ANGLIAN LEARNING

Dynamic, empowered learners who thrive and lead in their communities: locally, nationally and globally

RESTRICTIVE INTERVENTIONS BEHAVIOUR POLICY

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MEMBER OF STAFF WITH RESPONSIBILITY FOR REVIEW:	DIRECTOR OF INCLUSION
THIS POLICY WAS CONSULTED WITH:	DIRECTOR OF INCLUSION, SCHOOL BEHAVIOUR LEADS AND DSLS
THIS POLICY WAS DISTRIBUTED TO:	ALL SCHOOLS, ANGLIAN LEARNING WEBSITE AND CONNECT

Contents

Introduction 3

1. Our Approach 3
2. Definitions 3
3. Core Principles 4
4. Pupils with SEND and additional vulnerabilities 5
5. Recording and reporting 5
6. Oversight and assurance 6

Introduction

This policy has been written to comply with the statutory guidance “Restrictive interventions, including the use of reasonable force, in schools (April 2026) and the Schools (Recording and Reporting of Seclusion and Restraint) Regulations 2025.

It must be read alongside the individual academy’s Behaviour Policy, Safeguarding and Child Protection Policy, SEND Policy and Staff Code of Conduct.

1. Our Approach

Anglian learning is committed to a culture of safeguarding and belonging, in which pupils are supported to regulate, repair and reconnect.

In line with our commitment to relational approaches, we recognise that behaviour is a form of communication, strong relationships reduce escalation, and pupils are safest when they feel understood and valued. Our approach to restrictive intervention is built on a foundation of mutual respect, dignity and a commitment to the least restrictive practice possible.

Restrictive interventions are not behaviour management tools. They are exceptional safety responses, used only where necessary to prevent serious harm.

2. Definitions

2.1 **Restrictive intervention:** Any action that prevents or restricts a pupil’s movement, whether physical or non-physical, to reduce immediate risk of harm. These are safety responses, not behaviour management strategies or sanctions.

2.2 **Lawful reasonable force**: Physical intervention used by staff, to prevent injury, criminal activity, property damage or serious disorder, applying no more force than necessary for the shortest possible time. This is used to protect, not to punish or enforce compliance.

2.3 **Restraint:** A non-disciplinary intervention that limits a pupil’s movement, with or without physical contact, to reduce immediate risk of harm to themselves or others. This is not a routine response to challenging behaviour and must not be used to manage behaviour over time.

2.4 **Seclusion**: A non-disciplinary intervention involving temporarily confining a pupil away from others to manage acute risk to themselves or others during significant emotional or behavioural dysregulation. This is a safety measure, not a previously agreed provision, sanction or consequence.

2.5 **Significant incident:** An incident where the use of force goes beyond everyday appropriate physical contact and triggers statutory recording and reporting duties.

2.6 Prevention and De-escalation: Whilst not a ‘restriction’, the 2026 guidance defines these as the required precursors to any intervention. They are proactive, non-physical strategies (verbal cues, body language, change of environment) designed to reduce pupil distress and avoid the need for a physical intervention.

3. Core Principles

3.1 Prevention and De-escalation:

Most situations can be anticipated and avoided. Staff should use trauma-informed strategies to address conflict and dysregulation.

In a scenario where a pupil is showing signs of heightened distress or dysregulation, staff must:

- Refer to individual risk management or behaviour plans,
- Use de-escalation techniques such as calm verbal prompts and active listening,
- Seek other adult support where possible – swapping out for a 'change of face' if needed.
- Remove other pupils from the scene to reduce triggers and ensure their safety,
- Be alert to, and avoid triggers that might escalate pupil distress, and inflame a situation.

3.2 During an Incident:

Staff should only use restrictive intervention, reasonable force or restraint when a child is at risk of causing physical harm to themselves or others.

Any use of restrictive intervention, reasonable force or restraint must be lawful, necessary, proportionate, respectful and reflective.

Restrictive interventions must never be used as punishment or to secure compliance.

If de-escalation does not mitigate an immediate risk, the following techniques may be used. Where possible, only staff who have been trained in positive handling should engage with any of the following:

- Non-Restrictive Support: Physical interposition (standing between pupils), blocking, or shepherding/escorting to a safe area.
- Restrictive Intervention: Using graduated holds as a last resort to safeguard the pupil or others.
- Supported Seclusion: Confining a pupil alone in a safe room for their protection. Staff must remain present to monitor well-being; the pupil must be allowed to leave once the immediate risk subsides.

3.3 Lawful use of reasonable force

In accordance with the 2025 Regulations and April 2026 Guidance, restrictive intervention (including reasonable force and supported seclusion) is a safety measure, never a disciplinary sanction. It is only deemed lawful if it is:

- Necessary: Used only to prevent injury, criminal acts, or significant disorder.
- Proportionate: The degree of force is the absolute minimum required to achieve safety.
- Shortest Duration: The intervention must cease the moment the risk has passed.
- Individualised: Account is taken of the pupil's age, SEND status, and trauma history.

In strict accordance with April 2026 Statutory Guidance, the following are prohibited:

- Any technique applying pressure to the neck, throat, chest, or abdomen is strictly prohibited.
- Staff must avoid prone (face-down) or supine (face-up) positions. Vitals must be monitored continuously; the hold must be released immediately if respiratory distress is observed.
- If a pupil becomes a weight risk, staff must guide them to a safe seated or relaxed position rather than allowing an uncontrolled fall.

3.4 Seclusion

Seclusion may be used only as a short-term safety measure where a pupil is experiencing acute emotional or behavioural dysregulation and presents an immediate risk of harm to themselves or others.

It is not a disciplinary sanction, must never be enforced through threat or punishment, must take place in a safe and supervised space, and must end as soon as the risk has reduced.

All incidents of seclusion must be recorded and reported. The academy will record all incidents through internal tracking systems and will log on MyConcern. Parents will be informed in writing of any incidents of seclusion.

3.5 Post-incident support and repair

Following any restrictive intervention or seclusion, the school must:

- Ensure appropriate medical and emotional checks are conducted for the pupil and staff involved.
- Facilitate reflective debrief and relational repair through restorative conversations.
- Review behaviour support plans and preventative strategies.
- Inform parents and carers in writing on the same day, detailing the rationale and the interventions taken.

4. Pupils with SEND and additional vulnerabilities

The school recognises that pupils with SEND or disabilities may be disproportionately affected by restrictive interventions.

The school will seek to understand underlying causes of distress, make reasonable adjustments, work collaboratively with pupils and parents, and co-produce behaviour support plans where appropriate.

Each incident must still be judged individually, regardless of any pre-agreed plans.

5. Recording and reporting

Where a Restrictive Physical Intervention or Seclusion has been used, a formal record must be completed on the ‘Restrictive Intervention Log’ on the same day as the incident. This is a legal requirement under the 2026 Regulations. The record must include:

- Pupil Name and SEND status/code (if applicable).
- Date, start/end time, total duration (minutes), and precise location.
- A detailed account of the risk (injury, criminal act, or significant disorder) and why the intervention was deemed necessary and proportionate.
- Specific de-escalation strategies attempted prior to the intervention.
- Names of staff involved, names of any staff witnesses, and any specific type of restraint or type of seclusion used.
- How the incident ended and the immediate medical/welfare check results for the pupil and staff.
- Details of the restorative conversation held once the pupil was calm.
- Confirmation that the mandatory same-day written notification has been sent to parents/carers.

The incident must also be logged on MyConcern and categorised appropriately.

These duties apply even where restrictive interventions, or use of seclusion are anticipated within a behaviour support plan.

6. Oversight and assurance

The governing body and Anglian Learning assure compliance with recording and reporting duties, review data for patterns or disproportionality, and seek assurance that practice reflects safeguarding, inclusion and equality duties.

Concerns or complaints will be managed through the school's complaints procedure. Allegations against staff will be managed in line with safeguarding procedures.