



Our School Vision

In our school:
we love deeply, respecting everyone and treating
them with dignity; we aspire with confidence,
working hard and embracing challenge;
we serve God and our community, following the example of Jesus, to create a better world.

"Live a life filled with love, following the example of Christ. He loved us and offered himself as a sacrifice for us."

Ephesians 5:2 (NLT)

Our School Values: Love, Aspiration, Service

Restrictive Interventions, Restraint and Seclusion Policy 2026–2028

Rationale

At Latymer All Saints CofE Primary School, we are committed to creating a safe, nurturing and inclusive environment in which all pupils can thrive academically, socially, emotionally and spiritually.

We recognise that behaviour is a form of communication and that children and young people may at times experience dysregulation due to unmet needs, trauma, anxiety, communication difficulties, sensory processing differences, medical conditions, Special Educational Needs and Disabilities (SEND), social and emotional needs, or other vulnerabilities.

Our approach is underpinned by a trauma-informed, relational and inclusive ethos. We believe that all pupils have the right to be treated with dignity and respect and that restrictive interventions should only ever be used as a last resort when there is an immediate risk of harm and all reasonable preventative and de-escalation strategies have been exhausted.

This policy reflects the school's statutory responsibilities under the Restrictive Interventions Including Use of Reasonable Force in Schools Guidance (2026), the Schools (Recording and Reporting of Seclusion and Restraint) (No.2) (England) Regulations 2025, Behaviour in Schools (2024), Keeping Children Safe in Education (2025), the Equality Act (2010) and the SEND Code of Practice (2015).

Latymer All Saints CoE Primary school, is committed to proactively reducing the need for restraint, seclusion and other restrictive interventions through:

- High-quality teaching and adaptive practice
- Positive relationships
- Early identification of need
- Individualised support plans



- Environmental adaptations
- Effective multi-agency working
- Staff training and supervision
- Meaningful collaboration with families and pupils

https://assets.publishing.service.gov.uk/media/5a819959ed915d74e6233224/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Aims

The aims of this policy are to:

- Safeguard pupils, staff and visitors.
- Promote a culture where restrictive interventions are minimised.
- Ensure staff understand their legal powers and responsibilities.
- Provide clear guidance on the use of restraint, seclusion and other restrictive interventions.
- Ensure all incidents are recorded and reported appropriately.
- Promote transparency and accountability.
- Protect the rights, dignity and welfare of all pupils.
- Ensure pupils with SEND and additional vulnerabilities receive reasonable adjustments.
- Support staff to respond safely and consistently in situations involving risk

Legislative Framework

This policy should be read alongside:

Statutory Guidance

- Restrictive Interventions Including Use of Reasonable Force in Schools (DfE, 2026)
- Schools (Recording and Reporting of Seclusion and Restraint) (No.2) (England) Regulations 2025
- Behaviour in Schools (DfE, 2024)
- Keeping Children Safe in Education (DfE, 2025)
- SEND Code of Practice (2015)
- Working Together to Safeguard Children (2023)

Legislation

- Education Act 1996
- Education and Inspections Act 2006
- Children Act 1989
- Children and Families Act 2014
- Equality Act 2010
- Human Rights Act 1998



Definitions

1-Restrictive Intervention

Restrictive intervention is an umbrella term used to describe any physical or non-physical intervention that restricts a pupil's freedom of movement in order to prevent harm.

Restrictive interventions may include:

- Physical restraint
- Physical guidance
- Blocking movement
- Restricting access to spaces
- Seclusion
- Immobilisation

The school recognises that restrictive interventions should only be used when necessary, proportionate and lawful.

2-Restraint

Restraint is the direct application of force or mechanics to limit a pupil's bodily movement in order to prevent them from:

- Causing injury to themselves;
- Causing injury to others;
- Committing a criminal offence; or
- Causing serious damage to property.

Restraint may only be used where it is necessary, proportionate and reasonable in the circumstances.

3-Seclusion

Seclusion is a non-disciplinary intervention involving keeping a dysregulated pupil confined away from others and preventing them from leaving, either through physical obstruction or by blocking access.

Seclusion:

- Must never be used as punishment.
- May only be used to prevent harm.
- Must be supervised at all times.
- Must be recorded and reported in accordance with statutory guidance.



4-Withdrawal

Withdrawal occurs when a pupil chooses, or is supported, to access a safe or quiet space in order to regulate their emotions and behaviour.

Withdrawal differs from seclusion because:

- The pupil is not prevented from leaving.
- The intervention is voluntary.
- The purpose is self-regulation rather than risk management.

Examples include:

- Calm corners
- Reflection spaces
- Nurture provision (Green Nest)
- Sensory rooms
- Zones of Regulation stations

Withdrawal is not considered a restrictive intervention as pupils retain freedom of movement.

Statutory Requirements

The following MUST be recorded (Statutory)

Every incident involving:

- Restraint
- Seclusion
- Immobilisation
- Significant use of force

Any restrictive intervention which limits a pupil's freedom of movement must be recorded as soon as practicable and, wherever possible, on the same day in CPOMS.

The written record must include:

- Name of pupil
- Name of staff involved
- Relevant SEND, disability, CIC or PLAC information
- Date, time, location and duration
- Antecedents and triggers
- De-escalation strategies used
- Type of intervention used



- Degree of force used
- Rationale for intervention
- Any injuries sustained
- Post-incident support provided.

The following MUST be reported to parents (Statutory)

For every incident involving:

- Restraint
- Seclusion
- Significant restrictive intervention

Parents/carers must be informed:

- As soon as practicable
- No later than the same day
- In writing (email, Arbor message or letter)

Best Practice Requirements (Non-Statutory)

Record:

- Pupil account
- Witness account
- Parent communication details
- Follow-up actions
- Amendments required to Behaviour Support Plans
- Review of risk assessments
- Learning identified from the incident.

Staff should:

- Hold restorative meetings where appropriate
- Review Behaviour Support Plans
- Review Risk Assessments
- Consider SEND and trauma-informed approaches
- Update Positive Handling Plans
- Inform governors through termly monitoring reports.

SEND and Vulnerable Pupils

For pupils with:

- EHCPs
- Autism
- SEMH



- Speech and Language Needs
- Trauma and Attachment Needs
- Sensory Processing Needs

The school will:

- Undertake individual risk assessments
- Develop Positive Behaviour Support Plans
- Identify known triggers
- Identify preventative strategies
- Record agreed calming and regulation strategies
- Review plans regularly with parents and professionals

Governor Responsibilities

The Governing Body will ensure:

- A recording procedure is in place (CPOMS)
- A reporting procedure is in place (Arbor)
- Data is reviewed termly
- Patterns are identified
- Staff receive training
- Policies are reviewed regularly
- Improvements are implemented following analysis.

Monitoring and Review

Reviewed and Approved
Ratified by Full Governing Board
Next review due:

Date:
Date:
Date:

Latymer All Saints C of E Primary School is committed to the safeguarding of our pupils and staff.



Annex

1-Monitoring and Reporting Schedule

Activity	Frequency
Restrictive intervention log review	Half-termly
DSL/SENDCo review	Half-termly
Governor safeguarding report	Termly
Behaviour and SEND trend analysis	Termly
Policy review	Every 2 years
Staff training refresh	Annual