



Restrictive Intervention, Withdrawal and Physical Restraint Policy

This strategy applies to Steephill School, including the EYFS setting.

Policy Author: Helen Millward, Headteacher

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1. Policy Statement

At Steephill School, we are committed to maintaining a safe, supportive and nurturing environment where pupils can learn, flourish and develop positive relationships.

The school operates a restorative and relational approach to behaviour management. Pupils are supported to understand the impact of their actions through restorative conversations, reflection and opportunities to repair relationships. We do not operate a detention system. Instead, we focus on understanding behaviour, supporting emotional regulation and enabling pupils to successfully re-engage with learning.

The school seeks to prevent situations from escalating through positive behaviour support, de-escalation strategies, pastoral intervention and access to our nurture provision, The Hub.

Restrictive intervention, including physical restraint, will only ever be used as a last resort where there is an immediate risk of harm and where all reasonable alternatives have been exhausted or would be ineffective.

The welfare, dignity, rights and safety of all pupils remain paramount.

2. Aims

This policy aims to:

- Safeguard pupils, staff and visitors.
- Promote positive behaviour and emotional regulation.
- Reduce the need for restrictive interventions.
- Ensure interventions are lawful, reasonable, proportionate and necessary.
- Protect pupils from inappropriate or excessive use of force.
- Provide clear guidance to staff.
- Ensure robust recording, monitoring and governance oversight.

3. Legal and Regulatory Framework

This policy is informed by:

- Education Act 1996
- Education and Inspections Act 2006
- Children Act 1989
- Children Act 2004
- Equality Act 2010
- Human Rights Act 1998
- Health and Safety at Work Act 1974
- Keeping Children Safe in Education (current edition)
- Behaviour in Schools: Advice for Headteachers and School Staff

- Use of Reasonable Force in Schools
- SEND Code of Practice
- Independent School Standards Regulations (ISSRs)

In accordance with the Independent School Standards Regulations, the school must ensure arrangements are made to safeguard and promote the welfare of pupils.

4. Definitions

Restrictive Intervention

Any action that restricts a pupil's movement, liberty or freedom to act independently.

This may include:

- Physical intervention
- Physical restraint
- Guiding or escorting
- Blocking movement to prevent harm
- Withdrawal from a situation
- Separation from peers in exceptional circumstances

Withdrawal

Withdrawal occurs when a pupil chooses, or is encouraged, to access a quieter environment to support emotional regulation and reduce distress.

At Steephill School, withdrawal may involve attending The Hub.

Withdrawal:

- Is supportive rather than punitive.
- Is time-limited.
- Supports regulation and readiness to learn.
- Is not considered a sanction.

Separation

Separation occurs when a pupil is required to spend time away from peers due to concerns about safety or significant disruption.

Separation:

- Must be proportionate.
- Must be supervised.
- Must be reviewed regularly.
- Must not amount to unlawful exclusion.

The school does not operate isolation booths, isolation rooms or punitive seclusion practices.

Physical Intervention

Any physical contact intended to prevent injury, serious damage or serious disruption.

Physical Restraint

A form of physical intervention where force is used to restrict movement.

Restraint is only lawful when reasonable, proportionate and necessary.

5. Principles

The school will always seek to:

- Prevent incidents before they occur.
- Understand the reasons behind behaviour.
- Maintain positive relationships.
- Use restorative approaches.
- Protect dignity and wellbeing.
- Use the least restrictive response possible.
- Reduce the duration and frequency of restrictive interventions.

6. Prevention and Early Intervention

The most effective intervention is prevention.

Staff will utilise:

- Positive relationships.
- Consistent routines.
- Clear expectations.
- Restorative practice.
- Emotional literacy support.
- Regulation strategies.
- Sensory and environmental adjustments.
- Behaviour support plans.
- Risk assessments.
- Pastoral support.
- SEND support.
- Access to The Hub.

Pupils are encouraged to identify when they require support and may request access to The Hub before behaviour escalates.

7. The Hub

The Hub is the school's nurture and emotional regulation provision.

Its purpose is to:

- Provide a calm environment.
- Support emotional regulation.
- Reduce anxiety and distress.
- Facilitate reflection.
- Enable pupils to reset before returning to learning.

The Hub is not:

- A detention room.
- A sanction.
- An exclusion.
- A form of seclusion.

Where appropriate, pupils may access The Hub independently or following discussion with a member of staff.

Any significant incidents leading to attendance at The Hub will be recorded on CPOMS.

8. Circumstances Where Restrictive Intervention May Be Used

Restrictive intervention may only be used where there is an immediate risk of:

Injury to the pupil

Including self-injurious behaviour.

Injury to others

Including physical assault.

Serious damage to property

Where damage is likely to create a risk of injury.

Serious compromise of safety

Including attempts to leave a safe environment where significant risk exists.

Serious disorder

Where behaviour presents a genuine and immediate risk to the safety and welfare of others.

9. Circumstances Where Restrictive Intervention Must Not Be Used

Restrictive intervention must never be used:

- As a punishment.
- To enforce compliance.
- To address low-level disruption.

- To compensate for inadequate staffing.
- To humiliate or intimidate.
- To force participation in learning.
- To impose consequences for behaviour.

10. Use of Reasonable Force

Only the minimum force necessary should be used.

Any intervention must be:

Necessary

There is a genuine and immediate risk.

Reasonable

Appropriate in the circumstances.

Proportionate

No greater than required.

Time Limited

Lasting only as long as necessary.

Staff should continuously assess whether intervention remains necessary.

11. Prohibited Practices

The following are prohibited:

- Corporal punishment.
- Deliberate infliction of pain.
- Prone restraint.
- Neck holds.
- Restricting breathing.
- Techniques causing fear or humiliation.
- Punitive seclusion.
- Locked rooms.
- Denial of access to food, drink or toilets.
- Any intervention likely to cause injury.

12. Pupils with SEND and Additional Needs

The school recognises that pupils with SEND, neurodivergence, communication differences or trauma histories may require additional support.

The school will:

- Make reasonable adjustments.
- Consider sensory needs.
- Develop individual support plans where appropriate.
- Undertake risk assessments.
- Work collaboratively with families and professionals.

The Equality Act 2010 will be considered in all decision-making.

13. Recording on CPOMS

All restrictive interventions, physical restraints and significant withdrawal or separation incidents must be recorded on CPOMS before the end of the school day by the member(s) of staff involved.

The requirement to record an incident applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan.

Records should include:

- names of pupil and staff directly involved
- any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code
- time, date, location and approximate duration of the intervention
- brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained
- brief account of why the use of force was assessed as necessary in that instance
- any post-incident support, such as details of any medical treatment for injuries or other adverse impacts

Reporters also wish to record additional details to support their evaluation of incidents to identify best practices and areas for improvement. For example, the pupil's and/or witnesses' accounts of what happened, when and how parents were notified, and what follow-up has taken place.

Recording should be factual, objective and professional.

In discharging their duty to have a procedure in place for recording use of force incidents, the governing body must have regard to this guidance and any other relevant guidance issued by the Secretary of State for these purposes.

14. Informing Parents

Parents or carers will normally be informed on the same day when:

- Physical restraint has been used.
- Injury has occurred.
- Significant safeguarding concerns arise.
- Serious behavioural incidents have taken place.

Communication will be made in writing, for example via email or online messaging.
Communication will be recorded on CPOMS.

Exception to reporting to parents on the same day only applies if it appears to the Senior Leader that doing so would be likely to result in serious harm to the pupil. In this instance, the staff member must report the incident to any parent(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority within whose area the pupil is ordinarily resident.

A report of the incident made to parents should include the following details as a minimum:

- time, date, location and approximate duration of the intervention
- brief account of why the intervention was assessed as necessary in that instance
- brief account of what type of force was applied, and the degree of force
- details of any physical injuries sustained, if applicable

The requirement to report applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan.

15. Post-Incident Support

Following an incident, the school will provide support to:

The Pupil

Including:

- Emotional regulation support.
- Reflection opportunities.
- Restorative discussions.
- Reintegration planning.

Staff

Including:

- Debriefing.
- Welfare support.

- Review of practice.

Other Pupils

Where appropriate.

Post event Steephill School aim to invite parents to have a follow-up discussion about the incident where appropriate. This could involve a discussion about:

- any behavioural triggers or warning signs of an impending incident
- whether any agreed behaviour support plans were followed
- what de-escalation strategies were used and how effective they were
- what might be done differently in the future

The school may use this information to amend any existing behaviour support plans, as needed.

16. Safeguarding

All incidents involving restrictive intervention must be considered through a safeguarding lens.

Staff should consider:

- Unmet needs.
- Trauma responses.
- Mental health concerns.
- Possible abuse or neglect.
- Emerging safeguarding risks.

Where concerns arise, safeguarding procedures must be followed immediately.

17. Monitoring and Governance

The Headteacher and Senior Leadership Team will:

- Review CPOMS records regularly.
- Monitor trends and patterns.
- Review equality data.
- Identify training needs.
- Evaluate the effectiveness of preventative strategies.

The Governing Body will receive anonymised monitoring information to provide oversight and assurance that interventions remain lawful, proportionate and in pupils' best interests.

18. Staff Training

The school will ensure that staff receive training appropriate to their role, including:

- Behaviour support.
- Restorative practice.
- De-escalation.
- Safeguarding.
- SEND awareness.
- Trauma-informed practice.
- Restrictive intervention training where appropriate.

19. Linked Policies

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Positive Behaviour Policy
- SEND Policy
- Health and Safety Policy
- Anti-Bullying Policy
- Staff Code of Conduct
- Complaints Procedure

Policy Commitment

At Steephill School, restrictive intervention is never viewed as a behaviour management strategy. Our approach is founded on positive relationships, restorative practice, emotional regulation and support through The Hub. Restrictive interventions are used only when necessary to prevent harm and are subject to careful monitoring, recording and review to ensure the safety, dignity and welfare of every pupil.

Appendix 1: Restrictive Intervention and Physical Restraint Procedure

Purpose

This procedure must be followed whenever a restrictive intervention, physical intervention, physical restraint, significant withdrawal or separation incident occurs.

The safety, welfare and dignity of all pupils must remain the primary consideration throughout.

Stage 1: Prevent and De-escalate

Staff should always seek to prevent escalation before considering restrictive intervention.

Strategies may include:

- Calm verbal communication.
- Active listening.
- Offering choices.
- Restorative language.
- Distraction and redirection.
- Increased personal space.
- Removal of an audience.
- Access to a trusted adult.
- Access to The Hub.
- Sensory or regulation strategies.
- Time to process instructions.

Restrictive intervention should only be considered when these approaches have been unsuccessful, are inappropriate to the circumstances, or there is an immediate risk of harm.

Stage 2: Dynamic Risk Assessment

Before intervening, staff should quickly consider:

Is there an immediate risk of harm?

- To the pupil?
- To another pupil?
- To a member of staff?
- To property where injury may result?

Is intervention necessary?

- Can the situation be managed safely without physical intervention?
- Is there sufficient time to continue de-escalation?

Is the proposed response proportionate?

- Is this the least restrictive option available?
- Is the intervention likely to reduce risk?

Stage 3: Intervention

Where intervention is necessary:

Staff must:

- Remain calm.
- Use the minimum force necessary.
- Use the least restrictive approach possible.
- Continue verbal reassurance.
- Preserve dignity.
- End the intervention as soon as the risk reduces.

Staff must continually assess whether restraint remains necessary.

Stage 4: Immediately After the Incident

Once the situation is safe:

Check Welfare

Staff must:

- Check for injuries.
- Seek first aid where required.
- Ensure the pupil feels safe.
- Offer emotional support.
- Allow time for regulation.

Consider Safeguarding

Staff should consider:

- Whether the incident raises safeguarding concerns.
- Whether unmet needs are evident.
- Whether further support is required.

Safeguarding concerns must be reported immediately to the Designated Safeguarding Lead (DSL) or Deputy DSL.

Stage 5: Inform Senior Leaders

A member of the Senior Leadership Team should be informed as soon as possible where:

- Physical restraint has been used.

- Injury has occurred.
- Significant risk was present.
- The incident is of a serious nature.

The Headteacher or delegated senior leader will review the circumstances and determine whether further action is required.

Stage 6: Record on CPOMS

All incidents involving:

- Physical restraint.
- Physical intervention.
- Significant withdrawal.
- Significant separation.
- Serious behavioural incidents.

must be recorded on CPOMS before the end of the school day wherever possible.

The CPOMS record should include:

Incident Details

- Date.
- Time.
- Location.

Individuals Involved

- Pupil(s).
- Staff members.
- Witnesses.

Antecedents

- Events leading up to the incident.
- Known triggers.
- Relevant contextual information.

De-escalation Strategies

Record all strategies attempted before intervention.

Description of Intervention

- Type of intervention used.
- Duration.
- Reason intervention was necessary.
- Actions taken by staff.

Outcome

- Resolution achieved.
- Injuries sustained.
- Medical treatment provided.
- Support offered.

Follow-Up

- Parent contact.
- Restorative actions.
- Risk assessment updates.
- Referrals made.

Records must be factual, objective and free from opinion.

Stage 7: Parent and Carer Communication

Parents or carers will normally be informed on the same day where:

- Physical restraint has occurred.
- Injury has occurred.
- Significant behavioural incidents have taken place.
- Safeguarding concerns have arisen.

The communication should include:

- A factual account of the incident.
- Actions taken by the school.
- Support provided to the pupil.
- Planned next steps.

The communication must be recorded on CPOMS.

Stage 8: Restorative Follow-Up

Once the pupil is emotionally regulated and ready to engage:

A restorative conversation should take place.

The purpose is to:

- Understand what happened.
- Explore feelings and perspectives.
- Repair relationships.
- Identify better choices for the future.
- Support successful reintegration.

Restorative discussions are not intended to assign blame but to support learning, accountability and positive relationships.

Stage 9: Review and Reflection

The responsible senior leader should consider:

Was intervention necessary?

Were de-escalation strategies effective?

Could the situation have been managed differently?

Are additional supports required?

Including:

- Behaviour support planning.
- SEND review.
- Safeguarding review.
- Risk assessment update.
- Increased access to The Hub.
- Family engagement.

Stage 10: Monitoring and Oversight

The Headteacher and Senior Leadership Team will review CPOMS data regularly to monitor:

- Frequency of incidents.
- Types of intervention used.
- Pupils involved.
- Equality considerations.
- Training requirements.
- Emerging safeguarding concerns.

Patterns or repeated incidents will trigger a review of support strategies to reduce future need for restrictive intervention.

Quick Staff Checklist

- ☐ De-escalation attempted.
- ☐ Risk assessed.
- ☐ Least restrictive option used.
- ☐ Welfare checked.
- ☐ Senior leader informed.
- ☐ CPOMS completed.

- ☐ Parents informed (where required).
- ☐ Restorative discussion completed.
- ☐ Follow-up actions identified.
- ☐ Risk assessments/support plans reviewed if necessary.

At Steephill School, restrictive intervention is a last resort. Staff are expected to prioritise positive relationships, restorative practice, emotional regulation and access to The Hub. Every incident should be viewed as an opportunity to better understand and support the pupil while maintaining the safety and wellbeing of the whole school community.

Appendix 2: The Hub

Protocol

Purpose of The Hub

The Hub is Steephill School's nurture provision. It provides a safe, supportive and regulated environment where pupils can access emotional, pastoral and wellbeing support.

The Hub reflects the school's commitment to restorative practice, positive relationships and inclusive education. Its purpose is to help pupils regulate, reflect and successfully re-engage with learning.

The Hub is not a punishment and should never be viewed as an alternative to a detention, isolation room or exclusion.

Aims of The Hub

The Hub aims to:

- Support emotional wellbeing and mental health.
- Promote self-regulation and resilience.
- Reduce barriers to learning.
- Prevent behavioural escalation.
- Provide a safe space for pupils experiencing emotional distress.
- Support successful reintegration into lessons.
- Strengthen relationships through restorative practice.
- Enable pupils to develop strategies for managing emotions and behaviour.

Core Principles

The use of The Hub is based on the following principles:

Support Rather Than Punishment

Attendance at The Hub is intended to provide support and regulation, not punishment.

Dignity and Respect

Pupils will be treated with dignity, compassion and respect at all times.

Child-Centred Practice

The individual needs of each pupil will be considered.

Restoration and Reintegration

The focus will always be on helping pupils successfully return to learning and school life.

Safeguarding

The welfare and safety of pupils remain paramount.

Accessing The Hub

Pupils may access The Hub in several ways:

Self-Referral

Where appropriate, pupils may request time in The Hub when they recognise they are becoming overwhelmed, anxious or dysregulated.

Staff Referral

Staff may suggest that a pupil accesses The Hub when additional support or regulation is required.

Pastoral Referral

Pastoral leaders, SEND staff, safeguarding staff or senior leaders may arrange support through The Hub.

Reasons for Accessing The Hub

Examples may include:

- Emotional distress.
- Anxiety.
- Friendship difficulties.
- Bereavement.
- Family concerns.
- Dysregulation.
- Sensory overwhelm.
- Conflict resolution.
- Support following an incident.
- Preparation for reintegration after a period of upset.
- Access to pastoral support.

This list is not exhaustive.

Expectations Within The Hub

The Hub is a calm and supportive environment.

Pupils are expected to:

- Treat others respectfully.
- Follow staff guidance.

- Engage appropriately with support offered.
- Use the space safely.
- Respect the learning and wellbeing of others.

Staff will support pupils to meet these expectations through encouragement, guidance and restorative approaches.

Staff Responsibilities

Staff working within or referring pupils to The Hub should:

- Maintain a calm and supportive environment.
- Use restorative and relational approaches.
- Support emotional regulation.
- Monitor wellbeing and safety.
- Liaise with teaching staff where appropriate.
- Record significant concerns or incidents on CPOMS.
- Communicate with relevant colleagues as required.

The Hub and Learning

The Hub is intended to support pupils in returning to learning successfully.

Where a pupil accesses The Hub during lesson time:

- Learning disruption should be minimised where possible.
- Appropriate arrangements may be made to support missed learning.
- Reintegration into lessons should occur as soon as the pupil is ready and able.

Extended periods away from learning should be avoided unless there is a clear welfare, safeguarding or educational reason.

The Hub and Behaviour Support

The Hub forms part of the school's graduated and restorative approach to behaviour.

It may be used:

- As a preventative measure.
- To support emotional regulation.
- Following conflict or distress.
- To facilitate restorative conversations.
- To support reintegration.

The Hub must not be used as:

- A detention.
- A punishment.

- An exclusion.
- A seclusion room.
- A behaviour sanction.

Attendance at The Hub should never be presented to pupils as a punishment.

Restorative Practice

Where appropriate, restorative conversations may take place within The Hub.

The purpose of restorative discussions is to:

- Explore what happened.
- Understand the impact on others.
- Repair relationships.
- Restore trust.
- Agree positive next steps.

Restorative discussions should take place when all parties are calm and emotionally ready to engage.

Recording and Monitoring

Significant incidents, wellbeing concerns, safeguarding concerns or behaviour incidents associated with The Hub must be recorded on CPOMS.

Records should include:

- Reason for referral.
- Support provided.
- Significant conversations.
- Outcomes achieved.
- Follow-up actions required.

The use of The Hub will be monitored by senior leaders to ensure that:

- It remains supportive and therapeutic.
- It is not used as a punitive measure.
- Pupils receive appropriate support.
- Patterns of need are identified.

Safeguarding

The Hub is an important part of the school's safeguarding and pastoral provision.

Any safeguarding concerns identified while a pupil is accessing The Hub must be reported immediately in accordance with the school's Safeguarding and Child Protection Policy.

Where appropriate, concerns must be referred to the Designated Safeguarding Lead (DSL) without delay.

Equality and Inclusion

The school recognises that some pupils may require more frequent access to The Hub due to:

- SEND.
- Neurodiversity.
- Mental health needs.
- Trauma experiences.
- Communication differences.
- Temporary vulnerabilities.

Reasonable adjustments will be made where appropriate to ensure equitable access to support.

Review of Provision

The effectiveness of The Hub will be reviewed regularly by senior leaders through:

- CPOMS monitoring.
- Pupil voice.
- Parent feedback.
- Staff feedback.
- Behaviour and wellbeing data.

This review process supports continuous improvement and helps ensure that The Hub remains a nurturing, inclusive and effective provision.

Statement of Practice

The Hub is a key element of Steephill School's commitment to fostering positive relationships, emotional wellbeing and successful learning. It exists to support pupils, not to punish them. Through nurturing support, restorative practice and effective pastoral care, The Hub helps pupils regulate, reflect, repair and re-engage with school life.