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Ambition

Courage

Respect

Use of Restrictive Interventions Policy (formerly Physical Restraint)

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1. Equal Value Principle

Each student at the Angmering School has equal value and individual needs will be considered to ensure inclusivity and equitable treatment. The policy of equality of opportunity in diversity is based on the principle of respect for the individual and the Angmering School's core values of ambition, respect and courage. The school is an integrated whole, inclusive of the students with physical or sensory impairments, communication, learning, social, emotional or behavioural difficulties. It addresses each person's unique needs, intellectual, physical, spiritual, emotional or social with the aim of achieving equity.

All members of the school community work together to create an atmosphere in which each member can grow and flourish regardless of any protected characteristics. Positive interpersonal relationships are fostered in a climate of high expectations and respect for individual achievement.

All students experience a community of diversity in which they value and celebrate the unique contribution that each individual makes. They learn to respect the rights not only of each other but also of groups in the local and wider community.

The language used in the school community, spoken or written fosters a positive attitude to each person and their individual needs.

Students have full and open access to a broad and balanced curriculum and to a range of extra-curricular experiences. Attention is given to adequate resources and the development of an appropriate environment to meet the needs of individual students and groups within the school community.

Every area of school life reflects this attention to individual needs and rights, as all school policies are founded on these basic principles, which are embodied in the school aims and values.

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2. Statement of Intent

The Angmering School is committed to providing a safe, calm and inclusive environment in which all members of the school community are treated with dignity and respect. The safety and wellbeing of pupils and staff are paramount. The school recognises that, in exceptional circumstances, it may be necessary to use restrictive interventions, including reasonable force or seclusion, in order to prevent harm or serious disruption.

Such interventions will only ever be used as a last resort. The school places strong emphasis on prevention, de-escalation and the development of positive relationships, ensuring that staff are equipped to respond to challenging situations in a calm, measured and professional manner.

3. Legal Framework

This policy reflects current statutory guidance and legislation, including the Education and Inspections Act 2006, the Schools (Recording and Reporting of Seclusion and Restraint) (England) Regulations 2025, the Equality Act 2010 and the Human Rights Act 1998. It is also informed by the Department for Education guidance on restrictive interventions (2026).

4. Definitions and Scope

Restrictive interventions are understood as any actions that prevent or restrict a pupil's freedom of movement. This includes physical contact, such as reasonable force or restraint, as well as non-physical actions, including seclusion.

Reasonable force refers to the use of the minimum level of force necessary for the shortest possible time in order to achieve a legitimate aim, such as preventing harm or serious disruption. Restraint involves limiting a pupil's movement, either through physical contact or other means. Seclusion refers to the supervised confinement of a pupil away from others in order to prevent harm and must not be used as a form of punishment.

Staff may use reasonable force to prevent a pupil from injuring themselves or others, damaging property, committing a criminal offence or causing serious disruption. The decision to intervene is based on professional judgement and must always reflect the principles of necessity, proportionality and the welfare of the pupil.

5. Principles Governing Use

The use of restrictive interventions is governed by the principles of necessity, proportionality and respect for the individual. Staff must always consider whether intervention is required to prevent harm, whether a less restrictive alternative is available, and whether the proposed response is proportionate to the situation.

Any intervention must be carried out in a way that preserves the dignity of the pupil and minimises the risk of physical or emotional harm. Staff are expected to remain calm, communicate clearly with

the pupil, and continually reassess the situation to ensure that the intervention does not continue for longer than is necessary.

6. Circumstances in which Intervention May Be Used

Restrictive interventions may be used to prevent a pupil from causing injury to themselves or others, committing a criminal offence, causing significant damage to property, or seriously disrupting the learning environment. The decision to intervene rests with the professional judgement of the staff member, taking into account the specific circumstances at the time.

Wherever possible, staff will seek to de-escalate situations through verbal communication, distraction, and other behaviour management strategies before considering physical intervention.

7. Use of Seclusion

Seclusion will only be used in situations where there is an immediate risk of harm and where no less restrictive alternative is available. Any use of seclusion must be carefully managed. The pupil must be supervised at all times, and the environment must be safe, calm and non-threatening.

Seclusion will be brought to an end as soon as it is safe to do so. It is not a disciplinary measure and must never be used as a response to non-compliant behaviour alone.

8. Use of Prevention and De-escalation

The school is committed to minimising the need for restrictive interventions through proactive and preventative approaches. Staff are expected to build positive relationships with pupils, understand individual needs and triggers, and use consistent behaviour management strategies.

The school environment, curriculum and routines are designed to support pupils in regulating their behaviour. Staff training emphasises communication, empathy and early intervention to reduce the likelihood of escalation.

Wherever possible, staff should seek to manage situations through de-escalation and behaviour management strategies. Physical intervention should only be used where these approaches are ineffective or where there is an immediate risk of harm.

Appropriate interventions may include guiding a pupil to safety, blocking a pupil's path or separating pupils. More restrictive forms of intervention must only be used where necessary and, where applicable, by trained staff. Any use of force must be reduced or stopped as soon as it is no longer required.

Force must never be used as a punishment. Staff must not use any action that could restrict breathing, cause injury or humiliation, or involve excessive or unsafe force.

Before Intervening

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Staff should, wherever possible, attempt to de-escalate the situation using appropriate behaviour management strategies. They should consider the risks involved, seek support from colleagues and communicate clearly with the pupil, giving them the opportunity to respond and regulate their behaviour.

During Intervening

If intervention is necessary, staff must use the least restrictive approach and apply the minimum force for the shortest time. They should continue to communicate calmly with the pupil, offering reassurance and making clear that the intervention will stop as soon as it is safe. The situation should be continuously monitored to ensure the safety of all involved.

After Intervening

All significant incidents involving the use of restrictive intervention must be recorded as soon as practicable and, where possible, on the same day. Parents or carers must be informed promptly in line with statutory requirements.

Following an incident, appropriate support should be provided to both the pupil and staff involved. This should include reflection and, where necessary, adjustments to support strategies to reduce the likelihood of recurrence.

9. Pupils with SEND and Additional Needs

The school recognises that pupils with special educational needs and disabilities may be more vulnerable to distress and may communicate their needs through behaviour. Staff will seek to understand the underlying causes of behaviour and provide appropriate support.

Where there is an identified risk of restrictive intervention, behaviour support plans will be developed in collaboration with parents and, where appropriate, external professionals. These plans will identify triggers, outline preventative strategies and clarify agreed responses. The school will make reasonable adjustments to ensure that pupils are not placed at a disadvantage.

10. Recording of Incidents

All significant incidents involving the use of restrictive interventions must be recorded as soon as practicable and, wherever possible, on the same day. Records will provide a clear and factual account of the incident, including the events leading up to it, the actions taken, and the outcome.

The purpose of recording is not only to ensure accountability but also to support reflection, learning and the continuous improvement of practice.

11. Reporting to Parents

Parents or carers will be informed of any significant incident involving restrictive intervention as soon as practicable, ideally on the same day. Communication will be clear and factual, outlining what happened, why the intervention was necessary and any resulting actions.

Where appropriate, parents will be invited to discuss the incident further so that the school and family can work together to support the pupil and reduce the likelihood of recurrence.

12. Post-Incident Support

Following any incident, the school will ensure that appropriate support is provided to both pupils and staff. This may include medical attention, emotional support and structured debriefing.

The school will use each incident as an opportunity to reflect on practice, identify any patterns or triggers, and consider whether additional support or adjustments are required.

13. Monitoring and Oversight

Senior leaders and governors will monitor the use of restrictive interventions through regular review of recorded data. This will enable the school to identify trends, evaluate effectiveness and ensure that practice is fair, proportionate and consistent.

Particular attention will be given to any patterns relating to vulnerable groups to ensure that the school meets its responsibilities under equality legislation.

14. Training

The school will ensure that staff receive appropriate training in behaviour management, de-escalation techniques and the safe and lawful use of restrictive interventions. Training will be proportionate to the needs of the school and regularly reviewed. Key members of pastoral staff and senior leaders undergo training from nationally recognised providers, which is updated in accordance to national requirements.

15 Complaints and Allegations

Any concerns or complaints relating to the use of restrictive interventions will be taken seriously and dealt with in accordance with the school's safeguarding and complaints procedures. Where allegations are made, they will be investigated promptly, fairly and in line with statutory guidance.

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APPENDIX 1

The Angmering School

Use of Restrictive Intervention Report Form

The school retains this form. The member(s) of staff involved may also retain a copy.

Staff may wish to seek advice from a senior colleague or a representative of their professional association when compiling the report.

Incident date:	Time:	Location:
Name of staff member(s) involved:		
Name(s) of student(s) involved:		
Name(s) of any witnesses: <i>(indicate if student(s) or staff)</i>		
Reason that force was judged necessary: (e.g. to prevent injury to another student)		
Details of how the incident progressed and the decision making involved: (include details of student's behaviour, what was said by all parties, the steps taken to defuse the situation – the type and degree of force used and for how long)		
Continue at end of next page or attach continuation sheet as required Outcome of the incident: (including student response)		
Details of any injuries to any parties/ damage to property		
Accident/Incident Reporting Form completed by: (Name First Aider and attach copy)		
Action taken by Headteacher/Member of Headship Team if appropriate: (e.g. LEA representatives, external agencies contacted, discussion with parents)		
Parent/Carer informed.	Yes (Tick)	Additional notes on communication
Name:		
Relationship to child:		

Staff Signature(s):

Date:

Headteacher signature

Date: