



**THE ECCLESBOURNE SCHOOL**

Learning Together for the Future

## PHYSICAL RESTRAINT POLICY

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April 2026

This policy is ratified by the Student and Curriculum Sub-Committee.  
This is a non-statutory policy and is reviewed every two years.

## 1. Statement of Intent

The Ecclesbourne School is committed to creating a safe, inclusive environment where positive behaviour is promoted and pupils are supported to regulate their emotions and behaviour. The use of restrictive interventions is exceptional and will only ever be used as a last resort to prevent serious harm. Any intervention will be reasonable, proportionate, necessary and time-limited, and will always prioritise the dignity, safety and welfare of pupils and staff.

This policy ensures compliance with current statutory duties relating to restrictive interventions from April 2026 and must be read alongside;

- Behaviour Policy
- Safeguarding and Child Protection Policy
- SEND Policy
- Complaints Policy.

## 2. Legal and Statutory Framework

This policy is informed by and complies with:

- Section 93, Education and Inspections Act 2006 (use of reasonable force)
- DfE: Restrictive Interventions, including use of reasonable force, in schools (2026)
- Keeping Children Safe in Education (current version)
- Equality Act 2010 (reasonable adjustments and non-discrimination)
- Human Rights Act 1998

## 3. Definitions (DfE 2026)

**For the purposes of this policy:**

- **Restrictive intervention**- Any action that limits a pupil's freedom of movement, liberty or ability to make choices.
- **Physical restraint**- Direct physical contact where a member of staff uses their body to restrict a pupil's movement in order to prevent harm.
- **Non-force restraint**- Restricting movement without physical force (e.g. blocking a doorway, removing mobility aids temporarily for safety reasons).
- **Seclusion**-The supervised confinement or isolation of a pupil in a room or area from which they are prevented from leaving.

Seclusion is a safety measure of last resort and must never be used as a punishment. It must be time-limited, continuously supervised, risk-assessed, recorded and reported to parents in line with statutory duties.

Important: Time-out, calming spaces, or agreed withdrawal used with pupil consent are not seclusion.

#### 4. Principles Governing Use

Restrictive interventions:

- Are used only to prevent serious harm to the pupil or others
- Are never used as punishment or to enforce compliance
- Use the minimum force for the shortest time necessary
- Are followed by support, reflection and review

Staff must not place themselves at unreasonable risk and are **not required** to intervene if doing so would likely result in serious injury to themselves.

Staff must not use any restraint technique that restricts breathing or circulation, applies pressure to the neck, chest, abdomen, mouth or nose, or involves intentionally holding a pupil on the ground. Any practice that risks positional asphyxia is strictly prohibited.

#### 5. Prevention and de-escalation

The school is committed to reducing the need for restrictive interventions through:

- Positive behaviour strategies and relational approaches
- De-escalation techniques
- Individual behaviour and support plans
- SEND-specific planning and reasonable adjustments
- Staff training in behaviour support and regulation

Repeated incidents trigger a **formal review** and may involve external professionals.

#### 6. Authorisation and Training

- All teachers and authorised staff may use reasonable force under the law
- Staff must receive appropriate **training and guidance** before being expected to use restrictive interventions
- Seclusion may only be used where risk-assessed, time-limited and supervised

#### 7. Recording and Reporting (Statutory Duty)

All **significant incidents** involving restrictive intervention **must be recorded** as soon as practicable (normally the same day).

Records must include:

- Pupil name, year group and **SEND status**
- Date, time and location
- Antecedents and **de-escalation attempts**
- Type of intervention used (including seclusion, if applicable)
- Duration of the intervention
- Names of staff involved
- Any injuries or damage
- Outcome and follow-up actions

Records are retained securely and monitored by the strategic leadership team.

## **8. Parental / Carer Notification (Statutory Duty)**

Parents/carers must be informed in writing as soon as practicable, normally the same day, following any significant restrictive intervention.

Notification may only be delayed where doing so would place the pupil or others at risk of serious harm. Any delay must be recorded with reasons.

## **9. Safeguarding and Medical Checks**

Where appropriate, a medical assessment will be sought. Staff remain alert to the possibility of injury even where harm is not immediately visible.

- Pupils will be checked for injuries following any restrictive intervention
- Where possible, this will be completed by a member of staff not involved in the incident
- Any safeguarding concerns will be managed in line with our Safeguarding and Child Protection Policy.

## **10. SEND-Focused Review**

Where a pupil with SEND experiences restrictive interventions:

- Their support plans will be reviewed
- Patterns and frequency will be analysed
- Parents/carers and relevant professionals will be involved
- The aim will always be to reduce and eliminate future interventions

## **11. Monitoring and Governance**

- Senior leaders review restrictive intervention records regularly
- Anonymised data is reported to governors to ensure oversight, challenge and accountability
- Patterns, disproportionality and trends are analysed

## **12. Complaints**

Complaints relating to restrictive interventions are managed in line with the school's Complaints Policy. Safeguarding concerns are escalated immediately

## **13. Review**

This policy will be reviewed every two years, or sooner if statutory guidance changes.

## Appendix 1

### Preferred Practice

#### DO ...

- Wherever possible **plan appropriate positive intervention** and involve parents, carers and colleagues.
- **Be aware of students** who have been physically restrained before and what happened. They will often have a risk assessment put in place which you should familiarise yourself with
- **Send for adult help** early if things begin to get out of hand and restraint seems likely.
- **Assess** the situation **before acting**.
- **Stay calm** – do not over-react.
- Use **minimum restraint** for **minimum time** until the situation is calm.
- **Report** the incident to the Head Teacher or senior member of staff as soon as possible and **complete a report form**.
- **Consult** your Line Manager, Professional Association or Trade Union if you have any concerns.
- Remember your **professional obligations** to all students in your care.

#### DO NOT ...

- **Place yourself at risk:** do not attempt to restrain a student who obviously carries a “weapon”.
- Attempt to restrain a pupil when you have lost your temper.
- Allow the situation to get out of control.
- **Use unreasonable force.**
- Place yourself at risk of false allegation: avoid being alone with any student.

**Staff  
must  
be  
fully**

**aware that the use of any degree of force or restraint is unlawful if the circumstances do not warrant the use of physical force.**

## **Appendix 1- Written Report**

After any incident requiring the physical restraint of a student a written report in the form of “The Restraint – Incident Form” below, must be submitted to the relevant Head of School and thence to the Head Teacher and student file. This will need to include:

- Pupil name, year group and SEND status
- Date, time and location
- Antecedents and de-escalation attempts
- Type of intervention used (including seclusion, if applicable)
- Duration of the intervention
- Names of staff involved
- Any injuries or damage
- Outcome and follow-up actions

This report should, wherever possible, be completed within 12 hours of an incident occurring. It is also desirable that a member of staff, independent of the incident should ascertain if injuries have been sustained.

## RESTRAINT INCIDENT FORM-

**Name of School:**

**Name of Pupil:**

**DOB:**

**Yr:**

**SEND status**

### Events Leading to this Incident

Where did the incident occur? .....

When did the incident occur? Day:..... Date: .....

How did the incident begin?

.....  
.....

### Describe the Incident

What was happening at the time?

.....  
.....

Was anyone else involved?

.....  
.....

Did anyone else see what happened? (give details)

.....  
.....

What behaviour was the pupil presenting that warranted restraint?

.....  
.....

Was there damage to property or an assault on a pupil or staff during the incident?

.....  
.....

What did you do to try to defuse the situation before using restraint?

.....  
.....

**RESTRAINT INCIDENT FORM Cont.**

(i) Describe the degree of force used (brief description)

.....  
.....

(ii) For how long? .....

(iii) By how many staff members? .....

(iv) Were they authorised? .....

**Injuries Sustained**

Was anyone injured? **YES/NO**

If yes, give details .....

.....

.....

.....

Was this recorded in the accident book? **YES/NO**

Was the pupil checked for injuries by a member of staff who was not involved in the incident? **YES/NO**

If yes, by whom? .....

Was this a notifiable incident?.....

**Seclusion used:**

Please tick if the following was used;

- Physical Restraint
- Non-physical restraint
- Seclusion

**Implications for Future Planning**

What do you think this behaviour was about?.....  
eg. attention; emotional release; task escape mechanism; other

Are other staff aware of the need for a planned response to the pupil? **YES/NO**

**Follow up Action**

The incident was reported by: .....
Parent/Carer was informed by: <input type="checkbox"/> Telephone <input type="checkbox"/> Letter (with pupil) <input type="checkbox"/> Letter (post) <input type="checkbox"/> Personally When were they informed? Time:.....Date: ..... Incident form completed by: ..... Post held: .....

The School will inform parents of an incident involving their child. The Head Teacher will decide whether to inform parents at once, or at the end of the school day and whether this should be done in writing or orally.