



Restrictive Interventions Policy

OWNERSHIP: Everything Education School

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Intent:

At Everything Education School, we are committed to creating a safe, therapeutic and nurturing environment where positive relationships, early intervention and effective support minimise the need for restrictive interventions. We recognise that many pupils may present with complex social, emotional, mental health, communication or SEND needs and therefore require a personalised, trauma-informed approach.

Restrictive interventions are an umbrella term for measures used to prevent, restrict or subdue a pupil's movement, whether physical or non-physical. Everything Education does not operate a 'no contact' policy. Reasonable force is a physical restrictive intervention and may only be used where lawful, necessary and proportionate, using no more force than necessary and for the least time necessary. Restrictive interventions are never used as punishment.

This policy reflects the DfE guidance Restrictive interventions, including use of reasonable force, in schools (April 2026) and the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025, in force from 1 April 2026.

Everything Education School is committed to ensuring that all restrictive interventions are appropriately recorded, reported, reviewed and used as an opportunity to improve practice and reduce future incidents.

Implementation:

Prevention and De-escalation

Our primary approach is prevention. Staff are expected to:

- Build positive and trusting relationships with pupils.
- Understand individual triggers, risks and protective factors.
- Implement behaviour support plans, risk assessments and reasonable adjustments.
- Use trauma-informed and restorative approaches.
- Employ effective communication and de-escalation strategies.
- Provide pupils with opportunities to self-regulate and access support.
- Work collaboratively with parents, carers and external professionals.

Restrictive interventions are only considered when preventative strategies have been unsuccessful or where immediate action is required to maintain safety.

Recording and Reporting:

For this policy, seclusion means a non-disciplinary intervention where a pupil is confined away from others and prevented from leaving; it is used only to protect others from harm during acute dysregulation, with continuous supervision and release as soon as risk reduces. Restraint means a non-disciplinary intervention that immobilises or limits movement and may include non-contact measures.

Every significant incident involving the use of force, and every incident of seclusion or restraint (including non-force restraint), must be recorded in writing as soon as practicable and, in any event, on the same day. This applies even where the intervention formed part of an agreed behaviour support plan.

Records must include:

- Pupil name.
- Date, time and location.
- Staff involved.
- Relevant SEND, communication or medical needs.
- Antecedents and known triggers.
- Behaviour presented.
- De-escalation strategies attempted.
- Reason intervention was necessary.
- Type of intervention used.

Degree of force or restriction used, where applicable.

- Duration of intervention.
- Any injuries sustained.
- Post-incident support provided.
- Parent/carer communication.
- Staff and leadership signatures.

The school maintains a central **Restrictive Intervention Log** which records:

- Pupil Name
- Date, time and location
- Number of incidents.
- Pupils involved.
- Staff involved.
- Type of intervention used.
- SEND status.
- Outcomes.
- Follow-up actions.
- Patterns and trends.

All incidents are quality assured by senior leaders and reviewed regularly to inform practice and identify opportunities for further support.

Parent and Carer Communication

Parents and carers will be informed in writing as soon as practicable following every significant use-of-force, seclusion or restraint incident and, wherever possible, on the same

day. This applies even where the intervention formed part of an agreed behaviour support plan.

The statutory exceptions will be applied where the pupil is aged 20 or over, or where informing a parent would be likely to cause the pupil serious harm. In the latter case, the school will report to any parent it can safely inform, or to the local authority where there is no parent it can safely inform.

Communication will include:

- Date, time and location of the incident.
- Duration of the intervention.
- Reason intervention was necessary.
- Type of intervention used.
- Any injuries sustained.
- Actions taken following the incident.

All communication with parents and carers will be recorded and retained securely.

Post-Incident Review:

Following every restrictive intervention:

1. The welfare of the pupil, staff and any witnesses will be checked.
2. All documentation will be completed.
3. A debrief will take place with those involved.
4. Triggers and contributing factors will be identified.
5. Behaviour support plans and risk assessments will be reviewed where necessary.
6. Any required safeguarding, SEND or pastoral actions will be implemented.
7. Learning points will be recorded and shared appropriately.

The purpose of the review process is to repair relationships, support wellbeing and reduce the likelihood of future incidents.

Where a pupil is at identified risk of requiring restrictive intervention, a behaviour support plan will be co-produced with the pupil where appropriate, parents/carers and relevant staff. It will identify triggers, prevention and de-escalation strategies, and any agreed circumstances and parameters for physical intervention, and will be reviewed periodically and after any significant incident.

Staff Training:

All staff receive training appropriate to their role, as part of their induction process as well as dependent upon the needs of every child.

Induction Training:

Before working directly with pupils, staff receive training in:

- Safeguarding and child protection.
- Behaviour management.
- Restrictive interventions.
- Positive behaviour support.
- Trauma-informed practice.
- SEND awareness.

- De-escalation of strategies.

Physical Intervention Training:

Where there is a foreseeable need for restrictive intervention, staff receive accredited training in approved intervention techniques and safe practice.

Training includes:

- Legal responsibilities.
- Necessity and proportionality.
- Risk assessment.
- Prevention and de-escalation.
- Safe physical intervention techniques.
- Recording and reporting requirements.

SEND-specific considerations and reasonable adjustments.

The safeguarding implications of restrictive intervention.

Same-day written parental reporting requirements.

Refresher Training:

Staff receive:

- Annual refresher training.
- Regular safeguarding and behaviour updates.
- Additional training arising from incident reviews and emerging needs.

Leadership and Governance:

Senior leaders (MHU) monitor all restrictive intervention incidents and report anonymised data to the Proprietor. A formal review is completed at least termly and is minuted/recorded to evidence leadership and proprietor oversight.

Monitoring includes:

- Frequency of incidents.
- Patterns by pupil, location, trigger and time.
- SEND-related trends.

Disproportionate use in relation to protected characteristics or other vulnerabilities.

- Injuries and outcomes.
- Effectiveness of interventions.
- Actions taken to reduce future incidents.

This ensures restrictive interventions remain exceptional rather than routine and supports continuous improvement across the provision.

Impact:

The impact of this approach is demonstrated through:

- A reduction in the frequency of restrictive interventions over time.
- Improved pupil regulation, engagement and wellbeing.
- Increased use of preventative and de-escalation strategies.
- Strong relationships between pupils and staff.
- Consistent recording, reporting and parental communication.
- Improved risk assessment and behaviour support planning.
- Effective leadership oversight and governance.
- Compliance with DfE guidance, safeguarding requirements and Independent School Standards.

Success is evidenced when restrictive interventions are rare, proportionate, well-recorded, transparently reviewed and used to improve outcomes for pupils whilst maintaining a safe learning environment for all.