeping Children Safe in Education, the school's



safeguarding policy and allegations procedures; this may include suspension while an investigation takes place.

- Complaints raised by parents should follow the school's complaints procedure.
- Ensure local authority safeguarding partners are informed where required.

## Recording, reporting and data management

### Recording requirements

- Record every incident where force, seclusion or restraint is used, however minor, using the school's incident recording form.
- Records must include:
  - Child's name, year group, date and time
  - Location of incident
  - Staff and witnesses present
  - Description of antecedent behaviours and de-escalation attempts
  - Reason for intervention and legal basis used
  - Exact nature of restrictive intervention, duration and techniques used
  - Any injuries or medical treatment required
  - Notifications made (parents, DSL, Headteacher, safeguarding)
  - Follow-up actions, changes to plans and review date
  - Signed by staff involved and countersigned by senior leader

### Reporting

- Parents/carers must be informed as soon as reasonably practicable and given a copy of the incident record or a summary.
- Incidents that meet statutory thresholds (serious injury, repeated use or concerns about practice) must be reported to the local authority and safeguarding partners where relevant.
- Allegations of inappropriate practice reported to the LADO (Local Authority Designated Officer) as per safeguarding requirements.

### Data management and governance

- Senior leaders (DSL / Headteacher / SENCo) maintain a central log and analyse data termly, reporting findings to governors.
- Governing body should interrogate data to identify patterns, training needs and disproportionate use among groups (SEN, protected characteristics, pupil premium).
- Consider limitations of small cohorts and avoid over-interpreting small subgroups; use trends and qualitative insight to inform action.

### Post-incident support and debrief

- Provide immediate care for injured children and staff; arrange medical attention where needed.



- Conduct a timely post-incident review involving relevant staff, SENCo and parents/carers to: evaluate the incident, update risk assessments and behaviour support plans, identify prevention strategies and any additional support required.
- Offer support to staff involved (reflection, supervision, counselling if needed).
- Where repeated incidents occur, consider escalating to external agencies and reviewing placement or in-school support.

### Training and competence

- All staff receive basic training in positive behaviour management, prevention and de-escalation.
- A subset of staff (designated team) receive accredited training in safe handling and restraint using Team teach; training refreshed regularly (minimum annually or as required).
- Training includes safeguarding, equality duties, trauma-informed practice, legal context and record-keeping.
- Governors and senior leaders receive appropriate briefing on policy, legal duties and data interrogation.

### Risk assessment, behaviour support plans and reasonable adjustments

- Risk assessments should be in place for children at foreseeable risk of requiring restrictive intervention.
- Behaviour support plans should describe triggers, early warning signs, de-escalation techniques, agreed interventions and post-incident responses; they should be co-produced with parents, child (where appropriate) and external professionals.
- Ensure IHPs and reasonable adjustments are current and reflected in classroom practice.
- Review plans at least termly or after any incident.

### Seclusion, isolation and time-out

- Time-out (short period out of classroom with supervision) may be used as a de-escalation tool when reasonable and safe.
- Seclusion — placing a child alone in a room or area and preventing them from leaving — is only permitted where:
  - It is necessary to reduce an immediate risk of harm; and
  - The environment is safe, supervised and proportionate; and
  - The child's SEN, age and understanding are considered; and
  - The Headteacher is informed and parents notified promptly; and
  - Full records are kept and reviewed.
- Prolonged seclusion is not used as punishment.

### Monitoring, review and continuous improvement



- The Headteacher will ensure incidents are analysed termly and information is reported to governors.
- Key questions for leaders when reviewing data and practice:
  - Which pupils are involved repeatedly and why?
  - Are interventions linked to identifiable triggers or times/locations?
  - Is there disproportionate use for pupils with SEND or those with protected characteristics?
  - Are staff sufficiently trained and confident in de-escalation techniques?
  - What changes to practice, environment or plans would reduce future incidents?
- The policy will be formally reviewed annually or sooner if legal guidance changes, significant incidents occur or local authority guidance requires.

### Key related documents and references

- Keeping Children Safe in Education (latest edition)
- Human Rights Act 1998
- Equality Act 2010
- DfE guidance on the Use of Reasonable Force (latest)
- Restrictive interventions, including use of reasonable force, in schools — Review Report (April 2026)
- School safeguarding policy
- Behaviour policy
- SEND policy and SEND information report
- Individual Healthcare Plans and medical protocols
- School complaints procedure
- What incident recording form will we use and where will central records be held?
- What is the process and timescale for informing parents/carers after an incident?
- What thresholds trigger referral to the local authority, LADO or safeguarding partners?

### Summary

This policy commits Beechdale Nursery and Consett Infant School Federation to minimising restrictive interventions through prevention, reasonable adjustments and staff competence, while providing transparent, lawful and proportionate procedures when interventions are required. The policy underpins the school's inclusive ethos and the focus on pupil wellbeing and safety.