

RESTRICTIVE PHYSICAL INTERVENTION POLICY

Learning Academies Trust

Version: 1.2

Approved by: LAT Trust Board of Directors

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CONTENTS

1. Aims.....	Error! Bookmark not defined.
2. Legislation and guidance.....	3
3. Definitions	3
4. Example heading 1	Error! Bookmark not defined.
5. Example sub-heading	Error! Bookmark not defined.

CHANGES

Policy date	Summary of change	Author	Version	Review date
01/03/2022	Interim review in line with CPI updated program		1.0	01/11/2023
01/11/2023	Reviewed		1.1	01/03/2026
01/04/2026	Reviewed		1.2	01/03/2028

1. AIMS, SCOPE AND PHILOSOPHY

Learning Academies Trust is committed to creating a safe, secure and supportive environment for all pupils and staff. We provide high-quality education alongside a strong commitment to pupil welfare, dignity and safeguarding.

There are times when the use of restrictive interventions, including reasonable force and seclusion, is lawful and necessary to keep pupils01/03/0, staff and others safe. We recognise that restrictive interventions can have a significant impact on pupils, staff and parents/carers, and therefore they are only ever used as a **last resort**, once all appropriate prevention and de-escalation strategies have been exhausted.

Any form of restrictive physical intervention is only carried out by trained staff when a pupil has lost, or is at imminent risk of losing, emotional and physical control and poses a danger to themselves, others, or the environment. Interventions are planned, proportionate, necessary, time-limited and use the least restrictive means possible.

Learning Academies Trust uses the Crisis Prevention Institute (CPI) Safety Intervention training programme and adheres to its underpinning principles. Restrictive interventions are regarded as a **safeguarding matter**, not a behaviour management strategy.

This policy aims to:

- Minimise the need for restrictive interventions through early identification, prevention and de-escalation
- Support staff to use restrictive interventions safely, appropriately and lawfully when required
- Clearly define acceptable and unacceptable practice, including roles and responsibilities
- Set out clear arrangements for recording and reporting incidents
- Protect the wellbeing, safety and dignity of all pupils and staff

2. LEGISLATION AND GUIDANCE

This policy is based on Department for Education (DfE) guidance *Restrictive interventions, including the use of reasonable force, in schools* and the CPI training programme and principles.

It also meets the requirements of:

- Education and Inspections Act 2006 (Sections 93 and 93A)
- Education Act 1996 (Sections 550ZA and 550ZB)
- Equality Act 2010
- Health and Safety at Work etc. Act 1974
- Human Rights Act 1998
- Keeping Children Safe in Education
- Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025
- DfE guidance on searching, screening and confiscation
- Independent School Standards Regulations 2014 (Paragraph 16A, where applicable)

This policy also complies with the Trust's funding agreement and articles of association.

3. DEFINITIONS

Restrictive interventions

An umbrella term describing any action, physical or non-physical, used to prevent, restrict or subdue a pupil's movement in order to manage serious risk and keep people safe.

Reasonable force

Physical contact used by staff to prevent injury, serious disorder, damage to property or a criminal offence, using no more force than necessary and for the shortest time possible.

Restraint

A non-disciplinary intervention that limits or immobilises a pupil's movement. This may include physical contact or non-physical actions.

Seclusion

A non-disciplinary safety intervention involving keeping a pupil supervised in a space away from others and preventing them from leaving to manage serious risk.

Significant incident

Any incident where force goes beyond everyday or appropriate physical contact between staff and pupils.

3.1. Text

Learning Academies Trust does not operate a 'no-contact' policy. Appropriate physical contact is sometimes necessary and does not, in itself, constitute a restrictive intervention.

This may include:

- Providing first aid
- Comforting a distressed pupil
- Guiding or escorting a pupil to safety

- Demonstrations in PE or practical lessons

Staff use professional judgement and consider the pupil's age, needs, vulnerabilities (including SEND), context and safeguarding guidance.

4. PREVENTION OF VIOLENT AND CHALLENGING BEHAVIOUR

The prevention of challenging behaviour is central to our approach. Staff are trained to identify early warning signs and respond using CPI's Crisis Development Model.

- Anxiety behaviours are met with a supportive, empathic approach
- Defensive behaviours are met with clear, calm direction, limits and choices
- Verbal de-escalation is prioritised at all stages
- Staff pay careful attention to tone, body language, proximity and environment

Positive Behaviour Support principles are applied, including environmental adjustments, teaching alternative skills and consistent staff responses. Knowledge of pupils' experiences, including trauma and Adverse Childhood Experiences, informs staff practice.

5. PROMOTING PUPIL WELLBEING

Learning Academies Trust acknowledges the inherent risks associated with restrictive physical intervention.

- Interventions are used only as a last resort
- The safety, dignity and wellbeing of the pupil is paramount
- Age-appropriate, pain-free techniques are used
- Interventions are never used as punishment, threat or convenience
- The least restrictive approach is used for the shortest time necessary
- Verbal reassurance and de-escalation continue throughout
- Pupils are supported emotionally following any intervention

Consideration is also given to pupils who may witness restrictive interventions.

6. THE USE OF PHYSICAL INTERVENTION

Learning Academies Trust uses the CPI Safety Intervention model.

- Staff must only use techniques they are trained and authorised to use
- Techniques that restrict breathing, airway or circulation are never used
- Prone or ground-based restraint is not used
- Staff closely monitor wellbeing and stop immediately if a medical emergency occurs
- Any injuries or distress are assessed and followed up

Following an intervention:

- A restorative conversation takes place at an appropriate time
- Parents/carers are informed
- Pupils are monitored for physical or emotional impact

Seclusion

Seclusion is used only as an emergency safety measure when a pupil is experiencing high levels of emotional or behavioural dysregulation. Seclusion is not used as a threat of punishment. Seclusion is not a disciplinary response to deliberate or wilful misbehaviour.

- Pupils are supervised at all times
- The environment is safe and non-threatening
- As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave seclusion
- All incidents are recorded and reported in line with statutory requirements

7. A TEAM APPROACH

- Physical intervention should not normally be undertaken alone
- A team leader coordinates the response
- One member of staff communicates with the pupil ("one voice")
- An observing staff member is present where possible
- Police involvement is considered only where risk cannot be safely managed

8. CRISIS INTERVENTION TRAINING

Learning Academies Trust places high value on training.

- Staff receive CPI Day 1 and Day 2 training as appropriate
- Refresher training takes place annually for trainers and staff
- Training includes legal duties, safeguarding, SEND and recording requirements
- It is recommended that all CPI trainers hold up-to-date first aid qualifications.

9. DOCUMENTING CRITICAL INCIDENTS

- All incidents requiring a physical intervention or seclusion will be documented on the LAT Physical Intervention/Seclusion form, which will then be uploaded to the school folder situated within the 'Physical Intervention' folder on the LAT SharePoint. Incidents will also be recorded on CPOMS.
- Incident reports should provide detail of both the type of hold used and the exact duration of the hold. In the event of a seclusion this should detail the location and approximate duration of the intervention and a brief explanation of why the seclusion was assessed as necessary in that situation. Details of any physical injuries sustained should be recorded, if applicable, and any support given after the incident, such as medical or emotional support.
- Any injuries acquired by pupils or staff must be recorded.
- The LAT Physical Intervention/Seclusion form should be completed as soon as possible after the incident has taken place and no longer than 24 hours later if all witness statements have been taken.
- Incident report forms will be monitored by the Head Teacher and LAT Safety Intervention team.
- Whereby a Headteacher has been involved in a safety intervention, this record will be shared with the Trust DCEO and a CPI trainer.

- Where required, the LAT safety intervention team will provide feedback and further training to schools following their review of the safety intervention records.

10. CRISIS INTERVENTION AND FOLLOW-UP

- Parents/carers are informed promptly whereby physical intervention or seclusion have been used.
- This will include the time, location and approximate duration of the intervention; A brief explanation of why the intervention was assessed as necessary in that situation; A short description of the type and degree of force that was used; Details of any physical injuries sustained, if applicable
- Pupils and staff are supported following incidents
- Staff debrief, reflect and adjust strategies
- Where possible, restorative and relationship-repair conversations are facilitated by staff not involved in the incident

11. PHYSICAL INTERVENTION PLANS

Where a pupil is at increased risk of requiring restrictive intervention, an intervention plan is developed and reviewed. Plans include:

- De-escalation and prevention strategies
- Known triggers
- Reasonable adjustments
- Parental involvement
- Staff roles and responsibilities
- Ongoing review following incidents

12. ROLES AND RESPONSIBILITIES

Governing Body / Trust Board

- Approves and monitors this policy
- Ensures recording and reporting procedures are followed
- Reviews data for trends and disproportionality

Headteacher

- Oversees implementation
- Ensures training, staffing, compliance and monitoring
- Manages complaints and allegations

All Staff

- Follow this policy
- Use prevention and de-escalation strategies
- Record and report incidents
- Attend relevant training

Designated Safeguarding Lead

- Oversees reporting to parents/carers and local authorities where required
- Ensures records are stored securely

SENCO

- Supports risk assessments and behaviour plans for pupils with SEND
- Advises on reasonable adjustments and preventative strategies

Safety Intervention Team

- Review LAT Restrictive intervention/ Seclusion forms within 48 hours and provide feedback as necessary.

13. COMPLAINTS AND ALLEGATIONS

Complaints are handled in line with the Trust's complaints policy.

Allegations are managed in accordance with *Keeping Children Safe in Education*.

14. MONITORING AND REVIEW

This policy is approved by the Trust Board and overseen by the Local Governing Body. Data on restrictive interventions is regularly reviewed to inform practice, training and policy development.

The policy is reviewed **bi-annually** with any DfE updates added as required.

15. LINKS WITH OTHER POLICIES

- Behaviour Policy
- Safeguarding and Child Protection Policy
- SEND Policy
- Health and Safety Policy
- Complaints Policy

16. APPENDICES



16.1. Appendix 1- Safety Intervention Record

Version 2- September 2026

Name of the child or young person concerned:

Year group:

Name of the person(s) using the measure:

Name of any other person(s) present:

Name of person(s) completing this record:

Date:

Time:

Location:

Details of the behaviour leading to the use of the measure (what the child or young person was doing or saying):

Do any of the following Principles of Disengagement apply (refer to Principles of Disengagement- CPI handbook):

Strikes ☐ Wrist ☐ Clothing ☐ Hair ☐ Neck ☐ Body ☐ Bite ☐ N/A ☐

Details of any methods used to avoid the need to use that measure (what you did, what you said, what you tried)

What factors influenced your decision making when assessing the level of risk presented? (describe your dynamic risk assessment and why you chose the method you did for the best interests of the child)

Description of the method(s) used (refer to Principles of Holding CPI for restriction- PLEASE NOTE- More than one restriction maybe used):

Principles of Holding: Young Person (2 person)

Seated- Low-level restriction ☐ Medium-level restriction ☐ High-level restriction ☐

Standing- Low-level restriction ☐ Medium-level restriction ☐ High-level restriction ☐

Principles of Holding: Children (1 person)

Seated (Chair)- Low-level restriction ☐ Medium-level restriction ☐ High-level restriction ☐

Seated (Floor)- Low-level restriction ☐ Medium-level restriction ☐ High-level restriction ☐

Standing- Low-level restriction ☐ Medium-level restriction ☐ High-level restriction ☐

Was the child transitioned (moved location) in a low, medium or high level restriction? ☐

Effectiveness of the measure:

Duration of any measure of physical restraint or restriction (specify seconds, minutes, any time intervals between interventions):

Was seclusion used as a measure of de-escalation? Yes ☐ No ☐

Effectiveness of measure (if applicable):

If YES, have parents been informed: Yes ☐ No ☐

Any consequences of the measure (injuries to child or staff member):

A description of any injury to the child or staff member:

A description of any medical treatment offered ☐ or administered ☐

Description of treatment:

First aid completed: Yes ☐ No ☐

External agencies informed and supporting records:

Medical referral ☐ Social worker ☐ Health and Safety Report (RIDDOR) ☐ LADO ☐ LA Inclusion team ☐

Parents informed: Yes ☐ No ☐

Has the person making the official record spoken to the child/young person concerned: Yes ☐ No ☐

Views of the young person (how they felt about the measure that had happened and their description of events):

Name and signature of the person making this record:

Name, signature and role of the person monitoring this record:

Date checked:

Name and signature of LAT Safety Intervention Lead checking this record:

Date checked:

Any actions to follow up:

17. THE COPING MODEL- POST-CRISIS REFLECTION

1. Control: This is where you ensure that staff have regained physical and emotional control.

- Are staff ready to discuss what happened?
- What went well?
- What can be done differently in the future?

2. Orient: This is where you orient yourself to the basic facts of the incident. Establish what happened, be non-judgmental, and listen to the perspective of every person who was involved.

- What happened?
- Who was involved?
- When did they get there?
- What was each person's response during the situation?

3. Patterns: This is where you look for patterns in causes and responses.

- What trends did each person observe?
- Are there things that seem to have caused the individual's behaviour?
- Do staff have [Precipitating Factors](#) at play as well?
- If so, what are they?

4. Investigate: This is where you figure out what needs to change.

- Brainstorm options of what might be done differently next time.
- Are there things you can do to prevent the situation from reoccurring at all?
- How can you strengthen or improve individual and team responses?
- What resources do you have available?
- What skills can team members practice?

5. Negotiate: This is where you agree on what changes and improvements to make.

- Make a commitment to change.
- Agree on how to respond in the future.

6. Give: This is where you offer each other support and encouragement.

- Be sure to express trust, confidence, and respect for your colleagues.

Time to reflect...

Specify below what went well, what could be improved and what would you change should this matter occur again. Please refer to the COPING Model for guidance.

18. APPENDIX 2- SAFETY INTERVENTION AND SECLUSION PARENT REPORT



Safety Intervention and Seclusion Parent Report

Name of Child:

Date:

Restrictive safety intervention is always used as a last resort in line with our commitment of *Care, Welfare, Safety and Security*. All staff who use restrictive safety interventions have received Crisis Prevention Institute training.

Adults involved	
Intervention used	Restrictive Physical Intervention Yes ☐ No ☐ Seclusion Yes ☐ No ☐
Why was the intervention necessary?	
What happened after?	
Any injuries sustained to the child?	
First Aid provided: Yes ☐ No ☐	

LAT Safety Intervention form completed: Yes ☐ No ☐

Signed staff: _____

Signed SLT: _____

Signed Parent/Carer: _____

Date: _____