



Defence
Children
Services

DCS Directive 3.2.12

Restrictive Intervention and Restraint

DCS Sept 25 v2.0

General

Authorisation	Head DCS
Senior Responsible Owner	AH Specialist Support Services
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Related Policy/Guidance	DCS Policy Directive 3.2.2 Managing Allegations Against Staff
	DCS Policy Directive 3.2.10 Behaviour in DCS Schools
	DfE Behaviour in Schools - Advice for Head Teachers and School Staff Feb 2024
	DCS Policy Directive 3 2 1 Safeguarding
	DCS Policy Directive 3.2.9 Exclusion and Suspension from DCS Schools and Settings

Introduction

1. DCS believe that every child and young person has a right to be treated with respect and dignity, deserve to have their needs recognised and be given the right support. All school staff need to be able to safely manage behaviour and understand what a child (or young person) is seeking to communicate through behaviours.
2. DCS believes that every member of staff needs to know the difference between physical intervention, used to describe contact between staff and a child (or children) where no force is involved (e.g. comfort, affirmation, facilitation, guiding), and the terms restrictive intervention and restraint
3. DCS understands that children have the right to inclusion (including those with protected characteristics as defined by the Equality Act 2010) and to grow towards independence with the ability to make choices. We seek to provide opportunities for personal growth and to enhance emotional health and wellbeing.
4. Behaviour that challenges is a communication or consequence of unmet need/s. A number of factors may contribute to Children and Young People (CYP) presenting with behaviour that challenges including learning difficulties and adverse childhood experiences (ACEs). Incidents should lead to consideration of both environmental and pupil factors contributing to the incident, as well as adaptations and support.
5. The use of restrictive intervention will only be needed for a very small minority of CYP. The use of restraint and restrictive interventions are traumatising and this is particularly so for children, who are still developing both physically and emotionally. The use of restraint and restrictive interventions can have long-term consequences on the health and wellbeing of children and young people. It can also have a negative impact on staff who carry out such interventions and for children who witness it.

6. CYP with learning difficulties, communication differences, autistic spectrum conditions or social and mental health difficulties may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. This can lead to pupils with special educational needs (SEN) being disproportionately subject to the use of reasonable force and other restrictive interventions. Wherever possible, restrictive interventions should be avoided and person-centred, proactive, preventative, non-restrictive approaches adopted.

7. There are circumstances when it is appropriate for staff in Schools and Settings to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed.'

8. There are other occasions where physical contact is appropriate to provide practical assistance or caregiving. However, this must be used only where necessary and be proportionate to the situation and respectful of the child or young person's wishes and personal space and in accordance with paragraph 30. The nature of the contact must not be open to misinterpretation.

9. DCS schools should develop and implement a policy on the use of reasonable force and other restrictive interventions. It can be contained within the school's behaviour policy or be a standalone document. It should be accessible, consistent and straightforward to follow. It should include details on the power of school staff to use reasonable force in certain circumstances and must include detail on the procedures for recording and reporting each significant incident where a member of staff uses reasonable force on a pupil.

10. It must be aligned with the school's legal duties including those relating to the recording and reporting of significant incidents where a member of staff uses force on a pupil, the welfare of children, the Human Rights Act 1998 and the Equality Act 2010.

Information

11. This Policy Directive¹ considers the following legislation and DfE guidance:

a. DfE: Use of reasonable force: Advice for headteachers, staff and governing bodies. Department for Education 2013

b. The Education Act 1996² Education and Inspections Act 2006³

c. DfE Early Years Foundation Stage (EYFS) Statutory Framework 2024⁴

d. DfE Searching, Screening and Confiscation in Schools Jul 2022⁵

e. DfE: Guidance on Use of Reasonable Force (Revised) February 2025

f. DfE and DHSC: Reducing the need for restraint and restrictive intervention, July 2019⁶

¹ An EQIA has been conducted for this Policy Directive and is available on request.

² [Link](#)

³ [Link](#)

⁴ [Link](#)

⁵ [Link](#)

⁶ [Link](#)

- g. DfE: Keeping Children safe in Education, September 2025: Keeping children safe in education
- h. DfE: mental health and behaviour in schools November 2018:
- i. DfE: Behaviour in Schools. Advice for head teachers and school staff, February 2024
- j. Equality Act 2010
- k. Behaviour in schools - How school staff can develop a behaviour policy 16 July 2013

12. Mental Capacity Act Code of Practice- Code of practice giving guidance for decisions made under the Mental Capacity Act 2005. 22 July 2013. (Last updated 14 October 2020)

13. This directive emphasises the importance of prevention and de-escalation as a means of minimising the need to use reasonable force and other restrictive interventions. It sets out the specific whole school measures that schools should employ to minimise the need to use reasonable force and other restrictive interventions as well as tailored approaches for individual pupils.

Legal context

14. All members of school staff have a legal power to use reasonable force in certain circumstances. The circumstances when reasonable force may be used will need to meet the following criteria as set out in Section 93 of the Education and Inspections Act 2006:

15. To prevent a child from committing a criminal offence (this applies even if they are below the age of criminal responsibility)

16. To prevent a child from injuring themselves or others

17. To prevent or stop a child or young person from causing serious damage to property (including their own property)

18. The decision on whether it is reasonable to use force and/or other restrictive interventions, as defined in the terminology section below, depends on the individual circumstances of each situation. In assessing whether force and/or other restrictive interventions are reasonable in a situation, the member of staff should use their professional judgement.

19. The DfE guidance Use of Reasonable Force in Schools 2013⁷ states that reasonable means no more force than needed and that in addition to the general power to use reasonable force, Head Teachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for 'prohibited items'. Force cannot be used to search for items banned under the School or Setting rules.

20. The Education and Inspections Act and related DfE guidance makes clear that all members of School staff have a legal power to use reasonable force, and that the power

⁷ [Link](#)

can also apply to people whom the Head Teacher has temporarily put in charge of pupils, such as unpaid volunteers or parents accompanying students on a school organised visit.

Terminology

21. The term 'physical intervention' is used to describe contact between staff and a child (or children) where no force is involved. This might include:

- a. to guide or escort pupils to a safe place when they can regulate
- b. holding the hand of a pupil at the front/back of the line when going to assembly
- c. when walking together around the school or on a school trip
- d. when helping a pupil to a space they have chosen to access to self-regulate

The terms 'restrictive intervention' and 'restraint' are used interchangeably in this Policy Directive to refer to:

- a. planned or reactive acts that restrict an individual's movement, liberty and/or freedom to act independently (including forcible seclusion or use of locked doors); and
- b. the sub-categories of restrictive intervention using force or restricting liberty of movement (or threatening to do so).

22. Staff should have reasonable grounds for believing that restraint is necessary to justify its use. They should only use restraint where they consider it is necessary to prevent serious harm, including risk of injury to the CYP or others. Staff should use their professional judgement to decide if restraint is necessary, reasonable and proportionate.

23. 'Seclusion' is defined as the supervised confinement and isolation of a pupil, away from other pupils, in an area from which the pupil is prevented from leaving of their own free will and could be seen as deprivation of liberty. Seclusion is distinct from removal. Removal is covered in the 'Behaviour in Schools' guidance and is defined as where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff, in a setting where they can continue their education.

24. Deprivation of liberty is unlawful unless sanctioned by process of law (Mental Health Act 1983, Mental Capacity Act 2005. Deprivation of Liberty Safeguards) and / or by way of court order (inherent jurisdiction or s16 Mental Capacity Act Order); Mental Capacity Act Code of Practice.⁸

25. 'School staff' refers to anyone employed by DCS in a School or Setting who has control or charge of children. 'Child' refers to any CYP under 18 attending any DCS School or Setting. The term 'parent' used throughout this Policy Directive refers to all those with parental and caring responsibilities for CYP (as defined in section 576 of the Education Act 1996).

Underpinning Principles

26. Staff have a duty to intervene in order to prevent pupils from committing a criminal offence, hurting themselves or others or damaging property. Furthermore, DCS Schools

⁸ [Link](#)

and Settings must take seriously their duty of care to pupils, employees and visitors to the School or Setting.

- a. The first and paramount consideration is the welfare of the children in the care of DCS Schools and Settings.
- b. The second is the welfare and protection of the adults who look after them including volunteers and contractors

27. Restrictive interventions should only be used when there is no alternative, less intrusive course of action and with due regard to the fact that when a child is dysregulated, they are likely to be especially sensitive to any physical intervention, including blocking their path, leading to an escalation of the situation.

28. Staff should consider whether there are reasonable alternative ways to manage a situation and achieve the desired outcome. Staff should assess whether the use of reasonable force and/or other restrictive interventions is likely to successfully reduce the relevant risks, or whether its use would escalate the situation further or cause more harm than the consequences of the behaviour that it intends to address. Where possible, staff should communicate with other staff members to understand any broader risks in the environment.

29. Staff should use the least amount of force or restrictive intervention necessary for the least amount of time required to reduce the relevant risks. 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.

30. There are occasions when restrictive intervention and restraint is an appropriate and reasonable response to the risks presented in a particular situation. However restrictive intervention and restraint should only be used in the context of wider policies and procedures which:

- a. promote positive behaviour
- b. adopt a child-centred approach
- c. create a supportive environment which seeks to address factors contributing to behaviour which challenges
- d. prevent and de-escalate situations to avoid the need for physical intervention

31. Not all children feel comfortable with certain types of physical contact, this should be recognised and, wherever possible, adults should seek the child's permission before initiating contact and be sensitive to any signs that they may be uncomfortable or embarrassed

32. All staff can use restrictive intervention and restraint to maintain safety in an emergency which is consistent with the principles of common law.

33. The 2006 Education and Inspections Act gave all teachers and other School staff who have control or charge of pupils the statutory power to use reasonable force.

34. The Head Teacher or Setting Manager (or their nominated deputy) can authorise other people to use force e.g. other adults who might be helping with a school trip.

35. Members of staff should not be required or advised to conduct any form of physical intervention or restraint which will put them at unnecessary risk.

36. It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with a child, in one set of circumstances, may be inappropriate in another, or with a different child. In all situations where physical contact between staff and children takes place, staff must have regard to the following:

- a. the child's age and level of understanding.
- b. the child's individual characteristics and history.
- c. the duration of contact.
- d. the location where the contact takes place (it should not take place in private without others present)
- e. the purpose of the physical contact.

37. Safeguarding children should involve a professional understanding of the ways in which touch should be used appropriately in care and education settings.

38. Since children are developing both physically and psychologically this makes them particularly vulnerable and requires that the child's best interests are the paramount consideration when reaching a decision on whether to, and how to restrain a child. However, this does not mean that the child's best interests automatically take precedence over other considerations such as other people's rights, but they must be given due weight in the decision.

Before using Restrictive Intervention and Restraint

39. DCS Schools and Settings will seek to understand the underlying triggers of behaviour that challenges so that they can provide proactive support, create an inclusive environment and consider the impact of school policies on pupils with SEND.

40. DCS Schools and Settings will consider how the School or Setting culture and environment may be experienced differently by pupils with SEND and seek to support pupils to cope with situations that they may find distressing.

41. DCS Schools and Settings will utilise staff who know individual pupils well to help identify and manage risk such as trigger points when behaviour that challenges is more likely to occur and develop proactive strategies to reduce the likelihood of reasonable force and/or other restrictive interventions being used.

42. DCS Schools and Settings will also work with the pupil, parents and other professionals to develop prevention and de-escalation strategies.

Effective action must be taken to reduce and mitigate risk by:

- a. removing stimuli that may be causing distress
- b. changing body language, facial expression, and/or tone of voice
- c. supporting the pupil to express their emotions before getting overwhelmed

- d. engaging the pupil in an activity which can help them manage their feelings
- e. distracting the pupil in something that interests them or by introducing familiar objects and activities to redirect their attention
- f. offering reassurance
- g. showing care and concern by acknowledging their feelings and encouraging reflection and supporting them to understand their emotions.
- h. removing an audience or taking vulnerable pupils to a safe place.
- i. making the environment safer by moving furniture and removing objects
- j. using adapted communications such as non-verbal communication
- k. guiding and escorting pupils to a safe space or somewhere they can regulate.
- l. de-escalation strategies are adapted in Early Years Settings for the age and stage of the child. Distress in the Early Years can lead to 'lashing out' and other potentially harmful expressions of frustration, anxiety and aggression. There may be a prevalence of communication difficulties especially where English is a second language, or where there are language developmental delays and with children who are non-verbal leading to behaviour difficulties. De-escalation strategies for Early Years focus on examples such as:
 - a. modelling calmness
 - b. reducing stimulation
 - c. using adapted communications such as non-verbal communication
 - d. meeting unmet basic needs e.g. a child needing to sleep
 - e. removing the audience and supporting the distressed child

43. Specific training for Early Years staff is provided at induction or as part of ongoing training plans and provides all staff with the knowledge, skills and judgement required to manage crisis behaviour. In the Early Years context, the use of physical intervention is an absolute last resort where prevention fails to keep young children safe from distressed behaviour which may be harmful.

44. Both before and during intervention, staff should speak in a calm and reassuring manner, saying for example "I am doing this to keep you safe."

45. All DCS teachers, classroom support staff and any other staff the Head Teacher or Setting Manager deems appropriate will have achieved Maybo Level 1 (which focuses on de-escalation strategies) training and this will be complemented by termly staff discussions on issues in the School or Setting and where intervention has been a success. In the very rare situation that staff need to be trained to provide appropriate physical support (identified through specialist support and advice) then identified staff members will undertake the Maybo Level 3 training. This will either take place in location or in the UK depending on costs and logistical arrangements. The pupil may not be able to attend the School or

Setting until this Level 3 training has been completed. Decisions about staff training will be made on a case-by-case basis.

46. If a School or Setting identifies a need for training on restrictive interventions in addition to that outlined above, the School or Setting should inform the SEN Lead (or District AH) who will explore additional or alternative training options.

Using Restrictive intervention and Restraint

47. Restrictive interventions are never to be used for the purpose of punishment, or to inflict pain. All forms of corporal punishment are prohibited. Physical contact must not be made with the child or young person's neck, breasts, abdomen, genital area, or any other sensitive body areas, or to put pressure on joints.

48. In DCS Schools and Settings-restrictive intervention and restraint is only used when there is no realistic alternative and for the shortest amount of time possible. We expect staff to conduct either a dynamic risk assessment or use a written risk assessment. Staff must think creatively about alternatives to physical intervention. The paramount consideration is that the action is taken in the interest of the child and that it reduces rather than increases risk. All staff should focus on promoting a positive and proactive approach to behaviour and emotional wellbeing, including de-escalation techniques (appropriate to the child), to minimise the likelihood of, and avoid the need to use, restraint.

49. 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 reasonable force and other 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.

50. Where possible, staff should clearly and calmly communicate to the pupil what is happening, why, and explain what the pupil needs to do. For pupils with difficulties with speech, language and communication, or with English as an additional language, verbal and/or non-verbal strategies should be used to ensure the pupil understands what is happening and has adequate time to process information and respond.

51. Staff should seek to understand how the pupil is feeling and use this information to determine whether the use of reasonable force and/or other restrictive intervention should be, or continue to be, applied, reduced or stopped.

52. Every effort should be made to secure a minimum of two trained members of staff present before applying restrictive intervention and restraint. Other staff can act as assistants or witnesses. To avoid intimidation, Schools and Settings should:

- a. avoid having more adults present than necessary.
- b. ensure that once safe, the physical intervention should be relaxed to allow the child to regain self control
- c. ensure that restrictive intervention and restraint is an act of care and control, not punishment.
- d. ensure that restrictive intervention and restraint are not used purely to force compliance with staff instructions when there is no immediate danger to people and property.

e. after the event, the incident must be recorded and discussed with parents (and child if appropriate) at the earliest opportunity.

53. Staff should always avoid touching or holding a pupil in a way that might be considered indecent. In exceptional circumstances, when there is an immediate risk of injury, for example preventing a pupil running on to a busy road, hitting someone or throwing something with intent to harm. Staff may need to take any necessary action that is consistent with the concept of 'reasonable force.'

54. In other circumstances, staff should never act in a way that might reasonably be expected to cause injury, for example by:

- a. holding a pupil around the neck or in a way that might restrict breathing
- b. slapping, punching, kicking, tripping or forcing limbs against a joint
- c. holding or pulling a pupil by the hair
- d. holding a pupil face down on the ground
- e. forcing a child or young person up or down stairs
- f. dragging a child or young person from a confined space
- g. lifting and carrying
- h. enforced seclusion (as outlined in paragraphs 19 and 20) requires a court order except in an emergency

55. Procedures should be in place, through the pastoral system of the school, for supporting and debriefing CYP and staff after every incident of restrictive intervention, as it is essential to safeguard the emotional well-being of all involved at these times.

Support available to Schools

56. Schools and Settings can access advice and support from the Education Psychology Speech and Language (EPSL) Team which includes Educational Psychologists, Speech and Language Therapist and a SEND Adviser.

57. The EPSL team are able to provide training for staff on various aspects of behaviour, including:

- a. understanding behaviour
- b. managing behaviour that challenges
- c. conflict resolution
- d. de-escalation techniques
- e. how to produce individual, person-centred Positive Behaviour Support Plans
- f. relational practices

Restrictive intervention and Restraint

58. If a child is identified as presenting a risk that restraint or restrictive intervention may be required, an ISP must be completed **as well as** a Positive Behaviour Support Plan. This plan will help staff to avoid situations that escalate through understanding the factors that influence the behaviour and identify the early warning signs in an effort to manage and reduce risk. The Positive Behaviour Support Plan might include:

- a. an exploration of the link between experiences, feelings and presenting behaviours of the child or young person
- b. anxiety analysis to understand the factors that underlie or influence the behaviour as well as the triggers for it (e.g. staff, peers, activity, location etc)
- c. analysis of behaviour with solutions and differentiation of environment or teaching and learning
- d. an understanding of the wider causes of behaviours, such as those that stem from medical conditions, sensory issues and unmet need or undiagnosed conditions
- e. recognition of the early warning signs that indicate that poor emotional wellbeing is beginning to emerge
- f. alternatives to restraint, including effective techniques to de-escalate a situation and avoid restrictive interventions
- g. details of the safe implementation of restraint, including how to minimise associated risks, particularly taking into account the growth and development of children and young people
- h. details of a communication plan for those who are non-verbal (including those with speech, language and communication needs)
- i. co-produced with parents/carers and the child to ensure their views and experiences are considered
- j. a dynamic risk assessment to ensure staff and others act reasonably, consider the risks, and learn from what happens
- k. an explanation of how to record any planned or unplanned interventions
- l. a clear description stating at which point a restrictive intervention will be used
- m. identification of key staff who know exactly what is expected and how to build positive relationships
- n. any adjustments, such as to address aspects of the school environment which the pupil finds challenging and ways for pupils to communicate their needs effectively
- o. detail circumstances where it may be appropriate for staff to have increased physical contact with a pupil

59. DSC Educational Psychologist and SEND Advisor should be involved in the Positive Behaviour Support Plan process.

60. Any Positive Behaviour Support Plans should be reviewed with the pupil and their parents periodically and following any significant incident, so that changes can be made based on evidence of what has worked and what has not worked in practice for the individual pupil.

61. Where a pupil has a disability, DCS Schools and Settings have a duty under the Equality Act 2010, to take reasonable steps to avoid disadvantage and ensure that the pupil can fully participate in the education provided by the School or Setting.

62. When the Individual Support Plan indicates the likely need for School or Setting staff to use planned restrictive intervention and restraint with a child to prevent an injury, the School or Setting should record this in a Physical Intervention and Restraint Plan. The information in the plan will outline:

- a. who has been consulted about the plan
- b. the type of physical intervention to be used
- c. which adults are authorised to use this intervention
- d. parental consent for the plan
- e. the Head Teacher or Setting Manager (or nominated deputy) authorisation for the plan

63. Before implementing a planned restraint or restrictive intervention, it is necessary to undertake a careful risk assessment. This will need to include a record of the child's needs (including their vulnerabilities, learning difficulties, medical conditions and impairments), evidence of the risks to self and others and the extent to which a restrictive intervention would be in the child's best interests.

Recording and reporting the use of reasonable force

64. DCS Schools and Settings **must** record and report each significant incident in which a member of staff uses force on a pupil.

65. 'Significant incident' refers to any incident where the use of reasonable force goes beyond appropriate physical contact between pupils and staff as described in 'Other forms of physical contact' in this Policy Directive.

66. The format for a Restrictive Intervention and Restraint Plan is included in **Annex A**. restrictive intervention and restraint has been used, whether in a planned or unplanned way, Schools and Settings **must** record this within the Restrictive Intervention and Restraint Reporting Form (**Annex B**) within 24 hours of the incident.

67. The Restrictive Intervention and Restraint Reporting Form includes a summary of the post incident support. A copy of this report should be sent to the SEN Manager, District AH and the pupil's parents.

68. Parents need to be properly informed if their child is the subject of a restrictive intervention (including the nature of the intervention) and know why a restrictive intervention has been used.

69. Following each significant incident, DCS Schools and Settings **must** ensure that a procedure is in place for sharing a copy of the Restrictive Intervention and Restraint Reporting Form (**Annex B**) with parents as soon as practicable after the incident, except where:

- a. the pupil is aged 20 or over or

b. in doing so would be likely to result in significant harm to the pupil. This includes all forms of abuse and neglect. In this instance, the staff member must report the incident to DCS SAFE team following the usual safeguarding procedures.

70. DCS Schools and Settings can choose how best to share this information to parents. Best practice would include inviting parents to have a follow-up discussion about the incident where appropriate and might include:

- a. a discussion about any behavioural triggers
- b. any warning signs of an impending incident
- c. whether any agreed behaviour support plans were followed
- d. what de-escalation strategies were used and how effective they were
- e. what might be done differently in the future

71. DCS School and Settings Governing bodies will regularly review and interrogate data on reasonable force and other restrictive interventions to:

- a. identify and implement improvements to policies and practices, particularly where approaches have been used for some time but have not been effective
- b. identify areas of learning and development for school staff, supporting specific departments and teachers to improve understanding and practice
- c. understand pupils' repeat patterns and triggers to interrogate the effectiveness of pupil support measures, share this information with teachers who work with those pupils to better support them and, where appropriate, their parents, to establish a behaviour support plan or revise an existing plan
- d. identify any disproportionate use of reasonable force and/or other restrictive interventions in relation to pupils who share protected characteristics, have SEN, or other types of vulnerability

Post incident support

72. Any incident involving restrictive intervention or restraint is likely to be highly emotional and distressing for all pupils and staff involved, whether they are involved directly or as observers. Support should always be made available to the staff and pupils involved. This should be offered in a timely manner when individuals are sufficiently calm to be able to talk about the incident.

73. Following each significant incident involving the use of reasonable force and/or other restrictive intervention, DCS Schools and Settings will evaluate the incident to understand why reasonable force and/or other restrictive interventions were used and how other restrictive interventions might be avoided in future.

74. It is important to for staff and pupil wellbeing to understand why restrictive intervention or restraint was used by holding follow up conversations to allow for reflection and learning. Pupils should be encouraged to explain how they felt about it, the triggers for their behaviour as well as repairing and rebuilding relationships through dialogue.

75. These conversations will be adapted for the individual pupil taking into consideration their physical and emotional stage of development and any SEND needs. This information can then contribute to the new Positive Behaviour Support Plan and Physical Intervention and Restraint Plan.

76. DCS Schools and Settings will foster a culture of continuous improvement and consider how things might be improved in the future by engaging in a process of reflection and learning following any significant incident.

77. Pastoral support will also be offered to any pupil who witnesses an incident of reasonable force and/or restrictive intervention where a peer may have been injured or become distressed.

78. The support given to staff and pupils should be recorded in the follow-up action section of the Incident Involving Restrictive Intervention or Restraint Form.

Unplanned incidents of Restrictive intervention

79. In an unexpected, emergency situation, the member of staff must make an immediate dynamic risk assessment of risk and act accordingly to maintain the safety of all involved.

80. The procedures outlined above for recording the incident, informing parents, support for those involved and future risk assessment should all be followed.

81. School and Setting staff will not be expected to act in a way which puts them at risk of injury.

82. It will be helpful for staff if unplanned incidents are considered in the school's annual staff training on behaviour management.

83. In an emergency, such as a child running into a road, or a child attacking a member of staff and refusing to stop when asked or when the staff member has safely moved away, then reasonable force may be necessary. This would be an unplanned intervention which:

- a. requires professional judgement to be exercised in difficult situations, often requiring split-second decisions in response to unforeseen events or incidents where trained staff may not be on hand
- b. will include judgements about the capacity of the child at that moment to make themselves safe
- c. requires responses which are reasonable and proportionate and use the minimum force necessary in order to achieve the aim of the decision to restrain

84. Depending on the circumstances, following an unplanned intervention DCS Schools and Settings should contact either their DCS Educational Psychologist or SEND Advisor to seek advice. This might result in a multi-agency meeting discussion to look at what support is needed to reduce the risk of future incidents. Staff might need to update and/or implement a new behaviour support plan depending on the circumstances of the unplanned incident.

Other Forms of Physical Contact

85. DCS Schools and Settings should not have a 'no contact' policy. Additionally, Schools and Settings should not grant any requests by parents or staff members not to use reasonable force and/or other restrictive interventions. The adoption of a 'no contact' policy at a School or Setting can leave staff unable to intervene where reasonable in the

circumstances to fully protect pupils. School leaders should adopt sensible policies which allow and support their staff to make appropriate physical contact.

86. There are occasions when it is entirely appropriate and proper for staff to have contact or physical intervention with children or young people; however, it is crucial that this is appropriate to their professional role and in relation to the child's individual needs. Occasions where staff may have cause to have physical intervention with a child may include:

- a. to comfort a child in distress (so long as this is appropriate to their age)
- b. for affirmation/praise
- c. to gently direct a child or young person
- d. for curricular reasons (for example in PE, Drama, etc)
- e. for First Aid and medical treatment
- f. in an emergency to avert danger to the child

87. Physical intervention must not become a habit between a member of staff and a child. Physical intervention should always be in the child's best interest and staff must have an awareness of children and young people who may not have secure primary attachments. Staff must have an awareness of the need to differentiate physical intervention to ensure that children or young people are able to distinguish and separate the attachment to staff (who are transient adults in their life) from the primary attachment to key adults such as parents and siblings.

88. In assessing whether physical contact is appropriate in a given situation, the member of staff should use their judgement, have regard to the school's child protection (or any other relevant) policy, the applicable circumstances (e.g. whether there are other adults present), the individual pupil's age, and any other material factors, including but not limited to, whether the pupil has SEND or other vulnerabilities, or whether any alternative strategies which do not include physical contact can be used.

89. **Early Years** Affectionate, loving, and positive touch in the Early Years is essential to healthy growth and development. Withholding appropriate physical touch and comfort would deny young children having their basic needs met. Loving and positive touch will be necessary to support all care-giving procedures such as intimate care, helping children to sleep and comforting children when they are distressed.

Complaints

90. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or education setting's safeguarding arrangements.

91. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school's senior leadership team.

92. If staff members have concerns about another staff member, this should be referred to the Head Teacher or Setting manager. Where there are concerns about the Head Teacher, this should be referred to the Chair of the SGC and/or the AH Cyprus/ROW.

Restrictive Intervention and Restraint Plan

Name of Pupil:	Date:
State why the child or young person require a RIRP:	
What are the behaviours that challenge and what is the level of concern (comment on frequency and impact):	
Details of preventative strategies and environmental adaptations:	
Known environmental stressors and triggers for difficulties:	
Early signs of dysregulation:	
De-escalation strategies that may be used at an early stage:	
Later signs of dysregulation:	

De-escalation strategies that may be used at a later stage:

Exit strategies:

Detail the hold or holds that would be used (if there were a need to hold the pupil firmly to prevent harm to themselves or others).

Details of strategies for recovery and repair of relationships.

Details the person(s) who are authorised by the Head Teacher to hold the pupil if necessary.

Name:

I, the parent/carer of have discussed this plan and agree to being held safely if their staff assess that there is no alternative for their own safety or the safety of others.

Signed:

Date (Parent/Carer)

On behalf of the staff ofSchool/Setting, I undertake to ensure that we inform the parents/carers of on each occasion that we have to hold safely.

Signed:

(Head Teacher / Setting Manager)

Date:

Report of Incident Involving Restrictive Intervention or Restraint

School:	
Date of Incident:	Time of Incident:
Pupil(s) Involved:	
Location of incident:	
Staff Involved:	
Pupil Witnesses:	
Circumstances leading up to the incident.	
Describe all attempts to de-escalate the situation and avoid physical handling	
Reason for physical intervention: Could the pupil/staff be reasonably assumed to be at risk of injury? YES/NO Could other children be reasonably assumed to be at risk of injury? YES/NO Could it be reasonably assumed that property was about to be damaged? YES/NO Was the child trying to run away? YES/NO Was good order/discipline being compromised? YES/NO Was this used as part of a planned intervention? YES/NO (If yes, please attach the Restrictive Intervention and Restraint Plan.)	
Detail the type of physical intervention used.	
Number of staff involved (each should record their actions separately and attach such records to this form.)	
How long a pupil was held (if applicable)	
Describe pupil's behaviour from point when hold was released until either supervision was handed over to someone else, or normal activities were resumed	
Injuries to pupil or staff (include details of medical attention):	
Signed	Dated

Follow Up Action of Incident Involving Restrictive Intervention or Restraint

Official-Sensitive Personal when complete

Copy to be sent to the District AH and SEND Manager

Notification to Parents of incident

Date	time.....
By whom:	

Post incident support for member of staff

Date:	By whom:
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Post incident support for pupil

By whom:	Date:
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Head teacher's overview of the incident

Could other preventative measures have been used?	YES/NO
Were reactive strategies effective?	YES/NO
Is the risk assessment still valid?	YES/NO
Should the plan be adapted?	YES/NO
 Signed:	
Headteacher:	
Date:	

Admin use only (to be deleted when complete)

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