Portesbery School
A safe and happy school where everyone matters, every voice is heard and everyone learns.

Restrictive Intervention Policy: Portesbery School

Updated: April 2026 | Review: April 2027

1. Purpose and Legal Framework

This policy outlines Portesbery School's approach to the use of restrictive intervention. It is implemented in line with the Trust's duties under the Human Rights Act 1998, the Equality Act 2010, and health and safety legislation.

Where a member of staff has acted within the law - using reasonable force to prevent injury, damage to property, or disorder - this provides a defence to any criminal prosecution or civil action. Suspension will not be an automatic response to an allegation of excessive force; school leaders will carefully consider whether the circumstances warrant suspension or if alternative arrangements are appropriate.

2. Ethos and Principles

At Portesbery School, we prioritise dignity, safety, and wellbeing. We will always seek to use active regulation strategies, in addition to de-escalation strategies, as a first line in managing behaviour and use a defined risk assessment criteria to determine intervention (**Appendix 1**).

To support this approach, Portesbey School ensures:

- Every child has a One Page Profile clearly identifying their holistic needs, including regulation.
- Children with more complex regulation profiles have a regularly reviewed individualised Regulation Plan, written by their class team with input from other professionals where appropriate and shared/agreed with parents.
- Every child with a Regulation Plan will have behaviours monitored via an Antecedent-Behaviour-Consequence (ABC) chart, which is regularly reviewed to support in identifying patterns of behaviours, and subsequent adaptations to Regulation Plans.
- Risk assessments are completed for children with the most complex behaviour profiles to ensure continued monitoring of the safety and welfare of all.

Restrictive intervention is strictly risk management, not behaviour management. It is used only as a last resort, for the shortest time possible, and using the least restrictive option.

After any incident of Restrictive Intervention, a focus on relationship repair is paramount.

3. Definitions

- **Restrictive Intervention:** Any act that restricts a pupil's movement, liberty, or freedom to act independently to reduce a risk of harm.
- **Reasonable Force:** Using no more force than is necessary for the shortest amount of time possible.
- **Seclusion:** Supervised confinement where a pupil is prevented from leaving an area. It is a safety measure for pupils experiencing high levels of dysregulation and is never a punishment .

4. Prohibited Methods ("What Not To Do")

The following methods and techniques are strictly forbidden:

- Techniques that control by pain or affect airway, breathing, or circulation (e.g., pressure to the neck, throat, or abdomen).
- Pressure against joints such as fingers, wrists, or elbows.
- Forcing a young person's arm up their back or lifting them off the floor to intimidate.
- Striking a pupil or pulling hair.
- Touching breasts, upper thighs, or genital areas.
- Using force as a punishment.

5. Use of Reasonable Force During Searching

Reasonable force may be applied when conducting a search for legally prohibited items where a member of staff has statutory authority to do so. Force must not be used to search for items banned only under school rules.

6. Types of Restrictive Intervention

- **Physical Restraint:** Direct physical contact to restrict movement, such as guiding, blocking, or safety holds.
- **Mechanical Restraint:** Use of equipment like seatbelt covers or harnesses. These must be pre-planned in Regulation Plans and never used as an emergency response.
- **Withdrawal:** Includes self-withdrawal (not recorded as restraint) and imposed withdrawal (recorded as restrictive intervention).

7. Risk Management and Consultation

If any child may require the use of restrictive intervention as a planned approach to behaviour and risk management, this must be stated in their Regulation Plan, including clear intervention strategies, stepping down and post intervention support. The plan must have parental agreement by way of parental signature.

In the event a child requires the use of restrictive intervention and this is not clearly stated in their Regulation Plan/they do not have a Regulation Plan, this will instigate an immediate review of needs and the completion/updating of a Regulation Plan.

When assessing risk, whether in the moment or as part of a planned strategy, staff consider the pupil's age, size, specific hazards, and health needs.

Where risk reduction options themselves may pose a risk to the pupil or others, the school may seek advice from external bodies including the Health and Safety Executive (HSE), medical advisers, or legal advisers either as part of the pre planning or post incident follow up.

8. Staff Training

Staff receive training to manage challenging behaviour and de-escalate crises.

- **Accredited Provider:** Portesbery School uses CPI (Crisis Prevention Institute) for its accredited behaviour support and physical intervention training.
- **Requirement:** Only staff trained in CPI techniques should use planned restrictive interventions.
- **Refresher:** Training is refreshed annually and recorded.

9. Recording, Reporting and Post Incident Follow Up

All incidents must be recorded on the same day using the Significant Incident/Restrictive Intervention Record (**Appendix 2**), reviewed by a member of SLT (who was not in attendance for due diligence purposes) and uploaded to CPOMS.

- **Records include:** De-escalation attempts, the degree of force used, duration, and any injuries sustained.
- **Parental Notification:** Parents must be informed on the same day via phone or in person, followed by a written record.

In addition to the following post incident follow up actions:

- Post incident in person debrief with affected staff by a member of SLT
- Updates to current Regulation Plan and/or the implementation of a Regulation Plan
- Consideration given to whether a Risk Assessment is required

10. Legal Framework

This policy follows:

- Education and Inspections Act 2006
- Equality Act 2010
- Human Rights Act 1998
- UNCRC
- SEND Code of Practice
- Keeping Children Safe in Education
- DfE Restrictive Interventions Guidance (April 2026)

Appendix 1

Behaviour Risk Assessment Matrix

Severity of harm	Examples (Not exhaustive)	Reporting	Risk managment				
Catastrophic Behaviour that did, or clearly could have, resulted in permanent disability or death.	- Assault resulting in significant injury ie loss of consciousness, hospitalisation - Use of weapons or dangerous items - Attempted strangulation - Destruction of environment posing risk to life - Behaviour requiring lockdown or emergency services - Significant facial or head injury	CPOMS EVERY DOJO/Call home OSHENS(if external medical attention sort) LAO	One page profile	Regulation Plan	Regulation Plan Risk Assessment	Regulation Plan Risk Assessment	Regulation Plan Risk Assessment
Major Behaviour causing significant harm or carrying a clear and immediate risk of serious injury. Likely to require external medical or emergency support.	- Punching or kicking with intent - Biting staff or peers - Spitting at others - Throwing hard or sharp objects - Pulling hair or grabbing violently - Headbutting - Behaviour that results in restrain or imposed withdrawl /seclusion	CPOMS EVERY DOJO/Call home OSHENS(if external medical attention sort) ABC chart if applicable	One page profile	Regulation Plan	Regulation Plan Risk Assessment	Regulation Plan Risk Assessment	Regulation Plan Risk Assessment
Moderate Behaviour that resulted in, or could easily have led to, an injury requiring first aid or external medical input	- Slapping, hitting with force - Kicking chairs or walls - Throwing objects with some force - Attempting to block exits - Spitting near others (but not directly at) - Smearing	CPOMS EVERY DOJO/Call home OSHENS(if external medical attention sort) ABC chart if applicable	One page profile	One page profile	Regulation Plan	Regulation Plan	Regulation Plan
Minor Behaviours that are non-permanent and unlikely to cause lasting harm. May require basic first aid but the risk of escalation is low.	- Lightly tapping peers/staff to gain attention - Throwing soft objects without aggression - Pushing past someone - Invading personal space - Slapping, hitting, kicking (light force, not injurious)	DOJO EVERY if appropriate ABC chart if appropriate	One page profile	One page profile	One page profile	Regulation Plan	Regulation Plan
Negligible Behaviours that cause distress or disruption but carry no realistic potential for physical harm to self or others.	- Rocking or flapping - Light tapping surfaces - Touching own face/hair - Walking around classroom calmly	ABC Chart if appropraite	One page profile	One page profile	One page profile	One page profile	One page profile
			Rare Will probably never happen.	**Unlikely** Is not expected to happen, but it could	**Possible** Might happen	**Likely** Will probably happen	**Certain** Will undoubtedly happen
			Likelihood of behaviour				

Overall risk rating guide (Colour Code)			
Low Risk	Medium Risk	High Risk	Extreme Risk

Appendix 2

Significant Behaviour/Restrictive Intervention Record

Section 1: Details of Incident

Pupil Name	Mustaf	Date	
Location			
Start Time		End Time	

Staff Members Involved							
Name		Sign		Name		Sign	
Name		Sign		Name		Sign	

Section 2: Intervention Record

What intervention(s) were required

(Move to section 3 if not applicable)

Imposed Withdrawal	Min	Seclusion	Min	CPI hold	Min
Duration	Min	Duration	Min	Duration	Min
				Level	Low/Med/High

Was this in line with the pupil's behaviour/regulation plan	Y/N/NA	Was this in line with the pupil's behaviour/regulation plan	Y/N/NA	Was this in line with the pupil's behaviour/regulation plan	Y/N/NA

Was there an immediate risk of harm?	**Y/N**
Give detail:	

During the Intervention(s)

What actions did staff take during intervention(s). Tick all that apply.					
Verbal reassurance		Reduced language		Observation only	
Offered choices		Time reminders		Emergency buzzer	
Regulation items		Evacuation		Personalised Regulation strategies (in line with students plan)	
Visuals		Space		Nothing required	
Other:					

Did the pupil engage with regulation or support strategies?	Yes	No	Partially

Please describe the students emotional state during the intervention(s). Give detail.

After the Intervention Ended

Please describe the students emotional state after the intervention(s). Give detail.

What support was provided immediately after the intervention(s). Tick all that apply.					
Verbal reassurance		Social story		Observation only	
Offered choices		Visuals		Personalised Regulation strategies (in line with students plan)	
Regulation items		Space			
Other:					

Was reintegration to class/learning successful?	Yes	No	Partially

Section 3 - Understanding the Behaviour

(A) Antecedents: Before the Behaviour

Please describe the students' emotions prior to the behaviour. Give detail.
☐ Calm ☐ Anxious ☐ Frustrated ☐ Angry ☐ Distressed ☐ Overstimulated ☐ Withdrawn ☐ Other (detail below) Any additional information regarding the students emotions prior:

Was a transition involved?	Yes	No
If yes…	From:	To:
Were known triggers present	Yes	No
If yes, please give detail		

What support or strategies were provided before the behaviour escalated? Tick all that apply.					
Verbal reassurance		Social story		Observation only	
Offered choices		Visuals		Personalised Regulation strategies (in line with students plan)	
Regulation items		Space		Movement break	
Other:					

(B) Behaviour: What Happened

Behaviour(s) that led to intervention(s). Tick all that apply.
Behaviour- Act to hurt staff (attempted or actual) ☐ Biting ☐ Elbowing ☐ Hair pulling ☐ Headbutting ☐ Hit closed hand ☐ Hit open hand ☐ Kicking ☐ Throwing objects

☐ Other. Give detail:

Brief description of behaviour**:**

Behaviour-Act to hurt other pupils- (attempted or actual)

☐ Biting ☐ Elbowing ☐ Hair pulling ☐ Headbutting ☐ Hit closed hand ☐ Hit open hand ☐ Kicking ☐ Throwing objects

☐ Other. Give detail:

Brief description of behaviour**:**

Behaviour-Act to hurt self

☐ Biting self ☐ Absonding ☐ Hair pulling ☐ Climbing with intent to self harm ☐ Headbutting ☐ Hitting self ☐ Picking/scratching self

☐ Other. Give detail:

Brief description of behaviour**:**

Was the behaviour escalating or sudden?	Escalating	Sudden	Ongoing

(C)Consequences (What happened immediately after?)

What was the staff/other student(s) or environmental response to the behaviour?
☐ Demand removed ☐ Adult attention given ☐ Peer attention given ☐ Moved location ☐ Given preferred item/activity ☐ Given time alone ☐ Physical intervention used ☐ Other:

What was the student seeking as a result of the behaviour? Give detail

Section 4 - Harm or Injury

Was harm or injury caused?	Yes		No	
If yes…Who was impacted?	Staff	Pupil	Other pupil	Property only
Severity	Negligible/Minor/Moderate/Major/Catastrophic			
Brief description of harm/injury				
Has an Every report been completed and uploaded to CPOMS?	Yes		No	

Section 5 - Reflection and Follow-Up

What could be done differently next time? Give detail

Any changes required to PBSP/Regulation Plan?	Yes	No	NA
Does the student now require a PBSP/Regulation Plan?	Yes	No	NA

How have parents been notified/how will parents be notified and by whom?

Form completed by		**Sign**		**Date**	
SLT Name		**Sign**		**Date**	

Ensure paperwork is uploaded onto CPOMS.