Our Rock Academy

Restrictive Intervention and Positive Handling Policy

" A nurturing and ambitious school where every child feels known, valued and connected."

Author: Michelle Homer

Approved by: Emmanuel Ajayi

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Policy Statement

At Our Rock Academy, we are committed to creating a safe, nurturing and inclusive environment where all pupils feel valued, respected and supported.

We recognise that behaviour is a form of communication and that many pupils may experience difficulties with communication, emotional regulation, sensory processing, anxiety, trauma, attachment and social understanding. Our approach is therefore founded upon Positive Behaviour Support, relational practice, de-escalation and proactive intervention.

The use of restrictive intervention is never viewed as a behaviour management strategy or punishment. Restrictive interventions are used only as a last resort where there is an immediate risk of harm and where all appropriate preventative and de-escalation strategies have been exhausted or are judged unlikely to be effective in the circumstances.

The school is committed to reducing the need for restrictive interventions through:

- positive relationships
- effective communication
- individualised support plans
- environmental adaptations
- sensory regulation strategies
- staff training
- robust risk assessment
- reflective practice

The welfare, dignity, rights and safety of pupils remain central to all decisions regarding restrictive interventions.

Purpose

This policy aims to:

- safeguard pupils and staff
- promote positive behaviour support
- reduce the use of restrictive practices
- ensure lawful and proportionate responses to risk
- provide clear guidance for staff
- protect pupils' dignity and human rights
- ensure accountability and transparency
- support consistent recording, monitoring and review

Legal Framework

This policy is informed by:

- Education and Inspections Act 2006
- Children Act 1989 and 2004
- Equality Act 2010
  Human Rights Act 1998
- SEND Code of Practice
- Keeping Children Safe in Education
- DfE Restrictive interventions, including use of reasonable force, in schools 2026
- Behaviour in Schools Guidance

- Reducing the Need for Restraint and Restrictive Intervention Guidance
- Restraint Reduction Network Training Standards
- ISS Positive Handling Guidance

Definitions

Restrictive Intervention

A restrictive intervention is any act that restricts a pupil's movement, liberty or freedom to act independently.

Restrictive interventions may include:

- physical intervention
- environmental restriction
- restricted access to items or areas
- increased supervision where necessary to maintain safety

Physical Intervention

Physical intervention is any use of physical contact intended to prevent, restrict or manage movement in order to reduce an immediate risk of harm.

Reasonable Force

Reasonable force refers to the minimum force necessary for the shortest possible time to prevent:

- injury to self
- injury to others
- serious damage to property
- behaviour likely to seriously compromise safety
- serious disorder

Least Restrictive Principle

Staff must always use the least restrictive intervention available that is likely to be effective.

Prevention First Approach

The most effective restrictive intervention is one that is never required.

Staff will prioritise:

- positive relationships
- predictable routines
- communication support
- sensory regulation
- emotional literacy
- individual risk assessments
- behaviour support plans
- environmental adjustments
- early intervention

Staff will seek to identify and understand the triggers, early warning signs, sensory factors, communication needs, environmental influences and patterns of behaviour that may contribute to a pupil becoming distressed, dysregulated or at increased risk of presenting behaviours that challenge.

All pupils who present foreseeable risks will have an individual Positive Behaviour Support Plan and, where required, a Risk Reduction Plan.

De-escalation Strategies

Staff will use a range of preventative and de-escalation approaches including:

- calm communication
- reduced verbal demands
- processing time
- distraction and redirection
- offering choices
- movement breaks
- sensory strategies
- withdrawal of audience
- access to safe spaces
- support from trusted adults

When Restrictive Intervention May Be Used

Restrictive intervention may only be used where there is an immediate and foreseeable risk of harm, including injury to the pupil, injury to others, significant damage to property that presents a safety risk, or serious disruption that compromises the safety and wellbeing of pupils, staff or others. Any intervention must be necessary, reasonable and proportionate to the level of risk presented.

Any decision to use a restrictive intervention must be necessary, reasonable and proportionate to the level of risk presented, and must always be made in the interests of maintaining the safety and welfare of the pupil and others.

Restrictive intervention must never be used as a form of punishment, to secure compliance with instructions, in response to verbal abuse alone, because a pupil refuses to follow instructions, in relation to damage to property where there is no associated risk of harm, or for the convenience of staff.

The use of restrictive intervention must always be a last resort after appropriate preventative and de-escalation strategies have been considered or attempted, unless an immediate response is required to prevent harm.

Staff Training

Staff will receive training in prevention, de-escalation and the school's reporting procedures. Staff who may use planned physical interventions will receive training suited to the pupils and risks involved. The Headteacher will keep a record of training and review what further support staff need after incidents.

Recording and Reporting

Every restrictive intervention must be recorded on CPOMs using the Restrictive Intervention Form before the end of the working day.

Records must include:

- date, time and location
- antecedents
- de-escalation strategies attempted
- reason for intervention
- type of intervention used
- duration
- injuries sustained
- staff involved
- pupil voice
- follow-up actions

After an intervention, staff will check the pupil and anyone else involved for injury or distress, arrange first aid or medical help where needed, and offer support and a chance to discuss what happened when the pupil is ready. The support given will be recorded.

Parents or carers will be informed in writing as soon as practicable after a significant use of force or any restraint or seclusion, aiming to do so on the same day. If informing a parent would be likely to cause serious harm to the pupil, staff will follow safeguarding procedures and report to another appropriate parent or the pupil's local authority as required.

Withdrawal

Withdrawal is the supervised removal of a pupil from a situation or environment for a limited period in order to support regulation, reduce distress or maintain safety.

Withdrawal may be used:

- At the pupil's request
- As part of an agreed support plan
- To reduce anxiety or sensory overload
- To prevent escalation

Withdrawal is not used as a punishment.

Pupils will continue to receive support, supervision and opportunities to regulate during any period of withdrawal.

Safe Spaces

The school provides designated regulation and safe spaces which pupils may access to support emotional wellbeing and self-regulation.

Safe spaces are intended to:

- Reduce sensory overload
- Support emotional regulation

- Promote recovery following distress
- Provide opportunities for co-regulation with trusted adults

Pupils using safe spaces will remain appropriately supervised according to their individual needs and risk assessments.

Seclusion

The school does not use seclusion as a behaviour management strategy.

For the purpose of this policy, seclusion is keeping a pupil alone in a place away from others and preventing them from leaving, whether through a locked door, physical obstruction or making them believe they will be punished if they leave.

Where a pupil accesses a safe space independently, or as part of an agreed support plan, they remain free to leave unless there is an immediate risk of harm that would justify a lawful restrictive intervention.

Parent Information

The school is committed to working openly and collaboratively with parents and carers.

Where restrictive intervention forms part of a pupil's agreed support arrangements, the school will work in partnership with parents and carers to ensure transparency and consistency of approach.

Parents will be consulted during the development and review of Individual Risk Reduction Plans, and copies will be shared. Any incident involving restrictive intervention will normally be communicated to parents or carers on the same day, and significant incidents will be formally reviewed to identify any learning and consider whether additional support or adjustments are required.

Parents and carers may request a meeting at any time to discuss their child's support arrangements, behaviour support strategies or the use of restrictive intervention. The school's aim is always to reduce and, wherever possible, eliminate the need for restrictive interventions through proactive support, positive relationships and effective behaviour support planning.

Monitoring and Governance

The Headteacher will review:

- frequency of incidents
- ends and patterns
- pupils involved
- staff involved
- effectiveness of preventative strategies
- training requirements

Governors will receive anonymised reports at least termly.

The school is committed to continual reduction in the use of restrictive interventions through positive behaviour support and reflective practice.

Individual Risk Reduction Plan

Name	DOB	Plan Date Review Date	Staff involved

Positive behaviours	Strategies to respond
Triggers and Early Warning Signs	Strategies to respond
Dangerous behaviours	Strategies to respond
Post incident recovery and debrief measures	

Signature of staff ..... Signature of parent/carer ..... Signature of young person .....