



ST. BART'S
MULTI-ACADEMY TRUST

RESTRICTIVE INTERVENTION POLICY

March 2026

Details

Title: Restrictive Intervention Policy

Issued: March 2026

Next Review: March 2028

Owner: Ricky Porter

Category: Operational

Date	Section Amended	Signature
September 2023	Updated Legal Framework / Roles and Responsibilities / Reasonable Force / Reporting Incidents / Complaints	S Cope
March 2026	Revised to reflect DfE Restrictive Interventions guidance / updated recording and reporting requirements / reflected the use of Arbor recording system / 'Seclusion' added	K Webb

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Flourishing Together Releasing Potential Inspiring Futures

St. Bart's Mission

We ensure that every academy is a flourishing community, dedicated to releasing potential and inspiring ambitious futures through exceptional education.

St. Bart's Vision and Values

Releasing potential together through **PEACE**:



PASSION

We pursue excellence with energy and purpose, releasing the potential within every child and adult.



ENCOURAGEMENT

We nurture confidence and resilience, supporting each individual so that they can thrive.



AMBITION

We set high expectations, striving for fairness and opportunity so that potential is not limited by circumstance.



COLLABORATION

We work together in partnership, recognising that flourishing comes when we share strengths and support one another.



ENJOYMENT

We celebrate learning and community life, creating joy-filled environments where potential can flourish.



Our Trust Christian ethos is captured by the **PEACE** values and all schools work in close partnership (*whether C of E or community*) to ensure that all children, adults and the communities they serve flourish just as Jesus encouraged us to do in John 10:10 – ***“I have come that they may have life, and have it to the full.”***

St. Bart's vision includes a strong commitment to preparing our children for a world impacted by climate change, through learning and practical experience. We encourage pupils and staff to consider the impact of their actions locally and globally, while embedding climate change education across our curriculum, and sustainability into our ethos and Trust-wide practice.

Restrictive Intervention Policy

Statement of intent

St Bart's Multi-Academy Trust believes that it is important to establish a safe, secure and stable environment to enable pupils to grow, develop and learn. To achieve this, the Trust recognises that, in certain circumstances, physical intervention, including safe touch and the use of reasonable force, is necessary.

The Trust understands that behaviour is often a means of communication which may signal that a pupil is in need of support but does not know how to express this; therefore, the Trust takes a proactive approach to anticipating, managing and minimising potential triggers of distressed behaviour that may cause harm.

The Trust is committed to minimising the need for restrictive interventions through whole school prevention strategies, staff training, and individualised support for pupils.

This policy acknowledges that situations may arise in which staff members in our academies will be required to use physical intervention, and in some cases reasonable force, in order to handle pupils' emotions or aggressive behaviour when other measures have failed to do so.

The aim of this policy is to ensure that physical intervention is used in a correct and safe manner, which is in accordance with the relevant legislation and national guidance effective from 1 April 2026.

1. Legal Framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Education and Inspections Act 2006, especially sections 93 and 93A
- The 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

This policy has due regard to the following guidance:

- DfE (2023) 'Use of reasonable force in schools' until March 2026
- DfE (2026) 'Restrictive interventions, including use of reasonable force, in schools (effective from 1 April 2026)
- DfE (2023) 'Working Together to Safeguard Children'
- DfE (2025) 'Keeping children safe in education 2025'
- HM Government (2019) 'Reducing the Need for Restraint and Restrictive Intervention'

2. Roles and Responsibilities

The **Local Governing Committee** is responsible for:

- Monitoring the overall implementation of this policy.
- Responding to any complaints, in liaison with the Principal, from pupils or parents regarding the use of reasonable force.
- Regularly review and interrogate data on restrictive interventions to ensure 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 training and development for staff, for example on how to use de-escalation techniques effectively, supporting specific departments and teachers to improve understanding and practice
 - Understand regular patterns or triggers of behaviour for pupils, to better support them through behaviour support plans, and share this information with class-based staff who work with those pupils and, where appropriate, their parents
 - Identify any disproportionate use of restrictive interventions in relation to pupils who share protected characteristics, have SEND, or other types of vulnerability.

The Principal is responsible for:

- Deciding whether members of staff require additional training to enable them to carry out their responsibilities, considering the needs of pupils
- Ensuring all members of staff understand the correct conduct in terms of positive handling.
- Handling any allegations of abuse in line with the Academy 'Child Protection and Safeguarding Policy' and 'Trust Disciplinary Policy and Procedures'.
- Ensuring that all significant incidents involving the use of force, seclusion or restraint are recorded and reported in accordance with statutory requirements (see section 10)
- Maintaining records of the use of restrictive interventions and evaluations on a termly basis how reasonable and physical intervention is used, identifying patterns, trends, and areas for improvement
- Ensuring that any member of staff who uses reasonable force completes the Physical Intervention Report Form. This must then be uploaded to CPOMs as soon as possible, ideally on the same day as the incident (see section 10)
- Ensuring that the 'Behavioural Policy' sets out the circumstances in which force might be used
- Responding to any complaints, in liaison with the Local Governing Committee, from pupils or parents regarding the use of reasonable force.
- Ensuring written reports are provided to parents/carers on the same day as a significant incident, in accordance with statutory requirements
- Ensuring that follow up conversations take place after incidents involving restrictive interventions, to support reflection, learning and wellbeing

The Special Educational Needs Co-ordinator (SENCO) is responsible for:

- Providing training to members of staff on how to handle the needs of pupils with SEND.
- Ensuring staff understand how pupils with SEND may react differently to reasonable force.
- Ensuring that staff understand the additional vulnerability of pupils with SEND or medical conditions.
- Developing individual risk assessments for pupils with SEND or medical conditions that are agreed with the pupil's parents, and ensuring teaching staff are aware of these.
- Ensuring that staff understand how reasonable force principles may need to be adapted for pupils with medical conditions.
- Evaluating on a termly basis how reasonable force and physical intervention is used with regard to pupils with SEND, in collaboration with the Principal.
- Working with pupils, their parents/carers, and other professionals to develop prevention and de-escalation strategies and behaviour support plans where appropriate

3. Definitions

Restrictive intervention: a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This guidance uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

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 limited circumstances. 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 as described in 'Other physical contact with pupils' within this document. This includes when physical force is used to implement a non-physical restrictive intervention. All significant incidents must be recorded and reported in accordance with statutory requirements (see Section 10)

Seclusion: a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving

Restraint: a term used in legislation referring to a non-disciplinary 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 would both be considered forms of restraint.

The various restrictive interventions above have been defined for completeness and should not be construed as an endorsement or otherwise for their use in schools. Some will not be relevant to most schools.

4. Determining when use of restrictive interventions is appropriate

There will be times when school staff may need to use restrictive interventions, and they should know this option may be available to them. The decision on whether it is reasonable to use a restrictive intervention depends on the individual circumstances of each situation.

To make this assessment, the member of staff should consider the following:

4.1. Is it necessary?

- Staff should consider whether there are other more effective, less restrictive ways to manage a situation
- Staff should assess whether a restrictive intervention is likely to successfully reduce the relevant risks, or whether its use would escalate the situation further or cause more harm than the behaviour itself
- Where possible, staff should communicate with other staff members to understand any broader risks in the environment

4.2. Is it proportionate?

- Staff should use the least amount of force or least restrictive intervention necessary for the least amount of time required to reduce the relevant risks.
- If the intervention itself is escalating the situation, staff should reconsider their approach and attempt an alternative strategy
- Staff should consider the personal circumstances of the pupil such as medical conditions, special educational needs or other vulnerabilities, their characteristics such as age and size, and must consider relevant equality implications under the Equality Act 2010.

4.3. Have you considered the pupil's welfare?

- Staff should consider the impact on the pupil's overall welfare, balanced against any actions taken. For example, pupils who have experienced an adverse life event, with diagnosed or undiagnosed medical conditions or sensory impairments, past trauma or neglect, communication difficulties, or other needs, may find the use of restrictive interventions particularly distressing.
- Staff should seek to maintain respect for a pupil's dignity. This may include, where possible, considering the location and environment where any intervention is used, such as in front of their peers.
- Where possible, staff should clearly and calmly communicate to the pupil what is happening, why, and explain what the pupil needs to do.
- For pupils with difficulties with speech, language and communication, or with English as an additional language, verbal and/or non-verbal strategies should be used to ensure the pupil understands what is happening and has adequate time to process information and respond
- Staff should seek to understand how the pupil is feeling and use this information to determine whether the restrictive intervention should be, or continue to be, applied, reduced or stopped.

5. Positive Handling

The principle of positive handling means that each Academy expects staff to assess whether the incident requiring a response can be resolved without physical intervention.

Where possible, the Academy implements an approach of prevention, where staff will be trained in:

- recognising warning signs of severe pain or distress and/or aggressive behaviour
- communicating empathetically with pupils displaying such signs to aid them in regulating their emotions, and altering their environment to minimise distressing stimuli
- Using whole school and individual de-escalation strategies

Teaching staff will be aware of the behavioural patterns, medical conditions and levels of need of pupils in their class, and will ensure that incidents of disruptive or aggressive behaviour in the classroom are handled in line with individual pupils' needs.

Staff will not generally resort to physical contact or reasonable force immediately without first questioning whether there is a need to use physical intervention. Staff will question whether:

- Verbal de-escalation can be attempted.
- There are actions that can be taken to remove triggers from pupils, e.g. dimming the lights and encouraging quiet where a pupil is having a meltdown in response to sensory overstimulation.
- The pupil can be removed from the situation without physical intervention, e.g. if they will follow a member of teaching staff out of the classroom.
- The pupil has a condition or support needs that mean physical intervention would be inherently more dangerous, e.g. asthma which may be made worse by restrictive holds or sensory issues where physical touch would contribute to sensory overload and may provoke aggressive behaviour.
- They have the ability, training and adequate support to physically intervene safely without causing unnecessary harm to the pupil or themselves.

Where there is no immediate risk of harm to themselves or others, destruction of property or serious disruption, reasonable force will not be used on the pupil. Any reasonable force used in situations that are non-urgent will only be used once all alternative options have been exhausted and where the staff member in charge deems that the situation is escalating.

The Academy understands that, in some cases, action may be required very quickly, e.g. in the event that a pupil attempts to run out into a busy road, or where pupils begin a violent fight with one another and staff are forced to pull the pupils apart. Staff will not be penalised for resorting to the use of physical intervention or reasonable force in such situations where it is justified and perceived necessary to prevent harm to others or property in the circumstances.

Positive handling will be applied with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control. Reasonable force is not used as a method of behaviour management or discipline - only as a last resort in situations that require de-escalation to prevent harm.

5.1. Whole-School Prevention and De-escalation Strategies

The Academy uses the following whole-school strategies to minimise the need for force and restrictive interventions:

- Identifying particular 'hotspots' for behaviour issues, such as corridors or areas of the playground, and deploying staff to support in these key areas
- Identifying key times of day when behaviour issues are more frequent, and making sure that enough staff are present and on duty at these times
- Adopting a behaviour policy that includes verbal warnings, offering pupils a chance to correct their behaviour first
- Agreeing a shared language for de-escalation with staff, so that pupils receive the same messaging consistently across the school
- Providing staff training on recognising triggers and using de-escalation techniques
- Creating calm, predictable environments that reduce sensory overload and anxiety

5.2. Individual De-escalation Strategies

When working with individual pupils, staff may use the following de-escalation strategies:

- Using a calm facial expression and warm, open body language
- Using a warm, calm tone of voice with the pupil
- Calmly reminding the pupil of the consequences of not following an instruction
- Avoiding having too many members of staff present when trying to de-escalate the situation
- Giving the pupil time and space to calm down, where safe to do so
- Using distraction techniques or offering choices to redirect the pupil's attention
- Removing environmental triggers where possible

6. Reasonable force

6.1. Who can use reasonable force?

All members of academy staff have a legal power to use reasonable force in certain circumstances.

Staff can 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 DfE recommends that staff who are likely to need to use reasonable force and/or other restrictive interventions should be adequately trained to do so safely and lawfully, and trained in strategies to prevent the need to use reasonable force.

Academies should carry out risk assessments to ensure that staff who regularly work alongside pupils where the use of reasonable force and/or other restrictive interventions may be required can do so as safely as possible.

6.2. There are two key types of reasonable force:

'Control' – actions used in an attempt to direct a pupil's movements; this includes passive physical contact, e.g. standing between pupils or blocking a pupil's path, or active physical contact, e.g. leading a pupil out of a classroom by their arm.

'Restraint' – actions used in an attempt to physically bring a pupil under control. This type of force is typically used in more extreme circumstances, e.g. where two pupils are fighting and refuse to separate, causing staff to intervene to hold them back from one another physically.

For the purposes of this policy, **'safe touch'** is defined as physical contact which, if avoided, would be inhumane, unkind or cause distress to a pupil, e.g. where a pupil is significantly distressed and in need of physical comfort.

Staff members will use actions that are appropriate and in proportion to the circumstances. Physical restraint will never be used routinely. Where reasonable force is required, the degree and type of force that is used will depend on the pupil's circumstances, e.g. their age or SEND.

The following list is not exhaustive, but provides examples of situations where the Academy may decide to use reasonable force where other methods of defusing a situation have been exhausted or are not appropriate:

- Members of staff need to control pupils risking the safety of themselves or others outside of Academy premises where the same range of support options are not available, e.g. on educational visits.
- Members of staff must prevent a pupil from leaving an area, e.g. the classroom or Academy grounds, where doing so would risk their safety or the safety of others.
- A pupil is attacking a member of staff or another pupil.
- A pupil is at serious risk of harming themselves and a member of staff must intervene to prevent this.
- Disruptive children must be removed from the classroom and are refusing instructions to leave.
- The Principal or authorised staff are conducting a search for items prohibited under the Education Act 1996, e.g. knives and weapons, alcohol, and illegal drugs.

All members of staff will be permitted to use reasonable force where they believe it to be appropriate in line with their training, as long as all necessary precautions are taken. The decision to physically intervene during a situation is down to the professional judgement of the member of staff and always depends on the circumstances and the pupil's individual needs.

The power to use reasonable force also applies to any individual whom the Principal has identified as temporarily in charge, such as volunteers.

In many cases where physical intervention or reasonable force is required, minimal and non-restrictive force will be appropriate, e.g. holding a pupil's hand to escort them from a classroom.

Reasonable force techniques that involve restraint will only be used where the staff member feels it is necessary to prevent serious harm. In general, restraint will only be used briefly, and prolonged restraint will not be used, i.e. restraint beyond that which is necessary to remove the immediate threat a pupil is posing to themselves or others.

Where staff determine physical intervention is necessary, they will calmly communicate the reasons for their actions to the pupil and explain why it is necessary in a non-threatening manner. In most cases, staff will communicate this to pupils before making physical contact to minimise distress and/or further aggressive behaviour from the pupil; however, the Academy recognises that this is not possible in some emergency situations.

Staff will never give the impression that they are acting out of anger or are punishing the pupil. Staff members will always avoid acting in a way that could cause injury; however, the Academy understands that accidental injury may occur in emergency situations where there is not sufficient time for a considered response, e.g. bruising on a child's wrist where a staff member has grabbed them to prevent them running onto a busy road.

Where a member of staff believes that they are at risk, e.g. where an injury is likely to occur, they will not intervene in an incident without the help and assistance of another staff member.

Reasonable force techniques which present an **unacceptable** risk and will not be used under any circumstances include:

- The '**seated double embrace**' where two staff members force a pupil into a sitting position and lean them forward whilst a third staff member monitors their breathing.
- The '**double basket-hold**' in which a pupil's arms are held across their chest.
- The '**nose distraction technique**' which involves a sharp upward jab under the pupil's nose.

Staff will also be aware that, in some instances, it will cause more distress to a pupil, and may increase the risk of harm to their peers, if they are prevented from leaving an area, e.g. their classroom, using physical intervention. Where it is not dangerous to allow them to leave, the staff member in charge of the situation should use their judgement in allowing a pupil to remove themselves from the area, as environmental factors in the area specifically may be provoking their behaviour.

Following the incidents where reasonable force is used, the pupil involved may be subject to separate disciplinary procedures, in which strategies should be formed to help avoid reoccurrence of such incidents.

6.3. Use of reasonable force to search pupils

Principals and staff they authorise, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item. A member of staff can use such force as is reasonable to search for legally prohibited items, but not to

search for items banned under the school rules only. Staff should refer to the Searching, Screening and Confiscation in Schools guidance document for detailed advice on searching a pupil.

6.4. Unacceptable uses of force

It is illegal to use force on a pupil for the purpose of punishment. Pupils should not be restrained in a way that affects their airway, breathing or circulation, for example, by covering the mouth and/or nose, or applying pressure to the neck region or abdomen. If a pupil is unintentionally held on the ground, staff should release their holds or re-position into a safer alternative or standing position as quickly as possible. Where appropriate, the pupil should receive a medical assessment and treatment for any injuries as soon as possible.

7. Seclusion

Seclusion - a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving - should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the pupil is not acting with intent.

Seclusion must not be implemented by staff through 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 should be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil should be allowed to leave.

An incident involving the use of seclusion must be recorded and reported in accordance with the procedures outlined in the section on 'Recording and reporting duties'.

Seclusion, as defined in this guidance, is not a disciplinary response to deliberate or wilful misbehaviour. There are disciplinary measures that are similar, such as removal from the classroom. Schools should refer to the Behaviour in Schools guidance for further information on these and other disciplinary measures.

8. Pupils with SEND

The Academy will have due consideration to the risks posed by the additional vulnerability of pupils with SEND in terms of physical intervention and reasonable force.

The SENCO will ensure that the stipulations of the Equality Act 2010 are adhered to in relation to reasonable adjustments, non-discrimination and the Public Sector Equality Duty, and will ensure that staff that come into regular contact with pupils with SEND are aware of the ways in which their needs can be met without reasonable force.

The Academy is aware that pupils with SEND may sometimes experience meltdowns, which can sometimes manifest in behaviour which may be aggressive or seem uncontrollable. Where it is known that a pupil is prone to meltdowns, the SENCO and Principal will draft a risk assessment to determine planned strategies for managing the pupil's meltdowns that are tailored to the pupil's

specific needs, to avoid the use of reasonable force. These risk assessments will be conducted in collaboration with the pupil and their parents, where appropriate.

Some pupils with SEND may require physical intervention when they feel overwhelmed or stressed, e.g. a tight hug; however, this will be discussed as part of relevant risk assessments.

Staff members will not assume that a technique employed for one pupil with SEND will be applicable to other pupils with SEND.

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. Triggers may include pain, sensory overload, unfamiliar situations or environments or feelings of fear and anxiety. In particular, pupils who are non-verbal or find verbal communication challenging may express their needs, discomfort or confusion through actions. This can lead to pupils with SEND being disproportionately subject to the use of restrictive interventions

Staff will also be aware that pupils with SEND may engage in frequent, repetitive self-stimulatory behaviour, known as 'stimming', and that some pupils may engage in self-injurious stimming, e.g. repeatedly hitting or scratching themselves. While this can be alarming, staff will be aware that stimming is often carried out as a means of emotional regulation or self-soothing in response to stressful or overwhelming stimuli. Staff members will aim to remove distressing stimuli from the environment, where possible, or will support pupils to engage in less harmful stimming methods, e.g. by providing them with something to play with or demonstrating a less harmful stim, such as hand flapping.

Staff will be aware that restraining a pupil in a way that prevents them from stimming entirely can cause extreme distress and lead to further aggressive behaviour. Self-injurious stimming and tactics to support a pupil to engage in safer stims will be included as part of the pupil's risk assessment.

Schools should 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. They should also work with the pupil, parents and other professionals to develop prevention and de-escalation strategies.

Depending on the circumstances, examples of strategies may include:

- removing stimuli that may be causing distress
- changing body language, facial expression, and/or tone of voice
- supporting the pupil to express their emotions before getting overwhelmed
- engaging the pupil in an activity which can help them manage their feelings of anxiety
- distracting the pupil in something that interests them or by introducing familiar objects and activities to redirect their attention

8.1. Behaviour Support Plans

Where appropriate, academy staff should work with pupils with SEND and their parents in the co-production of any necessary behaviour support plans. Behaviour support plans should outline any

adjustments, such as to address aspects of the school environment which the pupil finds challenging and ways for pupils to communicate their needs effectively.

Behaviour support plans should detail circumstances where it may be appropriate for staff to have increased physical contact with a pupil. This should be discussed in conjunction with the relevant people, such as teachers, parents, the pupil, pastoral staff or health professionals, and parameters around its use stated clearly in the plan. Where there is an identified risk, such as increased likelihood in the need to use reasonable force and/or other restrictive interventions, schools must have risk assessments in place and where possible, mitigate risks such as through training and prevention strategies. Whether the use of restrictive interventions is appropriate will depend on the circumstances, irrespective of whether it has been considered as part of a behaviour support plan.

Any behaviour support plans should be reviewed with the pupil and their parent periodically and following 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.

The Academy will adhere to its Special Educational Needs and Disabilities (SEND) Policy at all times.

9. Post-incident support

Following an incident of restrictive interventions including reasonable force, all pupils and staff members involved will be given any necessary first aid to treat injuries as soon as possible, and emotional support.

Wherever reasonable force is used, staff members and pupils involved in incidents will be given separate opportunities to reflect on what happened.

It will be explained to the pupil involved the reason that such intervention was used, and reassured that the use of the intervention was not a punishment for their behaviour, but rather a method of defusing the situation and preventing them from harming themselves or others. The pupil (where appropriate) will be asked about the reasons for their behaviour, including:

- Why their environment was causing such distress for them
- Whether they feel there was anything that could have been done to meet their needs before the situation escalated
- Whether, and how, staff actions were helpful or unhelpful

Staff will be encouraged to reflect on their actions and how they handled the situation, and will be reassured, where appropriate, that they have done nothing wrong and acted in what they perceived to be the best interests of pupils.

10. Reporting incidents

The Academy has a legal duty to record and report all significant incidents in which a member of staff uses force on a pupil, or incidents where a member of staff uses seclusion or restraint on a pupil.

A detailed report will be kept of all incidents where reasonable force is used, distinguishing between planned interventions i.e. those in line with approved strategies for the behaviour of specific pupils, and unplanned or emergency interventions.

Immediately following an incident, the member(s) of staff involved will verbally report the incident to the Principal and provide a comprehensive written record of the situation as soon as possible, ideally on the same day, using the **Restrictive Intervention Report Form**. The written report of the incident must be thorough, including as much detail as possible as to what had happened before, during and after the incident, the reasons why specific interventions were employed, and any injuries incurred due to the incident.

From September 2026, all Trust schools will record physical interventions using Arbor's incident recording system. During the summer term 2026, schools not currently using Arbor for this purpose will trial this approach alongside their existing recording methods.

Schools using Arbor to record restrictive interventions should ensure that:

- All required details are captured within the Arbor incident record
- The record is completed as soon as possible, ideally on the same day as the incident
- Parents are notified in writing on the same day as the incident
- The Principal is notified

For schools still transitioning to Arbor, the Restrictive Intervention Report Form (Appendix 1) must be completed and uploaded to CPOMS as soon as possible, ideally on the same day as the incident, until the full transition to Arbor is complete.

Records should be retained and analysed by the Principal, and SENCO where physical intervention was used on a pupil with SEND, on a termly basis to ensure that such interventions are being used appropriately, and to identify patterns of behaviour and responses to that behaviour that may require changes to practice, e.g. increased staff training or further behavioural or emotional support.

Staff members who do not record an instance of reasonable force where it has occurred may be disciplined in line with the **Disciplinary Policy and Procedures**.

Where reasonable force or physical restraint has been used, the pupil's parents will be informed in writing as soon as possible, ideally on the same day, as long as this would not place the pupil at greater risk. If the decision is made that the parents cannot be informed as this would place the child at greater risk, a safeguarding referral will be made in line with the Child Protection and Safeguarding Policy. The Principal will make the final decision as to whether it is appropriate to inform the pupil's parents of the details of an incident. If it is appropriate, the following will be adhered to:

- Parents will be informed in writing, and a copy of this report will be available to the member(s) of staff involved in the incident.

If a member of staff witnesses or suspects the use of unreasonable or excessive force by another member of staff, they will report this to the Principal immediately.

Any allegations against staff will be dealt with as a matter of urgency, and in accordance with the procedures outlined in the Academy's **'Child Protection and Safeguarding Policy'** and **'Disciplinary Policy and Procedures'**.

11. Pupil and Staff Support

Schools should evaluate all incidents involving the use of restrictive intervention as soon as practicable after the event to understand why it was used, the impact on pupils and staff, any patterns and trends, and how the use of restrictive interventions might be avoided in future, for example by amending or introducing a behaviour support plan.

If appropriate, the pupil and staff member involved should receive a medical assessment and treatment for any injuries as soon as possible. Incidents in which a member of staff uses reasonable force or seclusion on a pupil must be recorded as described in 'Recording and reporting duties' in this document. In addition, any injuries should be recorded in accordance with the school's procedures and reported as appropriate to the Health and Safety Executive

Schools should also 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 and look to understand what happened during the incident and why, based on separate reflections from both the staff and pupils involved, as well as to repair and rebuild relationships through dialogue. This process should ideally be facilitated by a staff member who was not involved in the incident and may also benefit from the presence of an additional person to ensure impartiality and support.

By engaging in this process, schools can foster a culture of continuous improvement. Schools should continue to monitor pupil and staff wellbeing and provide additional support if needed, for example through further follow-up conversations, counselling or other resources. Additionally, any pupil who witnesses an incident of restrictive intervention where a peer may have been injured or become distressed should also be provided with appropriate support where necessary.

12. Data Analysis and Monitoring

The Academy will regularly review and analyse data on restrictive interventions to make sure that we:

- Identify areas for improvement to policies and practices, particularly where strategies and interventions have not been effective
- Identify areas for training and development for staff, for example on how to use de-escalation techniques effectively

- Understand regular patterns or triggers of behaviour for key pupils, to better support them through behaviour support plans
- Identify when the use of restraint was used disproportionately with vulnerable pupils, including pupils with SEND

The Local Governing Committee will regularly review and interrogate the data to ensure the above actions are being taken effectively

13. Complaints

All members of staff will be made fully aware of the consequences and legal retributions that can occur following the incorrect use of physical intervention and force.

All complaints regarding the use of physical intervention or force will be investigated in a thorough and speedy manner. The person making the complaint is responsible for providing evidence for their allegations, e.g. testimony of events or evidence of injury – it is not for the member of staff to prove that their actions were made reasonably.

In extreme circumstances, parents may take civil action or pursue a criminal prosecution. In the case where a member of staff has acted within the law, this will provide a defence to any civil or criminal prosecution.

Members of staff accused of using excessive force will not be automatically suspended as a response to the allegations. The following procedure will be adhered to, in line with the '**Child Protection and Safeguarding Policy**' and '**Disciplinary Policy and Procedures**':

- Careful consideration will be given to whether the case warrants a person being suspended until the allegation is resolved.
- The Trust will always take into account whether a staff member has acted within the law when considering whether or not to take disciplinary action against a staff member involved in an incident.
- Where a member of staff is suspended, the Academy will ensure that the staff member has access to a named contact that can provide support and guidance.
- The Academy will provide pastoral care to any member of staff who is subject to a formal allegation.

Where a safeguarding allegation is made against a member of staff that involves physical contact, e.g. restraint, the strategy discussion or initial evaluation with the LADO will take into account that teachers and other Academy staff are entitled to use reasonable force to control or restrain pupils in certain circumstances, including dealing with disruptive behaviour.

14. Safe Touch

The Academy understands that the following examples are instances of safe touch which may occur between staff and pupils:

- Comforting an upset or distressed pupil

- Congratulating or praising a pupil for example a pat on the back or a handshake
- Holding the hand of a pupil to guide them, such as when crossing a road or walking to assembly
- Giving first aid to a pupil
- Demonstrating exercises or techniques during PE lessons
- Administering medicine
- Using musical instruments

The Academy understands that certain types of physical contact between staff and pupils are inappropriate, e.g. cuddling, lap-sitting and some instances of holding hands, and that safe touch should never be invasive, humiliating or flirtatious.

The Academy designates that the only appropriate places on a pupil's body to touch them are their shoulders, arms and upper back.

Staff employing touch for reward or comfort will use the 'school hug', rather than an embrace. The school hug is a sideways hug whereby the member of staff places their hands on the pupil's shoulders. This type of hug prevents the pupil from turning themselves towards the member of staff and thus engaging in a 'front' embrace, which the Academy deems inappropriate.

The Academy understands that pupils are not always aware of the boundaries between staff and pupils and thus may try to engage in physical contact, such as lap-sitting or inappropriate handholding and hugging. Should a pupil try to engage in any inappropriate physical contact, the member of staff will explain to the pupil why it is unacceptable and encourage them to engage in the 'school-hug' or 'school-handhold' instead.

If a member of staff attempts to use one of the safe methods of touch and a pupil is unhappy or uncomfortable with this, the member of staff will retract immediately in order to respect the pupil's wishes.

Appropriate touch involving pupils with SEND will be in line with their EHC plan or IHP.

Where it is reported that a staff member has engaged, or is suspected to have engaged, in touch that is not appropriate in line with this policy and the 'Staff Code of Conduct', this will be handled in line with the 'Reporting Low-level Safeguarding Concerns Guidance', or, where there have been multiple reports of inappropriate touch or an instance of touch which is severely inappropriate, this will be handled in line with the 'Child Protection and Safeguarding Policy' and 'Disciplinary Policy and Procedures'.

15. Monitoring and Review

This policy will be reviewed every two years by the Trust who will consider any necessary changes and communicate the findings of the review to all members of Trust staff.

Appendix 1 - Restrictive Intervention Report Form

ST. BART'S MULTI-ACADEMY TRUST



Restrictive Intervention Report Form

Note: From September 2026, all physical interventions will be recorded in Arbor. These forms are for use during the transition period only

We believe that reasonable force should only be used when absolutely necessary. With this in mind, this form has been created to ensure that all incidents of this type are recorded. Incidents must also be documented in the **Restrictive Intervention Log**.

Academy:	
Name of staff member:	
Name of pupil:	
Date:	
Time:	
Location:	

Name(s) of staff member(s) who witnessed the incident:

Informed parties (parents, social workers, police, etc.):

Circumstances prior to the incident:

Details of the incident:

Details of any negative impact on other pupils:

Reason(s) for restrictive intervention (please tick):

Danger to self

☐

Danger to others

☐

Significant damage
to property

☐

Was it a planned intervention, e.g. in line with approved strategies
for the behaviour of specific pupils?

Details of the intervention:

Any disciplinary additional action taken:

Injuries (if any) to staff members, the pupil concerned or other pupils:

Damage (if any) to property:

Recommendation(s) to avoid future incidents:

Principal:

Signature

Date

Staff Member:

Signature

Date

Appendix 2 - Restrictive Intervention Log

ST. BART'S MULTI-ACADEMY TRUST

Restrictive Intervention Log



Note: From September 2026, all physical interventions will be recorded in Arbor. These forms are for use during the transition period only.

We believe that reasonable force must only be used when absolutely necessary. Reasonable force will always to be used in accordance with the **Restrictive Intervention Policy**. All incidents of this nature must be recorded in this log. Details of the individual incident will be recorded using the **Restrictive Intervention Report Form**.

Academy:								
Date and time	Name of pupil	Name of staff member	Name(s) of witnesses	Injuries to pupils or staff (if any)	Damage to property (if any)	Nature of intervention	Was the Principal notified?	Signed by staff member



ST. BART'S

MULTI-ACADEMY TRUST

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