

Physical intervention and restraint policy

Campton Academy



Approved by:	Louise Day
Signed:	
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1. Introduction & Principles

Campton Academy encourages pupils to make positive behaviour choices. However, pupils sometimes make the wrong choices or, as a result of emotional or behavioural dysregulation, are unable to manage their safety and behaviour without support. On rare occasions, this may require physical intervention or other restrictive measures.

Our policy is built upon the following core principles:

- **Prevention & De-escalation First:** Restrictive interventions are used only as a last resort when early support and preventative strategies have failed.
- **Minimum Necessary Contact:** Any restrictive contact must be proportionate, using the minimum force necessary for the shortest amount of time.
- **Safety & Dignity:** Interventions must uphold the safety, welfare, and dignity of both the pupil and staff involved.
- **Statutory Transparency:** Incidents are recorded on CPOMs, evaluated, and formally reported to parents/carers as soon as practicable.

2. The Legal Framework & Statutory Guidance

This policy reflects powers and duties under:

- Section 93 & Section 93A of the *Education & Inspections Act 2006*
- The Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025
- Equality Act 2010 and Human Rights Act 1998
- Health and Safety at Work etc. Act 1974

It is written strictly in accordance with DfE statutory and non-statutory guidance: *Restrictive interventions, including use of reasonable force, in schools* (April 2026).

3. Definitions & Key Concepts

Term	Definition & Scope
Restrictive Intervention	An umbrella term for both physical and non-physical actions taken to prevent, restrict, or subdue movement of a pupil's body.
Reasonable Force	Physical contact used to control or restrain. " <i>Reasonable</i> " means using no more force than necessary for the shortest duration possible.

Restraint	A non-disciplinary intervention immobilising a pupil or limiting movement. Applies with or without direct contact (e.g., holding arms, or removing auxiliary aids such as crutches).
Seclusion	A non-disciplinary safety intervention confining a pupil away from others where they are prevented from leaving (physically blocked or via fear of punishment). Must only be used as a safety measure to protect others from harm.
Significant Incident	Any incident where the use of force goes beyond normal, appropriate physical contact (including non-physical restrictive interventions implemented via force).

Statutory Powers to Use Reasonable Force

Section 93 allows staff to use force that is reasonable in the circumstances to prevent a pupil from:

1. Causing injury to themselves or others.
2. Committing an offence.
3. Damaging property.
4. Causing disorder or disrupting school order/discipline.

Unacceptable & Illegal Practices:

1. Force **must never** be used as a punishment.
2. Interventions **must never** restrict airways, breathing, or circulation (e.g., pressure on neck, chest, or abdomen).
3. Prone/ground restraint must be avoided; if a pupil ends up on the ground unintentionally, staff must immediately release holds or reposition them into a safer standing/seated position.

4. Searching Pupils

Authorised staff may use reasonable force to search a pupil for legally prohibited items (e.g., knives, weapons, alcohol, illegal drugs, stolen items, fireworks, pornographic images). Reasonable force cannot be used to search for items banned solely under school rules.

5. Non-Restrictive Physical Contact

The academy **does not** operate a "no contact" policy. Parents or staff cannot opt out of emergency protective interventions. Normal, proper physical contact includes:

1. Administering first aid.
2. Guiding or escorting a pupil (e.g., holding hands in line or guiding them to a calming room).
3. Comforting a distressed pupil.
4. Congratulating or praising (e.g., high-five or handshake).
5. Coaching/demonstrating techniques in PE, sports, or music.

6. Provisions for Pupils with SEND

Pupils with Special Educational Needs and Disabilities (SEND) or communication difficulties may display dysregulated behaviour due to sensory overload, anxiety, or unmet needs.

- **Proactive Measures:** Staff identify triggers early and apply tailored de-escalation strategies (e.g., reducing stimuli, giving space, changing vocal tone).
- **Behaviour Support Plans (BSPs):** Co-produced with parents and pupils to set out reasonable adjustments and emergency parameters under the *Equality Act 2010*.
- **Risk Assessments:** Maintained for any pupil who may require physical intervention to protect staff and pupil welfare.

7. Mandatory Recording & Reporting (Statutory Duty)

A. Recording Incidents (CPOMS)

Staff involved must record every significant incident of force, restraint, or seclusion in writing on CPOMS **as soon as practicable on the same day**. Records must include:

- Names of pupil and staff involved.
- Relevant needs/SEND status code of the pupil.
- Date, time, location, and approximate duration.
- Triggers, preventative strategies, and de-escalation attempted.
- Specific type and degree of force/intervention used.
- Account of why the intervention was necessary and proportionate.
- Details of any physical injuries and post-incident medical care or debrief support provided.

B. Reporting to Parents

The academy has a statutory duty to notify parents/carers in writing (e.g., email or secure portal) **as soon as practicable on the same day**.

- **Details Provided:** Time, location, duration, reason for intervention, type/degree of force, and any physical injuries.
- **Exceptions:** Reporting is withheld **only** if the pupil is aged 20+ or if reporting would expose the pupil to risk of serious harm (in which case the Local Authority is notified).

8. Post-Incident Support & Debriefing

- **Medical Assessment:** Immediate medical checks are conducted for any reported or suspected injuries.
- **Debrief Conversations:** Separate reflective debriefs are held for staff and pupils (ideally facilitated by an uninvolved staff member) to explore triggers, restore relationships, and refine support strategies.
- **Wellbeing:** Continued monitoring and support are offered to involved pupils, staff, and peer witnesses.

9. Governance and Data Monitoring

The Governing Body regularly reviews anonymised data on restrictive practices to:

- Identify patterns, repeat triggers, and individual progress.
- Evaluate training needs for staff in de-escalation techniques.
- Ensure interventions do not disproportionately affect pupils with protected characteristics or SEND.

10. Complaints and Safeguarding Allegations

- Complaints regarding physical interventions are addressed under the academy's Complaints Procedure.
- Allegations against staff are managed strictly in line with *Keeping Children Safe in Education (KCSIE)* and the BEST Managing Allegations of Abuse Policy, involving the Local Authority Designated Officer (LADO) where appropriate.

11. Associated Policies

- Behaviour Policy
- Safeguarding & Child Protection Policy
- SEND Policy & Accessibility Plan
- Complaints Procedure

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