

Restrictive Physical Interventions and The Use of Force in Schools Policy

Approved by: Headteacher and

Governing Body

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Knowledge



Spark



Humanity



Grit



Team

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Introduction and Ethos

At Clapgate Primary School, we are committed to providing a calm, safe and supportive learning environment in which all pupils can learn and thrive.

We recognise that good behaviour is central to a good education and that positive relationships between staff and pupils are key to supporting children to meet behaviour expectations.

Restrictive Physical Intervention (RPI) is not used as a behaviour management strategy. It is an emergency measure that should be used under the following five legal justifications:

- **Preventing Injury:** To protect the pupil, staff members, or peers from immediate physical harm, such as breaking up a dangerous fight or stopping a child from running into a busy road.
- **Preventing Criminal Offenses:** To stop a pupil from committing a crime, which can include using reasonable force to search a student for prohibited items like weapons or illegal drugs.
- **Preventing Property Damage:** To intervene when a student is causing significant damage to school property or the personal belongings of others, which could also lead to dangerous hazards.
- **Maintaining Good Order and Discipline:** To step in during exceptional circumstances where a severe disruption or disorder threatens the learning environment and safety of other pupils.

- **Promoting Student Safeguarding:** To fulfil the school's

legal duty of care by providing a safe, predictable, and supportive environment, including physically guiding a distressed pupil to a low-stimulation space to safely de-escalate.

Outside of these circumstances, RPIs should only be used in connection with Tier 1 or Tier 2 seclusion, or when managing a child during a significant incident.

The school aims to minimise the need for restrictive interventions through:

- strong relationships between staff and pupils
- consistent behaviour expectations
- early identification of need
- preventative support strategies
- effective de-escalation techniques

All interventions must be lawful, proportionate and necessary, and the least restrictive option must always be used.

Legal Framework

This document reflects the statutory powers and guidance relating to the use of reasonable force in schools, including reporting and recording requirements, as set out in the Department for Education's **April 2026** guidance, **Restrictive Interventions, Including the Use of Force in Schools**.

Under Section 93 of the Education and Inspections Act 2006, school staff have the legal authority to use reasonable force when it is necessary and proportionate to do so.

Reasonable force may be used to prevent a pupil from:

- causing injury to themselves or others
- committing a criminal offence
- damaging property
- causing disorder that threatens the safety or wellbeing of others

All members of school staff have the legal authority to use reasonable force in these circumstances.

Staff who are likely to need to use reasonable force and/or other restrictive intervention should be adequately trained in its safe and lawful use and in preventative strategies.

The Headteacher is responsible for ensuring that:

- staff understand the school's policy and procedures
- appropriate training is provided
- incidents are recorded, reported and reviewed

- safeguarding procedures are followed

The school's approach is also informed by:

- The Equality Act 2010
- The Human Rights Act 1998
- The Health and Safety at Work Act 1974
- Keeping Children Safe in Education

The welfare of the child is always the primary consideration.

Definitions and Terminology

For the purpose of this policy, the following definitions will be used:

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.

Seclusion: a non-disciplinary intervention involving 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.

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

Preventative Approach

Clapgate Primary School is committed to creating a safe, positive and inclusive environment in which all pupils can achieve and thrive. The school adopts a preventative approach to behaviour support, recognising that restrictive interventions should be a last resort and used only when necessary, reasonable and proportionate to prevent harm.

The primary aim of all staff is to prevent situations from escalating to a point where restrictive intervention becomes necessary. Through effective behaviour support, positive relationships and early intervention, staff seek to minimise the likelihood of incidents that may place pupils or others at risk.

Whole-School Preventative Approaches

We promote positive behaviour through a range of whole-school strategies, including:

- consistent and clearly communicated behaviour expectations
- structured routines and predictable transitions throughout the school day
- explicit teaching and modelling of expected behaviours
- positive reinforcement and recognition of appropriate behaviour
- strong, respectful and trusting staff-pupil relationships
- effective whole-school behaviour management systems and approaches
- consideration of how the school and classroom environments can support all pupils to achieve and thrive
- proactive management of communal spaces, such as corridors, playgrounds and dining areas
- staff training in communication, de-escalation and behaviour support strategies, including the use of appropriate tone, active listening and empathy
- regular monitoring, recording and analysis of behaviour incidents and restrictive interventions to identify patterns, evaluate effectiveness and inform school improvement planning

Early Intervention and De-escalation

Staff are trained to recognise the early signs of distress, dysregulation or escalating behaviour and to intervene promptly using supportive, non-restrictive strategies.

These may include:

- calm, respectful and non-confrontational communication
- active listening and acknowledgement of the pupil's feelings
- offering choices and promoting a sense of control
- distraction, redirection and solution-focused conversations
- reducing environmental triggers such as noise, crowding or sensory overload
- adapting demands or expectations where appropriate
- providing opportunities for movement or sensory regulation
- allowing pupils time, space and appropriate strategies to calm and self-regulate
- facilitating access to a trusted adult or safe space

Individualised Support

Where pupils require additional support, the school will implement individualised approaches that reflect their specific needs and circumstances. These may include:

- working closely with parents, carers and external agencies to ensure a consistent and supportive approach
- the development of individual behaviour support plans, risk assessments or pastoral support plans where appropriate
- identifying and implementing reasonable adjustments for pupils with disabilities in line with the Equality Act 2010
- teaching and reinforcing personalised self-regulation and emotional literacy strategies
- reviewing support arrangements regularly to ensure they remain effective and appropriate

Restrictive physical intervention should only be considered where preventative and de-escalation strategies have been ineffective, are impracticable in the circumstances, or where immediate action is required to prevent a pupil from causing injury to themselves or others, or causing serious damage to property. Wherever possible, staff must seek to resolve situations using the least restrictive approach necessary.

Circumstances in Which Restrictive Physical Intervention May Be Used

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

- a pupil injuring themselves
- a pupil injuring another person
- serious damage to property
- a pupil leaving a safe area and entering a dangerous environment
- behaviour that creates a significant risk to others.

Staff must make a dynamic risk assessment based on the circumstances of the situation.

Determining When Use of Restrictive Interventions is Appropriate

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.

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.

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.

Approved Methods and Safety Considerations

At Clapgate Primary School, we prohibit any form of intervention that:

- restricts breathing
- places pressure on the neck or chest
- covers the mouth or nose
- causes unnecessary pain.

If a pupil is unintentionally held on the ground, staff must reposition (sideways) or release the hold as quickly as possible.

Staff must always:

- use the least restrictive option
- monitor the pupil's wellbeing throughout
- release the hold as soon as risk reduce

Use of Reasonable Force to Search Pupils

Head teachers 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.

Unacceptable Use of Force

Restrictive physical intervention must never be used:

- as a punishment
- to enforce compliance with instructions
- because a pupil refuses to complete work
- in response to verbal defiance alone
- because a member of staff feels frustrated or challenged

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.

The use of force can be dangerous, particularly where it occurs on the ground. 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.

Seclusion

Seclusion is a non-disciplinary intervention involving keeping a pupil confined to a place away from others and preventing them from leaving. It 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 never be used as a punishment, nor should it be implemented through the threat of punishment.

Where seclusion is used:

- the pupil must be supervised at all times
- the location must be safe and should not feel threatening or intimidating to the pupil
- the pupil must be allowed to leave as soon as the immediate risk of harm has reduced

Any incident involving the use of seclusion will be recorded and reported in accordance with the procedures outlined in the Recording and Reporting sections of this policy.

Seclusion

There are two different tiers of Seclusion.



Tier 1 - This should be considered a **deprivation** of liberty.

Schools **do not** have powers in law to use tier 1 seclusion outside of an emergency response.



Tier 2 - This should be considered a **restriction** of liberty and should only be used as a safety measure to protect others from harm because the pupil is experiencing high levels of emotional or behavioural dysregulation.

The young person may be isolated from their peers and prevented from leaving but, one or more supporting adults remains with them in the room/space.

Pupils with SEND and Additional Vulnerabilities

Some pupils may be more vulnerable to emotional distress or behavioural escalation. This may include pupils with:

- autism spectrum condition (ASC)
- ADHD
- social, emotional and mental health needs (SEMH)
- communication difficulties
- trauma backgrounds
- sensory processing differences or other disabilities.

At Clapgate, we recognise that behaviours that challenge are often a form of communication. Pupils with SEND may react to distressing, confusing or overwhelming situations by displaying behaviours that may be harmful to themselves or others. Triggers may include pain, sensory overload, unfamiliar situations or environments, or feelings of fear and anxiety.

Pupils who are non-verbal or who find verbal communication difficult may express their needs, discomfort or confusion through their behaviour. At Clapgate, we acknowledge that pupils with SEND may be disproportionately subject to restrictive interventions and are committed to minimising this risk wherever possible.

As a school, we will seek to minimise risk and prevent escalation by:

- identifying underlying causes, triggers and early warning signs.
- considering how the school environment, culture and policies may be experienced differently by pupils with SEND,
- utilising staff who know the pupil well to identify trigger points and effective support strategies.
- implementing individual behaviour support plans.
- making reasonable adjustments to the environment, curriculum and routines.
- removing or reducing distressing stimuli where possible.
- using appropriate communication approaches, including adapting body language, facial expression and tone of voice.
- supporting pupils to recognise and communicate emotions before they become overwhelmed.
- providing calming, distraction or redirection strategies that reflect the pupil's interests and needs.
- involving parents, carers and relevant professionals in planning support strategies.

Where appropriate, the SENDCO will work with pupils with SEND and their parents/carers in the co-production of behaviour support plans. Behaviour support plans should outline reasonable adjustments, environmental adaptations, preferred communication methods, preventative strategies and de-escalation approaches that support the pupil's needs.

Where it is identified that increased physical contact may be appropriate to support a pupil safely, this should be discussed and agreed, where possible, with relevant individuals including parents/carers, the pupil, teaching staff and therapeutic staff. The circumstances and parameters for its use will be clearly recorded within the behaviour support plan.

Where there is an identified risk, including an increased likelihood that reasonable force or other restrictive interventions may be required, the SENDCO will ensure that appropriate risk assessments are in place and that risks are mitigated through training, prevention and proactive support strategies wherever possible.

Any behaviour support plans and risk assessments will be reviewed periodically with the pupil and their parent/carers, and following any significant incident, to evaluate what has worked effectively and what changes may be required.

As a school, we recognise our duties under the Equality Act 2010 and will take reasonable steps to avoid substantial disadvantage to pupils with disabilities, enabling them to fully access the education, facilities and services provided by the school.

Post-Incident Support

All incidents involving the use of restrictive intervention will be evaluated as soon as practicable after the event to understand why the intervention was used, its impact on pupils and staff, any patterns or trends, and how the use of restrictive interventions might be

avoided in the future, for example through the introduction or review of a behaviour support plan or risk assessment.

Support for Pupils

Following an incident:

- the pupil's immediate physical and emotional wellbeing will be assessed;
- where appropriate, the pupil will receive a medical assessment (from a first aider) and treatment for any injuries as soon as possible;
- support will be provided to help the pupil regulate their emotions and return to learning safely;
- a restorative conversation will take place when the pupil is calm and ready to participate
- the conversation will seek to understand the pupil's experience of the incident, explore any triggers and identify supportive strategies for the future
- pupil wellbeing will continue to be monitored and additional support provided where required.

Where possible, debrief and restorative conversations should be facilitated by a member of staff who was not directly involved in the incident to support impartiality and promote constructive reflection.

Any pupil who witnesses an incident of restrictive intervention in which a peer becomes distressed or is injured will also be offered appropriate support where necessary.

Support for Staff

Following an incident:

- support will be available from senior leaders;
- where appropriate, staff will receive a medical assessment (from a first aider) and will be advised of any treatment needed for injuries sustained
- injuries will be recorded and reported in accordance with the school's health and safety procedures and any statutory reporting requirements
- staff will be offered an opportunity to participate in a reflective debrief to review the incident, consider learning points and identify any improvements to practice. This will usually take place on the same day and will be recorded formally (see Appendix C).
- staff wellbeing will continue to be monitored and further support provided where needed.

Debrief and Learning

Post-incident discussions form part of the school's debriefing process and are intended to support reflection, learning, wellbeing and relationship repair.

As a school, we will use information gathered from incidents to review support plans, risk assessments, staff training needs and preventative strategies, promoting a culture of continuous improvement and reducing the likelihood of future incidents

Recording and Reporting Duties

Recording The Use of Force (Statutory Duty)

The Governing Body will ensure that a procedure is in place for recording each significant incident in which a member of staff uses force on a pupil, in accordance with Section 93A of the Education and Inspections Act 2006.

Incidents must be recorded as soon as practicable after the event. It should be recorded by the staff member(s) involved and they should endeavour to do this no later than the same day.

The procedure must require that a record of any such incident is made in writing as soon as practicable after the incident. The requirement to record applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan.

At Clapgate Primary School:

- Any **physical intervention** used on a pupil must be recorded on **CPOMS**.

The record should include:

- names of staff and pupils directly involved
- any relevant needs or circumstances of the pupil, including whether the pupil has an identified Special Educational Need and/or Disability (SEND) and their SEN status code
- the date, time, location and approximate duration of the intervention
- a brief account of the incident, including events leading up to the incident and any identified or potential triggers, where known
- any preventative and de-escalation strategies used prior to the intervention
- the reason the intervention was assessed as necessary
- details of the intervention used, including the type of reasonable force applied and the degree of force used, where relevant
- details of any injuries sustained by the pupil or staff
- any post-incident support provided, including details of any medical treatment required for injuries or other adverse effects.

The school may also record additional information where appropriate, including the views of the pupil and/or witnesses, details of how and when parents/carers were informed, and any follow-up actions taken.

Where a **serious incident** has occurred, or where a **restrictive physical intervention** has been used under one of the five legal justifications, staff must complete the school's **Restrictive Physical Intervention (RPI) Form**. The completed form must be uploaded to CPOMS and submitted to the Headteacher or designated senior leader for review. A copy of the Restrictive Physical Intervention (RPI) Form can be found in Appendix A.

Reporting The Use of Force (Statutory Duty)

The Governing Body will ensure that procedures are in place for reporting each significant use of force to the parents/carers of the pupil involved as soon as practicable after the incident and, wherever possible, no later than the same day.

Exceptions to this requirement apply where:

- the pupil is aged 20 or over; or
- it appears to the staff member that informing a parent/carer would be likely to result in serious harm to the pupil.

In such circumstances, the incident must be reported to any parent/carer to whom it can be reported safely or, where appropriate, to the relevant local authority.

A report provided to parents/carers should include, as a minimum:

- the time, date, location and approximate duration of the intervention;
- a brief account of why the intervention was assessed as necessary in that instance;
- a brief account of the type of force applied and the degree of force used;
- details of any physical injuries sustained, where applicable.

The requirement to report an incident applies even where the use of restrictive interventions in certain circumstances has been agreed in advance as part of a pupil's behaviour support plan.

At Clapgate Primary School, parents/carers will be informed of any significant restrictive physical intervention as soon as practicable and, wherever possible, on the same day as the incident. Communication will normally take place both verbally and in writing. A member of the Senior Leadership Team will meet with parents/carers to discuss the incident, review the circumstances surrounding it and share the record of the incident using the reporting bullet points above.

This discussion may include:

- any behavioural triggers or warning signs that preceded the incident;
- whether any agreed behaviour support plans were followed;
- the de-escalation strategies used and their effectiveness;
- any lessons learned and what may be done differently in the future.

Parents/carers will be provided with a copy of the RPI form for their records once it has been completed.

Where appropriate, information arising from the incident and any subsequent discussions will be used to review and amend behaviour support plans, risk assessments and support strategies to better meet the pupil's needs and reduce the likelihood of future incidents.

All behaviour plans and risk assessments will be reviewed following a serious incident.

Recording of Seclusion and Restraint (Including Non-Force Restraint)

The Governing Body will ensure that procedures are in place for recording each incident of seclusion or restraint in accordance with the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025.

An incident of restraint may occur with or without direct physical contact. Where restraint occurs without direct physical contact, for example by preventing a pupil from leaving an area or removing an item such as a walking aid, the incident must still be recorded in accordance with this policy.

Incidents must be recorded in writing (on CPOMS) by the staff member(s) involved as soon as practicable after the event and, wherever possible, no later than the same day.

The requirement to record applies even where the use of seclusion or restraint in specific circumstances has been agreed with parents/carers as part of a pupil's behaviour support plan

At Clapgate Primary School:

- Any incident of restraint (with or without direct physical contact) used on a pupil must be recorded on **CPOMS**.

The record must include, as a minimum:

- names of the pupil and staff directly involved;
- the time, date, location and approximate duration of the intervention;
- any relevant needs or circumstances of the pupil, including whether the pupil has an identified Special Educational Need and/or Disability (SEND) and their SEN status code;
- a brief account of why the intervention was assessed as necessary in that instance;
- details of any physical injuries sustained, where applicable;
- any post-incident support provided, including details of any medical treatment required or other adverse impacts.

Reporting to Parents/Carers

Parents/carers will be informed of any seclusion or restraint incident as soon as practicable and, wherever possible, on the same day.

At Clapgate Primary School, the CPOMS record of the incident will be shared with parents/carers. Communication will normally take place verbally. Parents/carers will be invited to attend a follow-up discussion with a member of the senior leadership team regarding the incident and any actions required to support the pupil will be outlined.

The requirement to inform parents/carers applies even where the use of seclusion or restraint in certain circumstances has been agreed as part of a pupil's behaviour support plan.

Where appropriate, information arising from the incident and any subsequent discussions with parents/carers will be used to review and amend behaviour support plans, risk assessments and support strategies.

Exceptions to the requirement to report are where:

- the pupil is aged 20 or over; or
- it appears to the staff member that informing a parent/carers would be likely to result in serious harm to the pupil. In such circumstances, the incident will be reported to any parent/carers to whom it can be reported safely or, where appropriate, to the relevant local authority.

Complaints and Allegations

Any complaints regarding the use of restrictive interventions should 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 Keeping Children Safe in Education should be followed. This includes the provisions regarding suspension of staff.

Monitoring, Governance and Review

The Senior Leadership Team (SLT) will monitor:

- the frequency of restrictive interventions;
- patterns, trends or triggers associated with incidents;
- whether additional support, reasonable adjustments or intervention strategies are required for individual pupils.

Data recorded on CPOMS will be reviewed regularly to identify:

- training and development needs for staff;
- opportunities to strengthen preventative and de-escalation strategies;
- patterns of use across groups of pupils, including those with SEND;
- areas for improvement in policy, practice and provision.

The Governing Body will provide appropriate oversight and challenge to ensure that the school complies with relevant legislation and statutory guidance. Governors will monitor the use of restrictive interventions to ensure that they are used lawfully, safely, proportionately and only when necessary to prevent harm.

This policy will be reviewed every 2 years, or sooner if there are changes to legislation, statutory guidance or school practice.

Appendix A – Restrictive Physical Intervention Record Form

All serious incidents where an RPI has been used must be recorded using the school's Restrictive Physical Intervention (RPI) Form. The completed form must be uploaded to the relevant CPOMS incident record.



Restrictive Intervention Recording Form

A means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. Used as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways. Examples include physical intervention, mechanical restraint and seclusion.

Incident Details

Name of child	
SEN status <i>Including whether the pupil involved has an identified special education need or disability and their SEN status code</i>	
Class / year group	
Date of incident	
Time of incident	
Location of incident	
Name(s) of staff who performed the physical intervention	
Name(s) of staff who were present during the incident <i>This includes witnesses, staff who provided verbal reassurance</i>	
Why was the intervention assessed as necessary?	To prevent or stop the continuation of: ☐ A criminal offence ☐ Injury to themselves ☐ Injury to others ☐ Damage to property ☐ Serious disruption to good order and discipline

Details of the incident

This section should include a chronological narrative of the incident, including build-up / antecedents, identified or potential triggers, key de-escalation strategies used, names of physical interventions used, the degree of force used, any injuries sustained (if applicable), and post-incident / recovery details.

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De-escalation Strategies

If a strategy was effective but is not in the pupil's PBSP, this should be added to the PBSP.

Strategy used e.g. choices, distraction, reassurance, etc.	Is this in the child's PBSP? Yes, <u>No</u>	Was this strategy effective? Yes, Somewhat, <u>Not at all</u>

Restrictive Physical Intervention (RPI)

A form of restrictive intervention involving direct physical contact and force where the intention is to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil.

Name of technique Please delete any techniques for which you/your staff have not been trained	Was this technique used? Tick if yes	How many times within this incident?	Duration of RPI If used multiple times, record individual durations
Help hug	☐		
Single person double elbow	☐		
Small child escort (single person)	☐		
Small child escort (two person)	☐		
Beanbag hold	☐		
Friendly escort (two person only)	☐		
Single elbow (two person only)	☐		
Figure of four (two person only)	☐		
Two-person double elbow	☐		
Seated hold	☐		
Half shield / arm waltz	☐		
Total duration			

Were any RPIs used which are not listed above? If yes, please describe the technique used.	
Why was this technique used instead of one of the techniques listed above?	
Duration of this RPI If used multiple times, individual duration	

[Restrictive interventions, including use of reasonable force, in schools](#)

Department for Education, April 2026

Other Uses of Force or Restrictive Interventions

This may include guides, escorts, personal safety techniques, and any other use of force which does not meet the definition of an RPI, but was used during a significant incident.

Name of technique <i>Please delete any techniques for which you/your staff have not been trained</i>	Was this technique used? <i>Tick if yes</i>	Duration of this technique <i>If used multiple times, record individual duration.</i>
Arm disengagement	☐	
Bite response	☐	
Body disengagement	☐	
Clothing disengagement	☐	
Hair response	☐	
Neck response	☐	
Shepherd	☐	
Caring C guide	☐	
Help hug (non-restrictive)	☐	
Friendly escort (non-restrictive)	☐	
Item used as weapon response	☐	

Were any other uses of force or restrictive interventions used which are not listed above? <i>If yes, please describe the intervention. This may include the use of wheelchair brakes against the student's wishes, or the removal of a walking aid.</i>	
Why was this technique used instead of one of the techniques listed above?	
Duration of this technique <i>If used multiple times, record individual duration</i>	

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Friendly escort (non-restrictive)	☐	
Item used as weapon response	☐	

Were any other uses of force or restrictive interventions used which are not listed above? <i>If yes, please describe the intervention. This may include the use of wheelchair brakes against the student's wishes, or the removal of a walking aid.</i>	
Why was this technique used instead of one of the techniques listed above?	
Duration of this technique <i>If used multiple times, record individual duration</i>	

Seclusion

School staff seclude a pupil if they detain a pupil in a place apart from any other person, except the member or members of staff.

Was seclusion used? <i>Tick if yes</i>	Was a staff member in the room with the child? <i>Tick if yes</i>	Tier 1 or Tier 2	How was the child prevented from leaving the space? <i>This may include locking the door, blocking the exit, or through fear of punishment</i>	Duration of seclusion <i>If used multiple times, record total duration.</i>
☐	☐			

All incidents of Tier 2 seclusion can be recorded internally using CPOMS.

All incidents of Tier 1 seclusion should be reported to BIST at the local authority; reporttobist@leeds.gov.uk

Injuries

If necessary, the pupil and staff member involved should receive a medical assessment and treatment for any injuries as soon as possible.

Name of staff member who checked child for injuries after incident	
Did the child sustain any injuries? <i>If yes, please give details.</i>	
Did the child require any further treatment e.g. First Aid, hospital treatment, etc.? <i>If yes, please give details.</i>	

[Restrictive interventions, including use of reasonable force, in schools](#)

Department for Education, April 2026

A CF50/CF50a should **only** be completed if the injury sustained is notifiable or reportable (as per PG103.) Minor injuries, such as those requiring no more than on-site support (first aid, wellbeing breaks etc.) do **not** require a CF50/CF50a to be completed.

Reporting to Parent/Carer

Has a report been made to parent / carer? <i>Please refer to DfE Guidance for reporting requirements</i>	☐ Yes ☐ No (please explain why):
Method of contact <i>e.g. telephone, email, in person, etc.</i>	
Date of contact	

Post-Incident Support

What post-incident support is specified in student's Positive Behaviour Support Plan?	
How and when was this support provided?	
Were any other post-incident actions undertaken? <i>This may include a review of BIPRA/PBSP, referral to external services, fixed-term exclusions etc.</i>	

Pupil Voice

Please detail views of the student following the incident <i>For pre-verbal students, this may include observations</i>	
How was Pupil Voice collected? <i>eg. Written statement, restorative conversation, observations.</i>	
Date collected	

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 Department for Education, April 2026

Sign Off

Name(s) of staff completing the form	Date completed

Please add any internal procedures here, such as referral to SLT.

Appendix B- Restrictive Physical Intervention/ The Use of Force in School – Quick Staff Reference Guide

Our Principles:

- RPI is an emergency safety measure, not a behaviour management strategy.
- Always use the least restrictive option **for** the shortest time necessary.
- Prevention, de-escalation and positive relationships should always be used first.
- The welfare, dignity and safety of the pupil remain paramount at all times.

When Can RPI Be Used?

RPI should only be used when it is **necessary, reasonable and proportionate** to prevent:

- ✓ Injury to the pupil
- ✓ Injury to another person
- ✓ Serious damage to property
- ✓ A pupil leaving a safe area and entering danger
- ✓ Behaviour creating a significant risk to others

Before intervening, ask yourself:

- **Is it necessary?**
- **Is it proportionate?**
- **Have I considered the pupil's welfare?**

De-escalation First

Use strategies such as:

- calm, respectful communication
- active listening
- offering choices
- distraction or redirection
- reducing demands
- removing triggers or sensory overload
- allowing time and space to regulate
- access to a trusted adult or safe space
- Seek support from colleagues where possible.

Never Use Force:

- ✗ As punishment
- ✗ To secure compliance
- ✗ Because work is refused
- ✗ For verbal defiance alone
- ✗ Because you feel frustrated or challenged
- ✗ In any way that restricts breathing
- ✗ Pressure to the neck, chest or abdomen
- ✗ Covering the mouth or nose
- ✗ Restrict or hold a child on the ground

During an Intervention:

- ✓ Remain calm
- ✓ Continue communicating
- ✓ Monitor the pupil's wellbeing
- ✓ Use the minimum force required
- ✓ Release immediately when risk reduces
- ✓ Seek assistance where possible

Use of Seclusion

Tier 2 seclusion is the only tier that can be used in schools.

- Any incident of restraint (with or without direct physical contact) used on a pupil must be recorded on **CPOMS** and **reported to parents (verbally) the same day**

The record should include:

- names of the pupil and staff directly involved
- the time, date, location and approximate duration of the intervention
- any relevant needs or circumstances of the pupil, including whether the pupil has an identified Special Educational Need and/or Disability (SEND) and their SEN status code
- a brief account of why the intervention was assessed as necessary in that instance;
- details of any physical injuries sustained, where applicable;
- any post-incident support provided, including details of any medical treatment required or other adverse impacts.

Tiers of Seclusion

Tier 2 –Adult remains with child. This should be considered a **restriction** of liberty and should only be used as a safety measure to protect others from harm because the pupil is experiencing high levels of emotional or behavioural dysregulation.

The young person may be isolated from their peers and prevented from leaving but, one or more supporting adults remains with them in the room/space

Tier 1 – Child remains alone. This should be considered a **deprivation** of liberty. Schools **do not** have powers in law to use tier 1 seclusion outside of an emergency response.

SEND Considerations

Remember:

- Behaviour as communication.
- Consider sensory overload, anxiety, trauma, pain or communication difficulties.
- Follow Behaviour Support Plans and Risk Assessments.
- Make reasonable adjustments and use agreed de-escalation strategies.

After the Incident

Support the Pupil

- Check for injuries.
- Provide emotional regulation support.
- Take part in a restorative conversation when appropriate.

Support Staff

- Report injuries.
- Access support from senior leaders.
- Participate in a formal, reflective debrief.

Any pupil risk assessments and behaviour plans will be updated following any incident involving an RPI.

Recording & Reporting – Use of Force

Record all physical interventions on CPOMS:

- As soon as practicable and ideally the same day.
- Include all required details of the incident, intervention and outcomes.

The record should include:

- names of staff and pupils directly involved
- any relevant needs or circumstances of the pupil, including whether the pupil has an identified Special Educational Need and/or Disability (SEND) and their SEN status code
- the date, time, location and approximate duration of the intervention
- a brief account of the incident, including events leading up to the incident and any identified or potential triggers, where known
- any preventative and de-escalation strategies used prior to the intervention
- the reason the intervention was assessed as necessary
- details of the intervention used, including the type of reasonable force applied and the degree of force used, where relevant
- details of any injuries sustained by the pupil or staff
- any post-incident support provided, including details of any medical treatment required for injuries or other adverse effects.

Complete an RPI Form:

- For serious incidents.
- When RPI has been used under one of the five legal justifications.
- Seek support from SLT

Inform Senior Leaders:

- As soon as possible or immediately following the incident.

Parents/Carers:

- Must be informed as soon as practicable and ideally on the same day.
- An SLT member will meet with parents/carers and share the incident record.

A report provided to parents/carers should include, as a minimum:

- the time, date, location and approximate duration of the intervention;
 - a brief account of why the intervention was assessed as necessary in that instance;
 - a brief account of the type of force applied and the degree of force used;
 - details of any physical injuries sustained, where applicable.
-

REMEMBER

**PREVENT → DE-ESCALATE → ASSESS RISK →
USE LEAST RESTRICTIVE OPTION → RELEASE
QUICKLY → RECORD → REPORT → REVIEW**

Appendix C- Restrictive Physical Intervention/ The Use of Force in School – Visual Guide

Clapgate Primary School

Restrictive Physical Interventions and the Use of Force in Schools

Key Information for Staff

A calm, safe and supportive learning environment for all

OUR ETHOS

At Clapgate Primary School, we are committed to providing a calm, safe and supportive learning environment in which all pupils can learn and thrive. We recognise that positive relationships, high expectations and a consistent approach are key to supporting children to meet behaviour expectations. Restrictive physical intervention (RPI) is not used as a behaviour management strategy. It is an emergency measure used only when necessary, lawful and proportionate, and as a last resort.

A physical intervention is any physical contact or presence used to manage behaviour or risk. An RPI is a specific type of intervention that restricts a person's freedom of movement.

LEGAL FRAMEWORK

This policy reflects statutory powers and guidance, including:

- Education and Inspections Act 2006 (Section 93)
- DfE guidance (April 2026) – Restrictive Interventions, Including the Use of Force in Schools
- The Equality Act 2010
- The Human Rights Act 1998
- The Health and Safety at Work Act 1974
- Keeping Children Safe in Education

All school staff have the legal authority to use reasonable force in the circumstances set out in this policy.

DE-ESCALATION STRATEGIES

Always try to de-escalate before considering the use of force. Use strategies such as:

- calm, respectful communication
- active listening
- offering advice
- distraction or redirection
- reducing demands
- removing triggers or sensory overload
- allowing time and space to regulate
- access to a trusted adult or safe space
- seek support from colleagues where possible.

REMEMBER

Positive relationships and early support can prevent the need for interventions.

PRESENT **DE-ESCALATE** **ASSESS RISK** **USE LAST RESORT OPTION** **DEBRIEF** **RECORD** **REPORT** **REVIEW**

Clapgate Primary School

WHEN CAN REASONABLE FORCE BE USED?

Reasonable force may be used to prevent a pupil from:

- 1. Preventing Injury**
To protect the pupil, staff or others from immediate physical harm.
- 2. Preventing Criminal Offences**
To stop a pupil committing a crime (e.g. possession of prohibited items).
- 3. Preventing Property Damage**
To stop significant damage to school property or the belongings of others.
- 4. Maintaining Good Order and Discipline**
To stop serious disruption or disorder that threatens the safety or wellbeing of others.
- 5. Promoting Safeguarding**
To fulfil the school's duty of care, including physically guiding a pupil to a safe space.

Outside of these circumstances, RPIs should only be used in connection with Tier 1 or Tier 2 seclusion, or when managing a child during a significant incident.

DURING AN INTERVENTION

If you need to use reasonable force:

1. Stay calm and call for support if needed.
2. Use the minimum force necessary and the least restrictive option.
3. Give clear, simple instructions.
4. Continually assess the child's wellbeing and risk.
5. Speak calmly and reassure the child throughout.
6. Avoid any hold around the neck, face or throat.
7. Never hold/ restrain a child on the floor.
8. Release straight away.
9. Seek medical attention if required.

RECORDING THE USE OF FORCE

All use of force must be recorded on CPOMS as soon as practicable and ideally on the same day.

The record should include:

- the name(s) of any pupil involved;
- relevant pupil needs/SEND information and SEN status code;
- the date, time, location and approximate duration;
- a description of what happened and any triggers;
- de-escalation strategies used;
- why the intervention was necessary;
- the type of force used and the degree of force applied;
- any injuries sustained;
- any post-incident support or medical attention.

For serious incidents, or where RPI has been used under one of the five legal justifications, an RPI form should also be completed, uploaded to CPOMS and submitted to the Headteacher/designated senior leader. Please seek support from SLT.

REPORTING THE USE OF FORCE

Inform Senior Leaders:

- As soon as possible or immediately following the incident.

Parents/Carers:

- Must be informed as soon as practicable and ideally on the same day.
- An SLT member will meet with parents/carers and share the incident record.

A report provided to parents/carers should include, as a minimum:

- the time, date, location and approximate duration of the intervention;
- a brief account of why the intervention was assessed as necessary;
- a brief account of the type of force applied and the degree of force used;
- details of any physical injuries sustained, where applicable.

There are two tiers of seclusion:

- Tier 1 – Deprivation of liberty**
Where a pupil is not free to leave a space. Schools do not have the power to use Tier 1 seclusion outside of an emergency response.
- Tier 2 – Restriction of liberty**
Where a pupil is not free to leave a space at risk of harm to themselves or others due to high levels of emotional or behavioural dysregulation.

Any incident involving the use of seclusion must be recorded and reported in accordance with this policy.

Clapgate Primary School

Staff Wellbeing Debrief

Following a Restrictive Physical Intervention

Purpose: This debrief is intended to support staff wellbeing, encourage reflective practice and identify any follow-up support required. It is not intended to replace the Restrictive Physical Intervention Recording Form.

Incident Details

Date: _____

Time of Debrief: _____

Pupil: _____

Staff Member(s): _____

Facilitator (SLT/SENCO): _____

1. Wellbeing Check-In

How are you feeling following the incident? (Tick all that apply.)

☐ Calm

☐ Tired

☐ Shaken

☐ Frustrated

☐ Upset

☐ Anxious

☐ Stressed

☐ Angry

☐ Other: _____

Would you benefit from some time away from the classroom?

☐ No

☐ Yes

2. Reflection

Without repeating the incident record, what are your reflections on what happened?

3. Learning

WWW and is there anything you would do differently next time?

4. Support During the Incident

Did you feel adequately supported by colleagues?

☐ Yes

☐ Mostly

☐ No

Comments:

Did communication between staff feel effective?

☐ Yes

☐ Mostly

☐ No

5. Looking Ahead

What could help prevent or better manage a similar incident in the future?

- ☐ Review Positive Behaviour Support Plan
- ☐ Review Risk Assessment
- ☐ Additional Team Teach practice
- ☐ Environmental changes
- ☐ Additional staffing
- ☐ SENCO support
- ☐ SLT support
- ☐ Advice from external agencies
- ☐ Other:

6. Staff Wellbeing

Have you sustained any injuries?

- ☐ No
- ☐ Yes (recorded separately)

Would you like a follow-up wellbeing check over the next few days?

- ☐ No
- ☐ Yes

What do you need from the school following this incident?

Debrief Completed By

Staff Member: _____

Facilitator: _____

Date: _____

Seclusion

There are two different tiers of Seclusion.



Tier 1 - This should be considered a **deprivation** of liberty.

Schools **do not** have powers in law to use tier 1 seclusion outside of an emergency response.



Tier 2 - This should be considered a **restriction** of liberty and should only be used as a safety measure to protect others from harm because the pupil is experiencing high levels of emotional or behavioural dysregulation.

The young person may be isolated from their peers and prevented from leaving but, one or more supporting adults remains with them in the room/space.

All incidences of Seclusion, **tier 1** and **tier 2**, must be recorded and reported in line with law and guidance.