

Trust-Education Group Ltd

Restrictive Physical Intervention and Seclusion Policy

Policy Statement

Trust-Education Group Ltd is committed to providing a safe, nurturing, therapeutic, relational, and trauma-informed environment where all pupils can learn, develop, and thrive.

The school recognises that pupils with Social, Emotional and Mental Health (SEMH) needs may experience periods of distress, anxiety, emotional dysregulation, crisis behaviour, or difficulties communicating their needs safely.

Trust-Education Group Ltd understands that behaviour is often a communication of unmet need, emotional distress, sensory needs, previous experiences, or difficulties with emotional regulation.

The school will always seek to understand the reasons behind behaviour and respond through supportive, preventative, and therapeutic approaches.

The school will always seek to:

- Prevent escalation wherever possible
- Identify and respond to early signs of distress
- Reduce risk
- Promote emotional regulation
- Preserve pupil dignity
- Protect welfare
- Maintain positive relationships
- Provide appropriate therapeutic support
- Minimise the use of restrictive practices

Restrictive physical intervention is recognised as a serious safeguarding intervention and will only be used where there is an immediate risk of harm and where other approaches cannot safely manage the situation.

Restrictive physical intervention will only be used:

- As a last resort

- When necessary to prevent harm
- When reasonable and proportionate
- For the shortest possible duration
- Using the least restrictive approach
- By trained and competent staff
- In accordance with this policy and CPI Safety Intervention training

All restrictive interventions will be recorded, reviewed, monitored, and used to inform future support planning.

Definition Of Restrictive Intervention

A restrictive intervention is any action that prevents, restricts, or limits a pupil's movement, freedom, or ability to make choices.

Restrictive interventions may include:

- Physical intervention
- Restricting movement to prevent immediate harm
- Preventing access to unsafe areas where there is a significant risk
- Other actions that temporarily limit a pupil's freedom for safety reasons

Restrictive intervention must never be used:

- As punishment
- To enforce compliance
- To manage behaviour for staff convenience
- As a substitute for appropriate support planning
- Because a pupil is refusing to follow an instruction

Every restrictive intervention must be:

- Necessary
- Reasonable
- Proportionate
- Time limited
- Recorded
- Reviewed

Policy Principles

Trust-Education Group Ltd follows the following principles:

Safety First

The safety and wellbeing of pupils, staff, and visitors is the priority.

Least Restrictive Practice

Staff will always consider the least restrictive response that safely manages the situation.

Child-Centred Decision Making

All decisions will consider:

- Individual SEND needs
- Communication needs
- Age
- Disability
- Vulnerability
- Emotional wellbeing
- Personal circumstances

Trauma-Informed Practice

Staff recognise that pupils may have experienced trauma, adversity, disrupted relationships, or previous negative experiences.

Responses will be:

- Calm
- Compassionate
- Predictable
- Relational
- Supportive

Dignity And Respect

Every pupil will be treated with dignity and respect before, during, and after any intervention.

Necessity And Proportionality

Physical intervention will only occur where necessary and will never exceed what is required to maintain safety.

Accountability And Transparency

All incidents will be recorded accurately and reviewed by appropriate leaders.

Continuous Improvement

The school will use learning from incidents to improve practice and reduce the need for restrictive interventions.

Reasonable Force

Trust-Education Group Ltd recognises that staff may use reasonable force where necessary to prevent harm.

Reasonable force means using no more force than is required in the circumstances.

Staff must consider:

- The seriousness of the situation
- The immediate risk presented
- The pupil's SEND needs and vulnerabilities
- Whether alternative approaches were possible
- Whether the intervention remains necessary

Reasonable force must never be used:

- As punishment
- To cause pain
- To humiliate
- To obtain compliance
- For convenience

Roles And Responsibilities

Co-Headteachers

The Co-Headteachers are:

Melissa Wainman

Katie Everson

The Co-Headteachers have overall responsibility for ensuring restrictive physical intervention and seclusion practices are managed safely, lawfully, and consistently.

The Co-Headteachers will:

- Ensure this policy is implemented effectively
- Ensure staff understand their responsibilities
- Ensure appropriate training is maintained
- Ensure all staff are trained in CPI Safety Intervention
- Monitor restrictive intervention incidents
- Ensure Positive Handling Plans and risk assessments are reviewed

- Ensure safeguarding procedures are followed
- Review trends and reduction strategies
- Report significant matters to the Proprietor

Safeguarding Leadership

Trust-Education Group Ltd recognises that restrictive physical intervention and separation from peers may have safeguarding implications.

Designated Safeguarding Leads

The Designated Safeguarding Leads are:

Janette Balshall
Laura Wilding
Ashleigh Haynes

The Designated Safeguarding Leads will:

- Ensure safeguarding procedures are followed
- Review incidents involving restrictive intervention
- Consider whether further safeguarding action is required
- Maintain safeguarding oversight
- Liaise with external agencies where appropriate
- Ensure pupil welfare remains central to decision making
- Support post-incident reviews

Deputy Designated Safeguarding Leads

The Deputy Designated Safeguarding Leads are:

Melissa Wainman
Katie Everson

The Deputy Designated Safeguarding Leads will:

- Support safeguarding decisions
- Support pupils following incidents
- Contribute to risk assessments
- Support Positive Handling Plans
- Support staff with safeguarding procedures
- Ensure concerns are escalated appropriately

Staff Training And Competence

Trust-Education Group Ltd ensures staff have the knowledge, skills, and confidence required to support pupils safely.

All staff receive training in:

- Safeguarding
- Child protection
- SEMH needs
- Trauma-informed practice
- De-escalation strategies
- Positive behaviour support
- Emotional regulation
- Restorative approaches

All staff are trained in:

- CPI Safety Intervention
- Positive Handling approaches
- Restrictive Physical Intervention procedures
- Risk reduction strategies
- Post-incident review procedures

Only trained and competent staff may undertake restrictive physical intervention.

Prevention And Early Intervention

Trust-Education Group Ltd believes prevention is the most effective approach to reducing crisis behaviour.

The school prioritises:

- Positive relationships
- Trusted adults
- Therapeutic approaches
- Emotion coaching
- Restorative practice
- Therapeutic conversations
- Sensory regulation
- Safe spaces
- Calm areas
- Reduced demand strategies
- Flexible approaches
- Predictable routines
- Positive reinforcement

- Individual behaviour support plans
- Early intervention

Staff will identify early signs of distress and implement agreed strategies before behaviour escalates.

Individual Planning

Where risks are identified, the school will maintain:

Positive Handling Plans

Positive Handling Plans will include:

- Known triggers
- Early warning signs
- Communication needs
- Preferred calming strategies
- Effective de-escalation approaches
- Agreed intervention strategies
- Post-incident support arrangements

Individual Risk Assessments

Risk assessments will include:

- Identified risks
- Control measures.
- Staff responsibilities
- Environmental adjustments
- Review dates
- Monitoring arrangements

Plans will be reviewed regularly and following significant incidents.

Circumstances Where Restrictive Physical Intervention May Be Used

Restrictive physical intervention may only be considered where there is an immediate risk of:

- Serious injury to the pupil
- Serious injury to another pupil
- Serious injury to staff
- Significant harm to others
- Dangerous absconding presenting a serious safety risk
- Serious disorder creating an immediate risk of harm

Before intervention staff must consider:

- Is intervention necessary?
- Is intervention reasonable?
- Is intervention proportionate?
- Is there a safer alternative?
- Can further de-escalation be attempted?
- Is the risk immediate?

Seclusion And Separation

Trust-Education Group Ltd does not use seclusion as a punishment or behaviour management strategy.

Seclusion means placing a pupil alone in a room or area where they are prevented from leaving.

The school will never:

- Lock a pupil alone in a room
- Use isolation as punishment
- Use separation for staff convenience
- Use seclusion to enforce compliance

Where a pupil requires space to regulate, this will be through supportive approaches including:

- Access to a calm area
- Supervised regulation spaces
- Support from trusted adults
- Therapeutic intervention

Any separation from peers must be:

- Necessary
- Appropriate
- Supervised
- Time limited
- Recorded
- Reviewed

Prohibited Practices

The following practices are strictly prohibited:

- Corporal punishment
- Pain compliance techniques

- Deliberate infliction of pain
- Punishment-based restraint
- Humiliating treatment
- Degrading treatment
- Restriction of breathing
- Neck holds
- Unauthorised prone restraint
- Locking pupils alone in rooms
- Withholding food
- Withholding water
- Withholding medication
- Threatening physical intervention as punishment

Any breach may result in:

- Safeguarding investigation
- Disciplinary action
- Referral to external agencies
- Referral to regulatory bodies.

Recording And Reporting Requirements

A written record must be completed following every restrictive intervention.

Records must include:

- Pupil name
- Date
- Time
- Location
- Staff involved
- Witnesses
- Events leading up to the incident
- Triggers identified
- De-escalation strategies attempted
- Reason intervention was required
- Type of intervention used
- Duration
- Injuries sustained
- Medical attention provided
- Outcome
- Follow-up actions
- Review outcomes

Records must be:

- Accurate
- Factual
- Objective
- Signed
- Reviewed by senior leaders

Parent And Carer Communication

Parents or carers will be informed following incidents involving:

- Restrictive physical intervention
- Restraint
- Immobilisation
- Use of reasonable force

Communication will normally occur:

- On the same day where possible
- As soon as practicable
- By telephone where appropriate
- Followed by written confirmation

Pupil Voice And Reflection

Following incidents, pupils will be supported to reflect on:

- What happened
- How they were feeling
- What support helped
- What could be done differently
- What strategies may help in the future

Pupil views will inform:

- Positive Handling Plans
- Risk assessments
- Individual support strategies

Post-Incident Support

Following any restrictive intervention, the school will provide:

Support For Pupils

- Welfare checks
- Emotional support

- Reflection opportunities
- Restorative conversations
- Access to trusted adults
- Review of support strategies

Support For Staff

- Welfare checks
- Debrief meetings
- Professional reflection
- Wellbeing support

Monitoring And Reduction Of Restrictive Practices

Trust-Education Group Ltd is committed to reducing restrictive interventions through:

- Reviewing incident data
- Identifying triggers
- Improving environmental support
- Strengthening therapeutic approaches
- Developing staff practice
- Listening to pupil voice
- Reviewing individual plans

Monitoring will include:

- Frequency of incidents
- Duration of incidents
- Location of incidents
- Repeat incidents
- Injury information
- Equality considerations
- Training compliance
- Effectiveness of strategies

Governance And Review

The Co-Headteachers will maintain oversight of:

- Restrictive Intervention Register
- Incident records
- Training records
- Positive Handling Plans
- Risk assessments
- Monitoring reports

Reports to the Proprietor will include:

- Statistical analysis
- Trends
- Areas of concern
- Actions taken
- Training updates
- Safeguarding considerations
- Improvement priorities

This policy will be reviewed annually or sooner following:

- Changes to legislation
- Updated guidance
- Significant incidents
- Safeguarding reviews
- Quality assurance findings

Trust-Education Group Ltd is committed to ensuring restrictive interventions remain rare, necessary, proportionate, and focused on pupil safety, dignity, and wellbeing.

Policy Lead	Melissa Wainman Proprietor
Date:	1st September 2026
Policy Review Date:	1st September 2027
Version:	1
Approval:	Matthew Embley Chair of the Governing Body