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Restrictive Physical Interventions Policy

Combe Pafford School

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1. Introduction

This policy ensures that all staff are supported in understanding, preventing and, where necessary, using restrictive interventions safely and lawfully. It should be read alongside:

- Behaviour Policy
- Health & Safety Policy
- Child Protection & Safeguarding Policy
- Equal Opportunities Policy
- SEND Policy and pupil risk assessments
- **RPI SOP 2026.docx**

This is aligned with *Restrictive interventions, including use of reasonable force, in schools* (DfE, effective 1 April 2026) and reflects statutory expectations for practice, recording and reporting.

2. Scope & Definitions

Restrictive Intervention: Any planned or reactive action that limits a pupil's movement, liberty or freedom to act independently. This includes:

- **Reasonable force** (previously statutory guidance), i.e., physical contact to control or restrain movement.
- **Seclusion**, confinement to a space where a pupil cannot leave (for safety, not disciplinary) or other non-physical restrictions.

Reasonable Force: A type of restrictive intervention involving physical contact using no more force than necessary for the least amount of time.

Seclusion: A restrictive intervention where a pupil is confined away from others and prevented from leaving (only to prevent harm).

Restrictive interventions are **only lawful when necessary, proportionate, and used to prevent harm, serious damage or significant disruption** and must never be used as punishment.

3. Relevant Legislation & Government Guidance

This policy reflects:

- Education and Inspections Act 2006 (Section 93A statutory guidance duties).
- *Restrictive interventions, including use of reasonable force, in schools* (DfE, effective 1 April 2026).

The guidance places **statutory duties on schools** to:

- **Record and report significant incidents** involving restrictive interventions and seclusion to parents/carers promptly (typically on the same day).
- Provide clear policy, recording and reporting processes.

4. Whole-School Approach

Combe Pafford School aims to:

- Promote positive behaviour and a supportive environment.
- Identify triggers early and understand behaviour as communication.
- Reduce the likelihood of restrictive interventions.
- Use individualised behaviour support plans and risk assessments.

5. Prevention & De-escalation

A priority focus on prevention and de-escalation includes:

- Using environment and space effectively.
- Non-contact strategies (distraction, redirection).
- Calm body language and clear communication.

Early identification of triggers based on pupil need.

- Regular review of pupil plans.

Staff should always employ these strategies before considering a restrictive intervention.

6. Restrictive Interventions

Restrictive interventions are only used when:

- There is **imminent risk of harm** to the pupil or others.
- To prevent serious damage to property.
- To prevent a situation where a pupil is at risk (e.g., running into a road).

These should be **lawful, necessary, proportionate and time-limited**.

Staff must not use:

- Force as punishment.
- Holds or techniques that compromise breathing, circulation or airway.

7. Seclusion

Seclusion is not a recognised Combe Pafford strategy, however if the circumstance is presented where it is deemed necessary it should only be used:

- To keep pupils safe from harm when their emotional or behavioural distress is severe.
- In a safe environment that is non-intimidating.
- With supervision at all times.
- For the shortest time necessary, and where alternatives are ineffective.

Seclusion must never be used as punishment.

8. Recording & Reporting Requirements

Statutory Recording & Reporting: Following a restrictive intervention or seclusion:

- A written record must be completed by staff as soon as possible, ideally the same day – Incident Report Book.
- Admin staff to input a record on Arbor, for data tracking/monitoring purposes.
- A phone call to parents/carers should be made soon after the incident, however this must be followed up by written report to parents/carers no later than the same day, except in limited circumstances where doing so would cause risk of serious harm.

Records must include:

- Date, time, location, duration and nature of the intervention.
- Why it was necessary and what strategies were used.
- Who was involved and any triggers/needs (including SEND).
- Any injury or post-incident support provided.

All records must be stored securely in accordance with data retention policies and statutory obligations.

9. Use of Data & Monitoring

Senior leaders, governors and trustees must:

- Monitor restrictive intervention data regularly to identify any patterns (including any disproportionate impact on pupils in relation to their SEND).
- Use data to inform training needs and preventative strategies.
- Ensure equity and compliance with policy and legal duties.

10. Roles & Responsibilities

Senior Leaders:

- Ensure compliance with the guidance and delivery of high-quality training.
- Monitor RPI and seclusion data and inform governors/trustees.

Governors/Trustees:

- Approve, publish and review this policy.
- Oversee data and practice to support prevention, safety and equity.

Phase Leaders & Staff:

- Maintain pupils' behaviour support plans, risk assessments and monitor training needs.
- Prioritise de-escalation and preventative practice.
- Report and record incidents accurately and promptly.

11. Actions Following an Incident

Following any restrictive intervention:

- Review the behaviour support plan and risk assessment – see linked SOP
- Consult with parents/carers.
- Review training needs and preventative measures.
- Apply safeguarding and disciplinary procedures if appropriate.

12. Training & Policy Review

- Staff must receive training in prevention, de-escalation and safe restrictive intervention techniques.

- Combe Pafford School currently has two members of staff who are qualified Team Teach Trainers.
    - Trainers to receive annual refresher training – should a trainer leave the school another colleague will be invited to train to maintain 2 trainers on staff.
    - Level 1 & 2 Trained staff to receive annual training to maintain competence
    - Linked training on RPI training to be offered as necessary, as part of CPD offer to develop culture.
- The policy will be reviewed **at least annually** and whenever there are changes to the statutory guidance.

History of Policy Changes

Date	Page	Details of Change	Agreed by:
March 2026	**All**	**New format Academy Policy**	**Trustees**