



CHANTRY COMMUNITY

PRIMARY SCHOOL

Restrictive Practices Policy

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Author:	R Ward/K Duncan	Department:	Education
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Statement of Equality

At Chantry Community Primary School, we have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Equality Impact Assessment

Who is the policy or process intended for?	Pupils	Employees	Govs/ Trustees	Volunteers	Visitors
		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Status of the policy or process:	New policy or process			Existing policy or process	
	<input type="checkbox"/>			<input checked="" type="checkbox"/>	
Analysis					
Protected Characteristic	Impact analysis			Explanation of impact analysis	
	Positive	Neutral	Negative		
Age:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Disability:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Sex:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Gender reassignment:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Race:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Religion or belief:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Sexual orientation:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Marriage or civil partnership:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Pregnancy and maternity:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Pupil groups (PP/SEN/CLA):	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Evaluation and decision making					
Summary of action taken:					
Final decision:					

Aims and Principles

This document ensures a lawful, fair, reasonable and proportionate approach to restrictive interventions within Chantry Community Primary school. As a school, we aim to be proactive in minimising the need to use restrictive interventions through early support, prevention and de-escalation strategies.

At Chantry we follow the principles and guidance provided by TeamTeach. Currently, the Beyond Trust has 2 qualified Intermediate TeamTeach Trainers who provide the training and advice to the schools, ensuring consistency and high-quality support for both staff and pupils.

This document provides statutory guidance in line with DfE [Restrictive interventions_2026.pdf](#) around:

- Recording and reporting the use of force
- Use of seclusion and its recording and reporting
- Clarification on the use of reasonable force and the use of this power safely and appropriately
- Minimising the need to use restrictive interventions
- Support for staff working with pupils with SEND
- Power to use reasonable force for Further Education settings can be found in Section 85C of the Further and Higher Education Act 1992

Terminology

Restrictive intervention: a means to prevent, restrict, or reduce movement of the body, or part of the body, of a pupil. 'Restrictive interventions' is used as the umbrella term to describe both physical and non-physical actions aimed to restrain a student.

Reasonable force: a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in certain circumstances. Reasonable force must meet 3 part test to be lawful, it needs to be reasonable, proportionate and absolutely necessary. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

Significant incident: any incident where the use of force goes beyond appropriate physical contact between pupils and staff. Significant Incidents require schools to



record and report significant incidents of use of force to parents (s 93A of the Education and Inspections Act 2006)

Seclusion: keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave. Seclusion cannot be used as a disciplinary response.

Restraint: intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches are considered forms of restraint. Restraint cannot be used as a disciplinary response.

Use of restrictive interventions and reasonable force

All members of school staff have a legal power to use reasonable force to prevent or stop a pupil from:

- causing injury to themselves or others
- committing a criminal offence
- damaging property
- causing disorder among pupils at the school, whether during a teaching session or otherwise

The decision on whether it is lawful to use a restrictive intervention depends on the individual circumstances of each situation. To make this assessment, the member of staff is expected to conduct a Dynamic Risk Assessment and consider their actions in the following terms:

- Is it reasonable
- Is it proportionate
- It is necessary
- What impact the action may have on pupils' welfare

As a staff, we follow a graduated response approach to potential crisis situations. This means that, where possible, all staff will apply a number of de-escalation strategies before considering more restrictive interventions. Staff will always seek to maintain respect for pupil's dignity. They will also aim, where possible, to narrate the situation so the pupil knows what is happening and why but also explain what is expected of the pupil.



De-escalation strategies and graduated response are actively promoted through staff CPD, TeamTeach training and schools' guidance and policies. As a school, we have set out the specific whole-school approaches as well as more targeted measures for individual pupils, depending on their needs and priorities.

Leaders at Chantry identify staff who require a certain level of training on the use of restrictive interventions. Initial training requires 6 hours (level 1) or 12 hours (level 2) of theory and practical skills and is valid for 1 year. These staff also receive annual refresher training to ensure that their knowledge and skills are up to date.

Seclusion

Seclusion is defined as an intervention involving keeping a pupil confined to a place away from others and preventing them from leaving. Seclusion can only be used as a safety measure to protect others from harm when a pupil is experiencing significant emotional or behavioural dysregulation. Seclusion cannot be used as a sanction or disciplinary action, and it should not be implemented by staff through the threat of punishment. The place to which the pupil is confined should be safe and not feel threatening or intimidating to the pupil. The pupil must be supervised at all times during the period of seclusion. When an immediate risk of harm has reduced, the pupil should be allowed to leave if appropriate.

Any incident involving the use of seclusion must be recorded and reported. Seclusion is not a disciplinary response to deliberate misbehaviour. In case of deliberate misconduct, the staff should refer to our Behaviour policy.

Other physical contact

In line with DfE guidance, Chantry Community Primary School does not have a 'no contact' policy. Chantry Community Primary will not grant any requests by parents or staff members not to use reasonable force and/or other restrictive interventions. Any member of staff is expected to act reasonably and appropriately to meet their duty of care.

In certain circumstances, it is appropriate for staff to have physical contact with pupils and this contact will not qualify as the use of reasonable force and other restrictive interventions. Examples of such circumstances are:

- giving first aid
- holding the hand of a pupil at the front/back of the line,
- walking together around the school or on a school trip
- helping a pupil to a space they have chosen to access to self-regulate



- comforting a distressed pupil
- congratulating or praising a pupil, ie a pat on the back or a handshake
- demonstrating how to use a musical instrument
- demonstrating exercises or techniques during PE lessons or sports coaching

In assessing whether physical contact is appropriate in a given situation, the member of staff should use their judgement and have regard to:

- the school's child protection (or any other relevant policy)
- the applicable circumstances, such as whether there are other adults present
- the individual pupil's age
- any other factors, including SEND, trauma, sensory sensitivities, or other vulnerabilities
- any alternative strategies that do not include physical contact can be used

SEND

At Chantry, we recognise that some children and young people with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. In those circumstances, it is expected that our schools will seek to understand the underlying triggers of challenging behaviour so that they can provide proactive support, create an inclusive environment and consider the impact of school policies on pupils with SEND. At Chantry, we will utilise staff who know individual pupils well to help identify and manage risk such as trigger points when challenging behaviour is more likely to occur and develop proactive strategies to reduce the likelihood of restrictive interventions being used. We will also proactively work with the pupil, parents and other professionals to develop prevention and de-escalation strategies. Individual support, reasonable adjustments and any alternative arrangements will be included in the **Engagement Support Plan**. This will be supported by **Positive Handling Plans**, which detail circumstances where it may be appropriate for staff to have increased physical contact with a pupil. It will also describe agreed guides, holds and/or escorts, although this will never be an exhaustive list. Where there is an identified risk, such as increased likelihood in the need to use reasonable force and/or other restrictive interventions, we will have **Individual Risk Assessment** in place and where possible, mitigate risks such as through training and prevention strategies. All the above documents will be reviewed with the pupil and their parent/carer at least termly or after any significant incident, so that changes can be made based on evidence of what has worked and what has not worked in practice for the individual pupil.



Where a pupil has a disability, the school has a duty, under the Equality Act 2010, to take reasonable steps to avoid disadvantage so that the pupil can fully participate in the education provided by the school, and that they can enjoy the other benefits, facilities and services that the school provides for pupils.

Recording and Reporting

Under the Human Rights Act 1998, Equality Act 2010, every school has an obligation to record and report incidents where staff use force or seclusion on a pupil.

Governing Bodies must ensure that a procedure is in place for recording each significant incident in which a member of staff uses force on a pupil, as part of the school's duty under section 93A of the Education and Inspections Act 2006.

Additionally, every school must ensure that a procedure is in place for recording each seclusion or restraint incident as part of the school's duty under the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025.

Any significant incident must:

- be recorded as soon as practicable after the event (**Incident Report**)
- be recorded by the staff member(s) involved and they should endeavour to do this no later than the same day.
- be recorded even if the use of restrictive interventions is agreed as a part of Positive Handling Plan and Engagement Support Plan.
- Be reported to parents/carers as soon as practicable but not later than the same day.

We will then communicate this information to parents in writing. For example, via email or online messaging system. Additionally, to meet statutory guidance, a copy of the Incident Report will be shared with parents. Where possible, we will invite parents to have a follow-up conversation about the incident.

The exceptions to the requirement to report are where:

- the pupil is aged 20 or over; or
- doing so would be likely to result in serious harm to the pupil. In this instance, the staff member must report the incident to any parent(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority within whose area the pupil is ordinarily resident.



In circumstances where a restraint incident also constitutes a significant use of force, schools will follow reporting procedure for significant use of force incidents under section 93A of the Education and Inspections Act 2006 as outlined above. The same information does not need to be reported twice.

Monitoring

The Trust and Governing Bodies will take all reasonable steps to ensure that the school's procedures for recording and reporting the use of force and seclusion and restraint are complied with.

The Trust and Governing Bodies will regularly review and interrogate data on restrictive interventions to ensure Chantry's school leaders:

- identify and implement improvements to policies and practices, particularly where approaches have been used for some time but have not been effective.
- identify areas of learning and development for the school around behaviour management
- understand pupils' repeat patterns and triggers to interrogate the effectiveness of pupil support measures,
- identify any disproportionate use of restrictive interventions in relation to pupils who share protected characteristics, have SEN, or other types of vulnerability.
- are aware of any patterns and trends and know how the use of restrictive interventions might be avoided in the future
- hold a follow-up conversation(s) to facilitate reflection, learning and to support pupil and staff wellbeing. This conversation should be framed as part of the overall debriefing process (**Post-Incident Debrief**)

Complaints and allegations

Any complaints regarding the use of restrictive interventions will be dealt with in accordance with the school's normal complaints procedure. If an allegation regarding inappropriate use of force and/or other restrictive interventions is made against a member of staff, the procedures in <https://www.gov.uk/government/publications/keeping-children-safe-in-education—2> will be followed.



Further information

<https://www.gov.uk/government/publications/behaviour-in-schools--2>

<https://www.gov.uk/government/publications/reducing-the-need-for-restraint-and-restrictive-intervention>

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

<https://www.gov.uk/government/publications/school-exclusion>

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

<https://www.gov.uk/government/publications/mobile-phones-in-schools>

Chantry Community Primary school Behaviour Policy

Trust Suspension and Exclusion Policy

Relevant legislation

- Education and Inspections Act 2006, especially sections 93 and 93A
- Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025
- Health and Safety at Work etc. Act 1974 and associated regulations
- Human Rights Act 1998
- Equality Act 2010



Appendix A: Incident Report Recording

Incidents involving restrictive practices must be recorded using the official Incident Report. This captures:

- What happened before, during, and after the incident
- De-escalation and preventative strategies used
- Details of restrictive practices applied
- Injuries, medical treatment, and external notifications
- Pupil viewpoint and follow-up actions

This ensures a clear, factual, and comprehensive account to support safeguarding, learning, and accountability.

Once the report is completed, staff will need to refer to CPOMS where there is a tab to record and upload documents.

Appendix B: Post-Incident Debrief Record

A Post-Incident Debrief must be completed following restrictive practices. The debrief record includes:

- Planning considerations (timing, location, readiness)
- Staff reflection on decision-making and proportionality
- Identification of lessons learned
- Agreed next steps and additional support needs

This process supports wellbeing, professional reflection, and improved future practice.

Appendix C: Supporting and Linked Records

Depending on the incident and the pupil involved, the following records may also be updated or reviewed:

- Engagement Support Plans
- Positive Handling Plans
- Individual Risk Assessments
- Accident book entries (where injuries occur)

Together, these records ensure a coherent, transparent, and safeguarding-led approach to restrictive practices.



Appendix D: Post-Incident Template



Post-Incident Debrief Template

Date of incident:

Date of debrief:

Individuals involved:

Debrief led by:

Review date:

Debrief planning checklist:

Key considerations	Notes
Where is the debrief taking place?	
If the debrief was delayed what were the reasons?	
Are there any communication needs to consider?	
Are there any sensory / regulation needs to consider?	
Is the staff member(s) ready to engage in the debrief?	
Are there any other factors to consider before the debrief takes place?	





Debrief conversation

These questions are for guidance only. It is important to consider your context and the individuals you support and adapt the questions accordingly.

Question	Response
Tell me what happened from your perspective.	
Why did you make the decision to use restrictive intervention? Was your response reasonable, proportionate and absolutely necessary?	
What dynamic risk assessment did you undertake?	
Were there opportunities to do things differently?	



What steps were taken to repair the working relationship with the pupil?	
Is there any support you need with this? Are there any additional actions that should take place?	
Are there any lessons to be learnt from this incident?	
Is there anything else you would like to add?	

Agreed next steps:

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