



Restrictive Intervention Policy

Policy Code:	
Policy Start Date:	April 2026
Policy Review Date:	April 2027

Overview

This policy is Trust-wide.

Part 1 provides the principles behind the use of Restrictive physical intervention in all our schools and provides key statutory guidance for all staff.

Part 2 will be contextualised by schools to show how these principles will be applied in each unique CIT setting.

Part 1

CIT Statutory Guidance for Restrictive Physical interventions (RPI)

Community Inclusive Trust is committed to safeguarding and promoting the welfare, dignity and human rights of all pupils. The Trust recognises that, on rare occasions, physical intervention (PI) and restrictive physical intervention (RPI) may be necessary within our schools to prevent serious harm or risk. We are fully aware that such interventions can have a significant physical and psychological impact on pupils, staff and families, and their use is therefore taken very seriously.

The Trust is committed to meeting the needs of all pupils through a systemic, positive and proactive approach to behaviour support, underpinned by strong relationships, prevention and de-escalation strategies. Restrictive physical intervention will only ever be used as a last resort, when all other strategies have been exhausted or are inappropriate, and only when it is necessary, proportionate and lawful. Any intervention will be used for the shortest possible time required to maintain safety.

Staff are appropriately trained to recognise risk, use preventative and de-escalation strategies effectively, and, where unavoidable, to apply physical intervention safely, confidently and in accordance with approved guidance and the Trust's policies.

1. Scope

This policy applies to:

- All academies within the Trust
- All staff, including teachers, support staff, agency staff, volunteers and contractors
- All pupils on our school rolls
- The policy should be applied consistently across the Trust, and school leaders will be expected to detail their own individual school context at the end of this policy.

2. Legal Framework

This policy is informed by, and complies with, the following key legislation and statutory guidance:

- Education and Inspections Act 2006, section 93A (power to use reasonable force)
- Restrictive interventions, including the use of reasonable force, in schools (DfE, effective from 1 April 2026)
- Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025
- Keeping Children Safe in Education 2025
- Equality Act 2010 and Human Rights Act 1998

3. Key Definitions

For the purposes of this policy, the Trust adopts the definitions set out in the April 2026 DfE guidance:

Restrictive Intervention - Any action that limits a pupil's movement, liberty or independence, either physical or non-physical.

Restrictive Physical Intervention - Force intentionally used by a member of staff to restrict a pupil's movement against their will,

Reasonable Force where no more force is used than is reasonable and necessary in the circumstances.

Restraint - A non-disciplinary intervention that immobilises or restricts movement, with or without direct physical contact.

Seclusion - Keeping a pupil confined away from others and preventing them from leaving, through physical blocking or perceived coercion. Seclusion is not a disciplinary sanction and is subject to statutory recording and reporting duties.

Mechanical restraint – the use of mechanical aids (e.g. belt or cuff) to prevent or restrict or subdue movement of a person's body, or part of the body, for the primary purpose of behaviour control.

Significant RPI incident – any incident where a member of staff uses force intentionally to restrict a child's movement against their will. The use of force goes beyond everyday physical contact and includes the use of seclusion or restraint. Significant RPI incidents require reporting and recording as set out in Part 2 of this policy.

The Trust also has the following central definitions

Guide/Escort/Prompt – Supporting a child to move safely out of a risk situation. The guide is not done against the pupils will and does not restrict free movement.

The Trust adopts Team Teach definitions of touch and holds. These are detailed in Part 2 of this policy, contextualised to the TT level that the school will use.

4. Guiding Principles

CIT schools will continually strive to provide safe learning environments for all pupils and staff.

All members of staff who have been designated responsibility for charge or control of pupils by the Headteacher are lawfully permitted to use reasonable force when considered absolutely necessary.

This will mean that a pupil/pupils are at risk of causing serious disruption of learning, injury or of causing injury to others, at risk of committing an offence or of damaging property may need to have some form of restrictive physical intervention.

The power to use RPI extends to time where staff are lawfully in charge of pupils off the school site or outside of the school day – for example on a planned trip during the school day or out of school hours as part of a residential trip.

All restrictive physical interventions within the Trust must adhere to the following principles:

- Prevention first: proactive support, early help and de-escalation are prioritised
- Necessity: intervention is only used where there is a real and immediate risk
- Proportionality: the least restrictive option is used
- Time-limited: force is used for the minimum time required
- Safeguarding-led: pupil welfare and dignity are central at all times
- Transparency and accountability: all significant incidents are recorded and reported in line with statutory duties

When Restrictive Physical Intervention May Be Used

Staff may only use restrictive physical intervention to:

- Prevent injury to the pupil or others
- Prevent the commission of a criminal offence
- Prevent serious damage to property
- Prevent serious disorder or disruption where safety is at risk

The decision to intervene is a professional judgement that assesses the risk and needs of the circumstances at the time.

The following interventions may only be used where staff have received appropriate and sufficient training, and where their use is clearly identified within a pupil's individual behaviour plan. Any such intervention may form part of a dynamic risk assessment and must be used in line with this policy.

Intentionally holding a pupil on the ground

This intervention may only be used where it is explicitly identified as an agreed and risk-assessed strategy within an individual behaviour plan. It must only be undertaken when the specific circumstances outlined in that plan are met and where it is necessary to prevent serious harm or risk.

Prone restraint

Prone restraint is not part of routine practice within Community Inclusive Trust schools and will only ever be used as a last resort to prevent serious harm. Where its use is permitted, it must be undertaken strictly in line with the policy guidance set out in Part 2 of this document and within the individual context of the school. Prone restraint may only be carried out by staff who are trained to an advanced level in Team Teach, and only where its use is necessary, proportionate and lawful.

Mechanical restraint

Mechanical restraint is not part of standard educational practice and must only be used in very specific and exceptional circumstances, as detailed in Part 2 of this policy, and in accordance with relevant legislation and guidance.

Unacceptable Practice

The Trust prohibits:

- Physical intervention used as punishment or to enforce compliance
- Techniques that restrict breathing or circulation
- Pressure to the neck, chest, abdomen, mouth or nose
- Chemical restraint – for the purpose of behaviour control

These boundaries are explicitly reinforced in the April 2026 guidance on Restrictive Physical Intervention.

5. Pupils with SEND and Additional Vulnerabilities

The Trust recognises that pupils with SEND or trauma histories may be disproportionately affected by restrictive interventions. Many of our pupils fall into this category and their vulnerabilities require us to make sure they have protection from harm.

We expect our schools to:

- Consider individual risk factors
- Use proactive planning (e.g. behaviour plans and support plans)
- Integrate strategies into EHCPs, IEPs and behaviour plans
- Involve families and external professionals where appropriate

The detail of how the school will do this is contained in Part 2 of this document.

6. Planned Interventions

All pupils for whom RPI is a foreseeable risk because their individual need may require some form of intervention and will need to have a written, personalised 'behaviour plan' which is evidence-based.

The plan will identify the needs, triggers and likely presentation with suggested provision, adaptations and strategies to support; including physical and restrictive physical intervention strategies using Team Teach techniques.

These range of strategies should seek to reduce the risk of restraint and be founded in the Team Teach principle of 95% non-restrictive physical intervention and de-escalation.

The planned physical techniques used will range from Basic (Level 1), Intermediate (Level 2) or Advanced depending on the needs of the young person and the specific circumstance of any given situation. All forms of restrictive physical intervention should be deemed a last resort and never be used as threat or disciplinary measure.

7. Dynamic Risk assessment and Emergency Interventions

CIT expects that all staff will always act in the best interests of every pupil to keep them safe from harm.

There may be situations in our schools that arise where staff assess that pupils need some form of RPI because:

- a rapid response is required in an emergency situation (for example a child is running into a road, has a weapon, is in imminent danger of harm to self or others.
- All strategies to de-escalate have been exhausted and the child is putting self or others at risk

Staff are required to make an ongoing and dynamic risk assessment of the emerging situation comparing the risk of intervention against the risk of not intervening.

Any emergency RPI must be necessary and proportionate to the risk involved and must not be excessive i.e. be the least restrictive option available for the situation.

All emergency RPI interventions will need to be recorded and reported correctly as set out in the policy. The recording will need to include the detail of how the decision to intervene was made, and why it was considered reasonable and proportionate to do so.

School leaders must make sure that RPI training for staff enables them to understand how to undertake these emergency dynamic risk assessments and apply the correct and proportionate response.

8. Use of reasonable force to search pupils

Head teachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item.

A member of staff can use such force as is reasonable to search for legally prohibited items, but not to search for items banned under the school rules only. All leaders will refer to the Searching, Screening and Confiscation in Schools guidance document for detailed advice. [Searching, screening and confiscation in schools - GOV.UK](https://www.gov.uk/guidance/searching-screening-and-confiscation-in-schools)

A list of prohibited items will be detailed in Part 2 of this guidance.

9. Staff Training and Support

The Trust will ensure that in all our schools:

- Staff receive regular training in prevention, de-escalation and lawful intervention
- Training emphasises decision-making, safeguarding and pupil dignity
- Staff involved in incidents are supported and debriefed.

How each of our individual schools will achieve this is detailed in **Part 2** of this document.

All schools will use Team Teach as the agreed Trust behaviour support and physical intervention programme.

The level of training and the number of staff that need to be trained are set out for each school in **Part 2** of this document.

10. Recording and Reporting (Statutory)

From 1 April 2026, the Trust has a legal duty to ensure that all schools:

- Record every significant incident involving the use of restrictive intervention including seclusion.
- As a minimum, schools record:
 - Date, time and duration
 - Nature and reason for intervention

- Type and degree of force used
 - Any injuries or medical concerns
 - Pupil's SEND status (where relevant)
- Report incidents of seclusion or significant physical intervention to parents in writing by the end of the day where possible. Details of how schools will do this are set out in Part 2 of this policy.
 - When a pupil is in local authority care (LAC/CiC) the school will report significant physical intervention to the named person who has responsibility.

All applications of RPI as defined by the key principles section in this policy must be recorded on the school MIS system – on the same day that the incident occurred and ideally as soon after the event as possible.

School leaders responsible for safeguarding and behaviour must monitor and check these records, identifying patterns and trends particularly for vulnerable pupils and those with SEND.

Failure to meet these duties may constitute a safeguarding breach. Details of how the school intends to meet these requirements are detailed in Part 2 of this policy.

11. Post-Incident Actions

After any incident of RPI staff should undertake the proportionate debrief to the incident that occurred. Proportionality will be set out in Part 2 of this document.

Where any physical contact has occurred as part of RPI schools must:

- Check for injuries and seek medical assessment if needed
- Offer emotional support to the pupil and staff
- Review whether preventative measures could be strengthened
- Consider whether safeguarding or SEND processes need escalation

Leaders responsible for safeguarding should ensure that a trusted adult goes back to the pupil later during the day and further check on the pupil's welfare especially if the pupil has refused to engage after a RPI incident. This is because they may be too dysregulated immediately after an event to be able to share their voice effectively.

All post incident actions must be recorded as part of the chronology. Leaders need to be able to check that all expected actions have been taken.

12. Governance, Monitoring and Data Use

The Trust Board is responsible for the governance of safeguarding and as such are responsible for ensuring that schools take all reasonable steps to be compliant in the recording and reporting the use of force and seclusion.

The Trust Board will ensure that the LSB regularly review and interrogate data on restrictive interventions. The information gathered will then be fed upwards to the board via the school SOAP and through the regular reports from the Director of Safeguarding.

The Trust Board delegate the assurance to the LSB for checking that school leaders:

- Identify and implement improvements to policies and practices, particularly where approaches have been used for some time but have not been effective.
- Identify areas of learning and development for school staff, supporting specific departments and teachers to improve understanding and practice.
- understand pupils' repeat patterns and triggers to interrogate the effectiveness of pupil support measures, share this information with teachers who work with those pupils to better support them and, where appropriate, their parents, to establish a behaviour support plan or revise an existing plan.

The Trust Board will be responsible for:

- Having an overview of RPI data in order to identify any disproportionate use of restrictive interventions in relation to pupils who share protected characteristics, have SEN, or other types of vulnerability.

13. Complaints and Allegations

Any complaints or allegations arising from restrictive physical intervention will be managed in line with:

- The school and Trust complaints procedure
- The Trust-wide safeguarding statement and the individual school Safeguarding and Child Protection Policy
- Local County safeguarding arrangements
- Keeping Children Safe in Education 2025

14. Review and Publication

Approved by: ELT

Date of approval: 27/04/2026

Effective from: April 2026

Review date: April 2027

Policy owner: Director of Safeguarding

This policy will:

Be reviewed annually by the Director of Safeguarding and ELT

Part 1 of this guidance will be made available to parents through school websites.

Part 2 of this guidance will be available to parents on request.

Part 2 - School Contextual Information

School context

As a small, rural mainstream primary school with 114 pupils on roll, we are proud of the generally positive behaviour, strong relationships and calm culture that exist within our school community. We believe that an understanding of children's emotional, social and developmental needs to sit behind incidents of distress or dysregulation.

Our intent is to create an inclusive, safe and nurturing environment where all pupils feel understood, supported and able to regulate their behaviour successfully. We place a strong emphasis on:

- knowing our pupils well as individuals
- early identification of need
- reasonable adjustments and personalised strategies
- proactive support, de-escalation and relational approaches

Through these measures, we work hard to reduce the likelihood that any child reaches a point where restrictive intervention may be required. As a result, incidents that involve restrictive intervention are rare.

However, we also recognise that, on occasion, despite preventative strategies and supportive approaches, a child may present with behaviour that places themselves or others at risk of harm. In these circumstances, and following a dynamic risk assessment, trained staff may use restrictive intervention only when it is necessary, reasonable and proportionate to maintain safety.

Restrictive intervention is always used for the shortest possible time, and with the least amount of force necessary. Any use of restrictive intervention is grounded in safeguarding principles, focused on reducing risk, and followed by appropriate recording, reflection and support for the child involved.

We remain committed to continual reflection and learning, recognising that each incident provides an opportunity to better understand the child's needs and to further strengthen our preventative and supportive practices.

Our overarching belief is that positive behaviour is best achieved through understanding, inclusion and relationships, and that restrictive intervention, while sometimes necessary, does not define our approach but sits within our wider commitment to keeping all members of our school community safe.

Staff Responsibility:

All members of staff share a collective responsibility for promoting positive behaviour, emotional regulation and safety within our school. Everyone has a role in contributing to a calm, supportive and inclusive environment and in responding appropriately when pupils experience distress or dysregulation.

Whole-Staff Responsibilities

All staff are expected to:

- build positive, trusting relationships with pupils
- recognise early signs of distress or dysregulation
- use agreed strategies to de-escalate situations wherever possible
- support pupils to regulate their emotions and behaviour
- act in a way that upholds the dignity, rights and safety of every child

De-escalation, regulation and relational support are always the **first response**, and restrictive intervention is never used as a form of punishment.

Headteacher Responsibilities

The Headteacher holds overall responsibility for:

- ensuring the school's approach to restrictive intervention aligns with statutory guidance and safeguarding expectations
- overseeing monitoring, recording and review of incidents involving restrictive intervention
- ensuring staff training needs are identified and met
- providing post-incident support and reflective opportunities for both pupils and staff
- ensuring that reasonable adjustments and preventative strategies are continually reviewed

The Headteacher plays a key role in maintaining consistency, accountability and reflective practice across the school.

Training and Use of Restrictive Intervention

The school operates a rolling programme of Team Teach training to ensure that there are always members of staff with the most up-to-date training available. Where possible, staff who are Team Teach trained will take the lead in undertaking any restrictive intervention.

However, the school recognises that any member of school staff has a duty of care and, in an emergency situation where there is an immediate risk of harm to the pupil or others, any staff member may need to take reasonable and proportionate action to

maintain safety. This reflects statutory guidance, which allows staff to use reasonable force to prevent injury or serious damage when necessary.

All staff are expected to:

- follow a dynamic risk assessment
- use the minimum level of intervention required
- act proportionately and for the shortest possible duration
- seek support from trained colleagues as soon as practicable

Post-Incident Responsibilities

Following any restrictive intervention, staff will ensure that:

- the pupil is supported to regulate and feel safe
- appropriate recording is completed promptly and accurately
- incidents are reported to and reviewed by the Headteacher
- learning from the incident informs future planning and provision

This shared approach reflects the school's commitment to safeguarding, inclusion and continuous improvement, with an emphasis on prevention, support and the safety of all members of the school community.

Reporting and Recording:

Billingborough Primary School is committed to clear, accurate and timely reporting and recording of all incidents involving restrictive intervention, in line with safeguarding expectations and statutory guidance. Effective recording supports accountability, reflection and continuous improvement, and ensures transparency with parents and carers.

All incidents involving restrictive intervention, including significant physical intervention, are formally recorded.

- A Team Teach incident form is completed as soon as practicable following the incident and is signed by the member of staff involved and counter signed by the headteacher. Team teach incident forms include:
 - a factual account of the incident
 - the nature of the intervention used
 - rationale based on dynamic risk assessment
 - names of staff involved or witnessing

- follow-up actions and post-incident support and collection of pupil voice
 - any injuries or marks sustained in the incident.
- Witness statements are collected from any other staff members who observed the incident.
- Any incidents where a child sustains a mark or injury as a result of a physical intervention will be reported to LADO by the headteacher.
- Original paper records, including the incident form and witness statements, are securely stored in the school's Positive Handling File.

The Headteacher is responsible for ensuring that all documentation relating to restrictive intervention is scanned and uploaded to CPOMS where the child's individual safeguarding record is held.

Reporting to Parents and Carers

Parents and carers are informed of any significant physical intervention or seclusion/withdrawal used to maintain safety.

- Parents will be contacted as soon as is practicable following the incident, and always on the same day.
- Communication will usually be made by the Headteacher or an appropriate senior member of staff. This will initially be by a phone call, followed up with an e-mail where there has been a physical intervention.
- Information shared will be factual, proportionate and focused on the child's safety and wellbeing.

The school recognises the importance of working in partnership with parents and carers and ensures openness and clarity around incidents involving restrictive practices.

All reporting and recording are undertaken in line with safeguarding principles, with a focus on the dignity, rights and welfare of the child, and on learning to strengthen preventative and supportive practice moving forward.

Detail of School Behaviour Plans

All pupils are supported through the school's Behaviour Policy, which sets out clear expectations, routines and graduated responses. Where a child requires additional or more targeted support to help them regulate behaviour or manage emotional needs, this is identified through:

- ongoing classroom observation
- concerns raised by staff, parents or the child

- patterns of behaviour or incidents indicating increased levels of distress or dysregulation

Decisions to move beyond universal strategies are made professionally and sensitively, with the child's wellbeing at the centre.

Personal Support Plans (PSPs)

Where additional support is required, a **Personal Support Plan (PSP)** is created. PSPs set out a bespoke package of support tailored to the individual child's needs and strengths.

PSPs are constructed collaboratively and include contributions from:

- the class teacher
- the Headteacher
- parents and carers
- the child (where appropriate)

Each PSP outlines:

- identified needs and triggers
- support strategies and reasonable adjustments
- clear roles and responsibilities
- approaches to de-escalation and emotional regulation
- review dates and success criteria

PSPs are reviewed regularly to ensure they remain effective and appropriate.

- The first formal review takes place after 6–8 weeks, at which point decisions are made to continue, amend or discontinue elements of the plan.
- A second review is held after a further 6–8 weeks.

Parents and carers are actively involved throughout the process. Their views are sought during the construction and review of PSPs, and they are kept informed of:

- the support being put in place
- review outcomes
- any changes to plans or escalation of support

This partnership approach supports consistency between home and school and ensures transparency around decision-making.

In many cases, this graduated and collaborative process is sufficient to support positive change and improved regulation.

Where progress remains limited, or needs are more complex, the school may seek additional advice and support through a referral to the Behaviour Outreach Support Service (BOSS) or seek specialist support through our Trust.

If, at any point:

- there is an identified likelihood that restrictive intervention may be required, or
- an unforeseen incident occurs in which restrictive intervention is used

a risk assessment is completed. This outlines known risks, triggers, preventative strategies and agreed responses, and is shared with relevant members of staff to ensure consistency and safety. These will also be shared and agreed with parents.

Risk assessments are reviewed regularly and updated as part of the school's ongoing reflective practice.

Through this graduated, reflective and collaborative approach, the school aims to support pupils effectively, minimise distress and ensure that behaviour planning promotes safety, dignity and inclusion for all.

Training

All staff receive training and guidance to support them to:

- understand the definition of restrictive intervention and how it differs from everyday physical contact or de-escalation
- recognise situations that may escalate and identify early warning signs
- apply de-escalation, regulation and relational strategies effectively
- undertake a dynamic risk assessment in response to emerging situations
- understand their duty of care and the expectation that any intervention must be reasonable and proportionate

This ensures a shared understanding across the school and supports consistent, safe practice.

Team Teach

Training in restrictive intervention is delivered through Team Teach, which provides guidance on positive behaviour support, de-escalation and safe physical intervention where required.

- Training is regularly updated and delivered on a rolling programme.
- Given the nature of our setting, Team Teach level one is the level of training delivered.
- This approach ensures that there are always members of staff with the most recent Team Teach training available within the school.

- Staff with current Team Teach training are best placed to lead any restrictive or physical intervention where practicable and appropriate.

The school's rolling training model reflects the size of the school and supports sustainability, continuity and safe practice – instead say how often it will be renewed

Intent statement behind the use of Team Teach.

All staff who undertake Team Teach training within the school are trained to Team Teach Level 1. This level of training has been selected intentionally to match the context, size and needs of our school.

Team Teach Level 1 focuses on:

- recognising early signs of distress and dysregulation
- understanding the legal and ethical framework around reasonable force
- de-escalation strategies and positive behaviour support
- dynamic risk assessment
- low-level, preventative and protective responses aligned with safeguarding principles

This level of training is appropriate and proportionate for a small, rural mainstream primary school where:

- behaviour across the school is generally good
- incidents involving significant risk are rare
- strong relationships and early intervention are effective in meeting most pupils' needs
- restrictive intervention is not routinely required

The school believes that higher-level physical intervention training is not necessary or proportionate at this time, given:

- the low frequency of incidents requiring physical intervention
- the effectiveness of existing de-escalation and support strategies
- the school's commitment to reasonable adjustments and personalised planning

Should the profile of need within the school change, training needs will be reviewed accordingly as part of safeguarding and behaviour monitoring processes.

Use of Reasonable Force to Search for Prohibited items

As a small, rural mainstream primary school, our pupils are of a young age and early stage of development. Incidents involving prohibited items are rare, and our approach is firmly rooted in prevention, education and positive behaviour support.

Searching pupils and the use of reasonable force are not routine practices and are only considered where necessary to maintain the safety and wellbeing of pupils and staff, or to prevent serious harm. Any action taken reflects the child's age, understanding, emotional state and individual needs, and aligns fully with the school's Behaviour Policy and DfE (Searching, Screening and Confiscation: Advice for Schools)

In keeping with our Behaviour Policy and relational approach:

- searches are conducted calmly, respectfully and sensitively
- pupils are encouraged to voluntarily hand over items wherever possible
- searches are carried out by the Headteacher or an authorised member of staff
- another adult will normally be present
- the dignity, privacy and welfare of the child are prioritised at all times

Searches of clothing are limited strictly to outer garments (such as coats or bags) and **intimate searches are never conducted**.

Any search involving reasonable force, or the discovery of a prohibited item, is:

- recorded appropriately in line with safeguarding and behaviour procedures
- logged on CPOMS where relevant
- reviewed by the Headteacher

Parents and carers are informed as soon as is practicable, and always on the same day where reasonable force has been used.