



Featherstone Primary Academy
Restrictive Physical Intervention Policy

Introduction

This policy should be read in conjunction with the school's Safeguarding Policy, Staff Code of Conduct, SEND Policy, and Behaviour Policy to ensure a consistent and holistic approach to pupil welfare and behaviour management.

This policy outlines the principles and procedures for the use of restrictive interventions within Featherstone Primary Academy. It ensures compliance with the latest Department for Education (DfE) guidance (2024) and Staffordshire County Council guidance (2021), promoting the safety and well-being of all pupils and staff.

The expectation at Featherstone Primary Academy, is that as far as possible school and remains restraint free. The use of restrictive physical interventions must always be an act of last resort and not normal practice and based on the best needs of the person.

At Featherstone Primary Academy, we recognise that reduction in the need to use restrictive physical interventions is achieved by analysing the interactions between each young person and their environment which identifies potential triggers that need to be avoided at critical periods. This involves:

- Helping young people to avoid possible situations known to provoke challenging behaviour.
- Having documented plans which are responsive to individual needs.
- Creating opportunities for young people to engage in meaningful activities which include opportunities for choice and a sense of achievement.
- Understanding that all behaviour is communication.

Legal and Policy Framework

This policy is informed by:

- DfE guidance on the use of reasonable force and other restrictive interventions in schools (2024)
- Staffordshire County Council Restrictive Physical Intervention Guidance for School Staff (2022)
- Staffordshire County Council Restrictive Physical Intervention Guidance for Early Years Staff (2022)
- Keeping Children Safe in Education (2024)
- Equality Act (2010)
- Children and Families Act (2014)

Definition of Restrictive Interventions

Restrictive interventions involve the use of force to control or restrain a pupil. This may include physical restraint or temporary removal to a safe space, only when necessary to prevent harm to the pupil or others, and always as a last resort.

Principles

Inclusion:

The school is committed to inclusive practices that respect and accommodate the diverse needs of all **pupils, including those with disabilities and additional needs.**

Prevention First:

Emphasis on proactive strategies, positive behaviour support and de-escalation techniques.

Reasonable and Proportionate:

Force is used only when absolutely necessary and is proportionate to the situation.

Safety and Dignity:

Prioritising the safety and dignity of everyone involved.

Individual Consideration:

Acknowledging that children with SEND and disabilities may be more vulnerable to the effects of restrictive interventions and ensuring that strategies are tailored to respect their rights and promote inclusion.

Appropriate use of Restrictive Physical Intervention.

There are occasions when physical contact with a child is proper and necessary. Examples are:

- holding the hand of a pupil at the front/back of the line when going to assembly or when walking together on an outing.
- when comforting a distressed child.
- when congratulating or praising the young person.
- to demonstrate how to use equipment or a skill e.g. a musical instrument.
- to demonstrate exercises or techniques during PE lessons or sports coaching.
- to give first aid.

Examples of situations where a restrictive physical intervention may be appropriate are: -

- To prevent a young person from running towards a busy road;
- To prevent a young person from self-injuring or injuring another person;
- To prevent a young person from causing serious damage to property.
- School staff may also use reasonable force where a pupil is affecting the maintenance of good order and discipline.

Examples of which include:

- Removing a disruptive pupil from the classroom when they have been instructed to leave but have refused;
- Preventing a pupil behaving in a way that disrupts a school event or a school trip;

- Preventing a pupil leaving a classroom or school where allowing this would risk their safety or lead to behaviour that disrupts the behaviour of others.

Restrictive physical intervention for the protection of property must only be for extreme circumstances. There must be an assessment on whether it is worth the risk of injury, to protect the property.

Before physically intervening staff should, wherever practicable, attempt to resolve the situation by using other methods. In unplanned/emergency interventions it is good practice for staff to use a dynamic risk assessment approach, which is a quick on the spot assessment prior to acting (where possible). This will allow staff to: -

Step Back	Don't rush into an intervention, is it necessary, do you have suitable justification.
Assess Threat	Assess the individual, the objects, the environment and the situational factors.
Find Help	Can you reduce the risks by getting help from other trained colleagues or by using the physical environment, space, natural barriers etc.
Respond	Apply the principles of the least adverse method in responding. Continue to re -evaluate the situation and your response. Continually monitor for changes in level of risk.

Staff Training

Staff likely to be involved in restrictive interventions receive RPI awareness training from Staffordshire Educational Psychology Service. The Educational Psychology Service (EPS) are able to offer support to schools in cases where RPI is used to support young people for safety. EPs who are able to offer support for RPI are those who are trained as PROACT-SCIPr-UK® Instructors.

Individual Behaviour Support Plans

Where appropriate, the HSF 57 Risk Assessment Form (see appendix) will be completed for individual pupils. This form supports the assessment and management of foreseeable risks related to challenging behaviour and helps ensure suitable strategies and safeguards are in place.

Pupils identified as at risk of requiring restrictive interventions will have a Positive Behaviour Plan (PBP), created in consultation with parents/carers and professionals. The PBP includes:

- Known triggers
- Preferred de-escalation techniques
- Agreed intervention strategies
- Support following an incident

Recording and Reporting

All incidents of restrictive intervention are recorded on Bromcom, the school's Management Information System (MIS), to ensure consistency, safeguarding compliance, and effective monitoring.

- Following any restrictive intervention, staff must complete the HSF 56 Incident Report Form (see appendix) in accordance with Staffordshire County Council procedures. This form ensures consistent and thorough documentation of the incident and must be submitted to the Senior Leadership Team on the same day the intervention takes place. If any injuries have occurred as a result of the intervention, an Accident Form must also be completed and returned to the Senior Administration Officer on the same day.

From September 2025, in line with DfE requirements, all incidents involving restrictive intervention will be monitored to ensure they are:

- Recorded immediately using the school's behaviour and safeguarding systems
- Reported to the pupil's parents or carers as soon as possible
- Reviewed by the senior leadership team to identify trends or training needs

Post-Incident Support Following any restrictive intervention:

- Pupils are offered emotional support and the opportunity to reflect
- A restorative approach is used
- Staff involved are debriefed and supported
- Supervision is offered to staff as required
- Parents are engaged in the review and support planning process where appropriate

Monitoring and Review

The Senior Leadership Team reviews the use of restrictive interventions termly. Patterns or concerns are raised with Charlie Chambers, Director of Education, and actioned as needed. This policy is reviewed annually or sooner if guidance changes.

Safeguarding Trustee (Greenheart Learning Partnership): Laura Martin
(lmartin@greenheartlearning.org)

For further information or support regarding this policy, please contact:
Headteacher: Adam Gatrad (headteacher@fea.greenheartlearning.org)
Designated Safeguarding Lead: Adam Gatrad

Staffordshire Educational Psychology Service: julia.rudolf@staffordshire.gov.uk

Appendix: 1

Restrictive Physical Intervention - Record of Incident (HSF56)

1. Names of those involved	Staff:	Service User/Pupil: Others:
2. Date of incident:	Time of incident:	Location of incident:
3. Events leading up to Restrictive Physical Intervention (including alternative strategies used):		
4. Account of actual incident (including details of actions, method of intervention, words used, witnesses etc.):		
5. Outcome or resolution of incident:		
6. Follow up actions (advice to family/parents/carers, support to staff and pupils involved):		
7. Names of witnesses and attached witness statements:		
8. Risk Assessment and Restrictive Physical Intervention Protocol reviewed: Yes/No Outcomes:		
9. Record of any injury or property damage:		
10. Has an Accident Investigation Report Form or Report of Violence and Aggression Form been completed and submitted to the Health, Safety and Wellbeing Service?		
Print Name:	Signature	Job Title
Date:		

Appendix: 2

Restrictive Physical Intervention Protocol - Risk Assessment and Management Plan (HSF57)

Individual:

Date of Birth:

School/Service:

Individual responsible for monitoring plan:

Describe the issues creating risk i.e. specific behaviour including frequency and duration				
Any medical conditions which should be considered				
Risk assessment				
(use Risk Assessment Matrix at end of document) Risk rating = potential severity of harm x likelihood of harm				
Behaviours/situations that have or may cause risk	Who is at risk from the behaviour?	Likelihood of behaviour to occur?	Severity of the potential harm?	Risk rating = likelihood x severity

Risk reduction measures & strategy for support

Proactive measures/interventions (Individual positive behaviour planning):

Warning signs that challenging behaviour may occur: (Verbal and non-verbal)

Actions which may aggravate the situation (triggers):

Actions to avoid escalation (active interventions):

Reactive interventions /Restrictive physical intervention procedures if escalation continues and must be reduced. (note risks associated with Restrictive Physical Intervention)

Details of consideration of benefits of not intervening and risk reduction measures considered and not considered helpful.

Support required to move individual forward following reactive/restrictive physical intervention:

Communication with parents/carers:

Signature: Role: Date

Signature: Role: Date

Signature: Role: Date

Date protocol to be reviewed (at least every 12 months)

Review

Are the proactive and active interventions reducing the frequency of challenging behaviour? Provide evidence.	
Frequency of use of reactive/physical interventions.	
Has the frequency of Physical Interventions (reactive measures) reduced during the life of this plan? Evidence.	
Views of individual /parents/carers.	

Risk Rating

Behaviour	Likelihood	Severity	Risk Rating

Agreed actions following review: (Consider completing new intervention protocol, adjusting positive behaviour support plan/behaviour management plan)

Risk Assessment Matrix

		Potential severity of harm <i>(this may include injury or damage)</i>		
		Minor Harm 1	Moderate Harm 2	Serious Harm 3
Likelihood of harm occurring	Highly unlikely 1	Very Low 1	Low 2	Medium 3
	Unlikely 2	Low 2	Medium 4	High 6
	Likely 3	Medium 3	High 6	High 9

Signature: Role: Date

Signature: Role: Date

Signature: Role: Date

Where risk is “High” following introduction of control measures it is recommended that managers seek specialist support.