Hillside Primary and Nursery School

Restrictive Intervention September 26

Restrictive Intervention

Hillside Primary and Nursery School is committed to creating a safe, supportive and nurturing environment where restrictive interventions are used only as a last resort, never as a disciplinary measure, and always in accordance with the law. Restrictive interventions include any physical or non-physical action that restricts a child's movement, liberty, or freedom of action.

All interventions must be necessary, reasonable, proportionate, and the least restrictive option available. Staff will always prioritise de-escalation, prevention and positive behaviour support to minimise the use of restrictive practices.

Hillside Primary and Nursery School employs proactive approaches including de-escalation strategies, relational support, curriculum adaptation, restorative support plans and environmental adjustments to prevent situations escalating to crisis.

Authorisation of Staff

Under Section 93 of the Education and Inspections Act 2006, the Headteacher authorises staff to use reasonable force when legally permitted.

All members of school staff have a legal power to use reasonable force where this is **necessary, proportionate and the least restrictive option** to prevent injury, crime, serious damage to property, or significant disruption. The Headteacher may also **authorise other adults** (e.g., volunteers on school visits) to use this power in line with law and guidance.

Definitions (Aligned with DfE Statutory Guidance, April 2026)

Restrictive Interventions: Any physical or non-physical action that prevents, restricts, or subdues the movement of a pupil (whole body or part of the body).

This includes:

Reasonable Force – Using no more force than is necessary to prevent harm, damage, or disorder. It is used only when essential to maintain safety.

Physical Restraint – Holding or restricting a pupil's movement, such as holding arms, guiding firmly, or stopping unsafe actions.

Non-Force Restrictive Intervention – Actions that restrict freedom of movement without physical force, including blocking movement, directing movement, preventing exit, or removing mobility aids (e.g., crutches).

Guided Physical Intervention – Low-level, non-forceful contact to guide a pupil to safety.

Seclusion – Confining a pupil alone in a room or space and preventing them from leaving. Seclusion is a restrictive intervention and must never be used as punishment; it may only be used in emergency situations to maintain immediate safety. Any seclusion must be time-limited, continuously supervised, and used only to manage an immediate safety risk; it must be recorded and reported.

Minimising the Need for Restrictive Intervention, including the use of Reasonable Force

Deciding Whether to Use Restrictive Intervention

When considering use of restrictive intervention, staff must apply the following principles:

- Is there an immediate risk of harm to the pupil or others?
- Is the intervention necessary and proportionate?
- Is this the least restrictive option available?
- Have de-escalation attempts been made where possible?
- Are SEND, medical needs, trauma, or communication differences relevant to the behaviour?

Using Reasonable Force and Other Restrictive Interventions

If restrictive intervention is necessary, staff must:

- Use the minimum force or restriction required for the shortest possible time.
- Avoid actions likely to cause injury unless there is no alternative to prevent serious harm.
- Seek support from another adult whenever possible.
- Continue to communicate with the child throughout the incident.

Recording and Reporting

The school will record and report in line with:

- The Schools (Recording and Reporting of Seclusion and Restraint) (England) Regulations 2025 (in force 1 April 2026) for any seclusion or restraint.
- DfE statutory guidance (April 2026) under s93A Education and Inspections Act 2006 for each significant incident involving the use of force.

Parents/carers will be informed as soon as practicable:

• All seclusion incidents.
• All restraint incidents (physical or non-physical).
• All significant incidents involving use of force.

This includes:
• Blocking or restricting movement.
• Directing or steering a child where freedom of movement is restricted.
• Removing mobility aids.
• Any restraint technique.
• Any incident that results in notable distress to the child.

Records must include the rationale, actions taken, level of risk, pupil voice and post-incident actions. Patterns will be analysed by senior leaders and governors to ensure safe practice (see Appendix 9).

Post-Incident Support
Hillside Primary and Nursery School will ensure that pupils and staff involved in a restrictive intervention receive timely emotional, physical and relational support. Children will be given an opportunity to express their views.

Training
Staff identified as likely to need to use reasonable force will receive appropriate training covering the law, prevention and de-escalation, with regular refreshers.

Restorative Support Plan
A restorative support plan is designed to support children in making the right choices and educating them with coping strategies and a 'toolkit' for positive behaviours.

The plan will be devised:
- Using a reflection and analysis of the behaviour presented and identification of triggers.
- Creating a flow chart for a personalised plan, in line with the school's policy.
- A meeting between the child, class teacher and behaviour lead to identify behaviours, triggers and approaches to be used
- Planning provision with appropriate outside agencies
- Parental meeting to be held to discuss behaviour concerns, triggers and to work through the plan with parents and child.
- Risk Assessment if required

Staff will help children to understand the impact of their behaviour for others following a behaviour incident. This will not be done until the child has been given time to calm and recover following an incident.

Whilst the child is returning to baseline, following an incident, there will be no discussion of what has happened, and the member of staff dealing with the incident will nurture their recovery. This may include offering comfort, sensory room time, drinks etc. Once back at baseline, a discussion will take place around what happened and what the impact of their behaviour has been for other children, staff members, school property etc.

The Designated Safeguarding Lead (DSL) and their Deputies in our school are: Rhian Richardson, Linsey Beck, Lindsey Houseman, Kimberley Scotney, Claire Ash and Aidan Kirk. Safeguarding is the responsibility of all, however all staff, parents/carers and pupils need to be aware of who to report to and how to report any safeguarding concerns.
The nominated Governor with responsibility for Behaviour is Nicola Hornby.

Complaints and allegations
Hillside Primary and Nursery School will also make clear to pupils that they have a right, and are able, to question/complain about the use of reasonable force. We will ensure that mechanisms are in place for pupils, parents, carers, and staff to voice their opinions, comments, or concerns.

Complaints and allegations will be taken seriously, and should be reported using the school complaints procedure (found on the school website)

The role of the LADO:
Working together to Safeguard Children (2023) requires each Local Authority to have a LADO. In Nottinghamshire the role of the LADO is undertaken by the Managing Allegations Service.
The purpose of the LADO role is to address allegations/concerns made against adults working or volunteering with children in Nottinghamshire.
Working together to Safeguard Children (2025) and Keeping Children Safe in Education (2025) outline the criteria to be applied to allegations and concerns about an individual when it is indicated the individual may have:

- Behaved in a way that has harmed a child or may have harmed a child;
- Possibly committed a criminal offence against or related to a child;
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children;
- Behaved or may behave in a way that indicates they may not be suitable to work with children.

Concerns may relate to either a person's work/voluntary role or their behaviour outside the work setting.
The LADO should be notified when:

- A child is injured or may have been injured as a result of appropriate/permitted restraint practice or actual/perceived use of excessive force,
- A child and/or parent/carer makes an allegation and/or complaint against a professional following a restraint of a child,
- A professional, other adult or child reports an observed or perceived inappropriate restraint of or practice with a child by another professional.

Monitoring and review

This policy will be monitored regularly and reviewed by the governing body at least annually or as required.

The Headteacher is responsible for the implementation of this policy and Nicola Hornby is the Link Governor, who also has responsibility in this area.