



## Behaviour Policy

### Appendix

#### Restrictive Interventions

Thornton Primary School is committed to maintaining a safe, respectful and inclusive environment. Restrictive interventions are used only as a **last resort** and in line with statutory guidance.

#### Definition

‘Restrictive interventions’ are a range of ways that staff may **restrain or restrict a pupil**.

‘Reasonable force’ refers to the **degree of force** staff may use, in certain circumstances, to prevent harm.

#### Who Can Use Restrictive Interventions and When

- **All members of staff** are legally permitted to use restrictive interventions, including reasonable force, to prevent a pupil from:
  - Causing injury to themselves or others
  - Committing a criminal offence
  - Damaging property
  - Causing serious disorder
- **Seclusion** is used only in exceptional circumstances to protect others from harm when a pupil is experiencing **high levels of dysregulation**.
  - Pupils will be **continuously supervised**
  - Seclusion will end **as soon as the risk reduces**

At our school, we will use the Class Regulation Areas and Forest View, in the main school. In our SEND Unit, we will utilise the Calming space.

#### Principles for Use

- Restrictive interventions are used **only when necessary, proportionate, and for the shortest possible time**
- Staff must always consider:
  - **Necessity** – are there safer alternatives?
  - **Proportionality** – is this the least restrictive option?
  - **Welfare and dignity** of the pupil
- **De-escalation strategies must always be attempted first**
- All interventions carry risk and should be **avoided wherever possible**



## Unacceptable Practice

- Force must **never be used as punishment**
- Interventions must **not restrict breathing or circulation** (e.g. pressure on neck, chest, abdomen, or covering airways)
- If a pupil is held on the ground, staff must **move to a safer position as quickly as possible**
- Staff must follow the Team Teach training they have received and ensure appropriate support is available.

## Training and Staff Competence

- Staff likely to use restrictive interventions are appropriately trained in:
  - **Team Teach Level 1**
  - **Team Teach Level 2**
- The school has a **Team Teach Level 1 Instructor** who supports training, guidance, and consistency

## Use of Force for Searching

- The Headteacher and authorised staff may search pupils for **prohibited items**
- Reasonable force may be used **only for prohibited items** (e.g. weapons, drugs), not for items banned under school rules alone

## SEND Context

- Thornton Primary School has a **Key Stage 2 SEMH SEND Unit**
- Approximately **40% of pupils on roll have SEND**
- Where risk is identified:
  - **Risk assessments** are in place
  - **Individual Behaviour Plans** include prevention, de-escalation, and (where necessary) agreed interventions
  - The school works with **parents/carers and external professionals**
- Staff consider individual needs, triggers, and vulnerabilities at all times

## Recording and Reporting



From **1 April 2026**, like all schools, we have a legal duty to record and report all significant incidents involving restrictive interventions.

## **Recording (as soon as possible, ideally same day):**

- Names of pupils and staff involved
- Relevant pupil needs (including SEND)
- Time, date, location, and duration
- Details of the incident and de-escalation attempts
- Type and level of intervention used
- Rationale for use (necessity and proportionality)
- Any injuries and follow-up support

**At our school, we will use CPOMs to record all incidents. Incidents will be shared with our school's governors on a termly basis in the Headteacher Report.**

## **Reporting:**

- Parents/carers are informed **as soon as possible (same day where appropriate)**
- Written reports include key factual details and outcomes
- Confidentiality of other pupils is maintained

## **Post-Incident Procedures**

- Medical attention is provided where required
- Incidents are **reviewed by the Senior Leadership Team**
- Follow-up conversations support:
  - Reflection and understanding
  - Repairing relationships
  - Future planning
- Leaders evaluate patterns, triggers, and effectiveness of strategies
- Ongoing support is provided to pupils, staff, and witnesses where required

## **Monitoring and Governance**

- The Senior Leadership Team and Designated Safeguarding Leads **monitor and analyse data** on restrictive interventions to:
  - Identify trends and triggers
  - Improve practice and reduce use
  - Target staff training
- The governing body reviews this data on a termly basis in the Headteacher Report.



## Commitment to Minimisation

Thornton Primary School prioritises **prevention and de-escalation**, including:

- Consistent behaviour systems and language
- Identification of triggers, hotspots, and high-risk times
- Calm, relational approaches by staff
- Support from pastoral staff
- The use of Regulation Areas
- Ensuring we maintain an inclusive school environment for all pupils

The school is committed to **reducing reliance on restrictive interventions** through inclusive, proactive, and trauma-informed practice.