Ribby with Wrea Endowed C.E. Primary School

RESTRICTIVE INTERVENTIONS POLICY

"A loving, inclusive family"
Life in all its fullness

At Ribby with Wrea, we understand the uniqueness of all our pupils and encourage them to fulfil their potential. God is at the heart of our loving, inclusive family. We want all who learn and work here, and within our community, to experience the joy and hope of 'Life in all its fullness' (John 10:10).

Our Christian vision guides our commitment to a safe, caring and inclusive school community in which every child is valued, treated with dignity and supported to flourish.

Policy owner	**Headteacher / DSL: Rachel Sharp**
Deputy DSL / Pastoral and Behaviour Lead	Matt Hall
Approved by / date	Governing Body: Autumn 2026
Next review	October 2027 (or earlier if guidance changes)

1. Statement of intent

At Ribby with Wrea Endowed C.E. Primary School, our Christian vision of "a loving, inclusive family" underpins an approach rooted in respect, compassion, dignity and reconciliation. We recognise that behaviour can communicate unmet needs. Positive relationships, appropriate adjustments and proactive support will be used to minimise the need for restrictive interventions. Restrictive interventions are a last resort, used only where lawful, necessary and proportionate to the circumstances.

2. Aims

- Ensure that pupils, families, staff and governors understand the school's approach.
- Protect pupils' dignity, safety, welfare and rights.
- Ensure any intervention is necessary, reasonable, proportionate and the least restrictive available.
- Ensure clear recording, same-day communication, monitoring and review following incidents.

3. Legal and related framework

This policy reflects section 93 of the Education and Inspections Act 2006 (reasonable force), the Equality Act 2010, safeguarding duties and relevant Department for Education guidance. It should be read alongside the school's Behaviour Policy, Safeguarding and Child Protection Policy, SEND Policy, Health and Safety Policy, Staff Code of Conduct and Complaints Procedure. Staff must follow the current statutory guidance and any school-approved training.

4. Definitions

Restrictive intervention: an action that restricts a pupil's movement, liberty or freedom to act independently. It may be physical (reasonable force to control or restrain) or non-physical (for example, blocking access to a dangerous area).

Reasonable force: physical force that is necessary and proportionate in the circumstances; only the minimum required should be used. Ordinary supportive contact, such as appropriate reassurance or guidance, should be distinguished from restrictive intervention according to its purpose and effect.

5. Core principles

- De-escalation, calm communication, distraction, choices and restorative approaches are prioritised.
- Interventions must never be punishment, humiliation or a substitute for appropriate provision.
- The least restrictive safe response is used, for the shortest time necessary; stop once the risk has reduced.
- The pupil's age, size, SEND, medical needs, communication, trauma and known triggers are considered.
- Staff seek assistance when safe and practical, while responding promptly to immediate danger.

6. Circumstances in which intervention may be used

Staff may use reasonable force within the legal framework where necessary, for example, to prevent injury to a pupil or another person, serious property damage, an offence, or behaviour that seriously prejudices good order and discipline. Every decision must reflect the immediate risk and whether a less restrictive response is feasible. This is not a blanket authorisation to restrain pupils for non-compliance.

7. Prevention and individual planning

- Develop positive relationships, clear routines and engaging, accessible teaching.
- Identify needs early, including SEND and social, emotional and mental health needs.
- Use reasonable adjustments, co-regulation, visual or communication support and de-escalation.
- Where risks are known, agree a personalised risk assessment and behaviour support plan with relevant staff, the SENDCO, the pupil and parents/carers as appropriate.
- Review plans after significant incidents or changes in need; individual plans do not remove the need to judge each incident on its merits.

8. Safe practice and staff responsibilities

- All staff must take reasonable steps to prevent escalation and act within their duty of care.
- Use the minimum force needed, for the shortest time, and continually reassess safety.
- Never use techniques that restrict breathing, deliberately inflict pain, or compromise dignity or safety.
- Seek assistance and appropriate medical attention promptly where needed.
- Report and record every incident involving physical restrictive intervention.

9. Recording and reporting

Any incident involving physical restrictive intervention MUST be recorded as soon as possible on CPOMS under the "Restrictive Interventions" tab. If this category is not yet configured, the DSL must arrange for it to be added; meanwhile the incident must be logged promptly on CPOMS and explicitly identified as a restrictive intervention.

The CPOMS record must include:

- The reason for the intervention, the immediate risk and relevant antecedents.
- The actions taken, including de-escalation attempted, the nature of physical intervention and staff/witnesses involved.
- The duration of the intervention.
- Any injuries, distress or welfare concerns, and action taken.
- The pupil's views, where appropriate, including a later account if the pupil needs time to regulate.

Parents/carers MUST be informed on the same day whenever a physical intervention has taken place. Record when and by whom they were contacted, the information shared and any response. Escalate safeguarding concerns immediately to the DSL; follow the safeguarding policy for allegations or concerns about staff conduct. Senior leaders will monitor all incidents to ensure interventions remain safe, necessary and proportionate, identify patterns and agree preventative actions.

Where a school RF1 or other local reporting form is required, complete it in addition to — not instead of — the CPOMS "Restrictive Interventions" record. Any accident/injury reporting requirements must also be followed.

10. Support and debrief after an incident

- Check immediate physical and emotional wellbeing; provide first aid or medical support if needed.
- Allow time for regulation, then offer an age-appropriate restorative conversation and invite the pupil's views.
- Support staff involved and offer a structured debrief following significant incidents.
- Review triggers, reasonable adjustments, risk assessments and support plans; record agreed follow-up.

11. Safeguarding and inappropriate use

Restrictive intervention is a safeguarding matter. Concerns about excessive, unsafe or inappropriate force must be reported and addressed through the school's safeguarding and allegations procedures. Intervention must never be used as punishment or to cause pain, humiliation or distress. Concerns will be investigated and may lead to disciplinary action.

12. Training, oversight and review

The Headteacher ensures staff understand this policy and receive appropriate behaviour management and de-escalation training; accredited positive handling training will be arranged where needs and risk assessments indicate. Matt Hall, as Pastoral and Behaviour Lead and Deputy DSL, supports incident review and staff practice. Sarah Hargreaves, SENDCO, advises on reasonable adjustments and individual planning. The DSL maintains safeguarding oversight. Governors monitor implementation and review the policy annually or sooner following relevant changes.

Appendix A — Post-incident reporting checklist

- Make everyone safe; attend to injury, distress and safeguarding concerns.
- Inform DSL/senior leader without delay.
- Log promptly on CPOMS → Restrictive Interventions, including reason, actions, duration, injuries/distress and pupil voice.
- Inform parents/carers on the same day and record contact.
- Complete any additional RF1/accident documentation required locally.
- Arrange pupil/staff debrief and review risk assessment/behaviour support plan.
- SLT reviews incidents and emerging patterns; escalate concerns under safeguarding procedures.