



Kemball School

"We can because we try"

Physical Intervention, Safety Intervention and Restrictive Intervention Policy 2026

Review date July 2027

To be read in conjunction with Safeguarding policy, Behaviour policy, Whistleblowing Policy, Anti Bullying . In addition DfE guidance is as follows: Preventing and Tackling Bullying; Behaviour and Discipline in schools; Keeping Children Safe in Education Document and Restrictive interventions, including use of reasonable force, in schools.

Kemball School

Physical Intervention, Safety Intervention and Restrictive Intervention Policy

Statement

This policy was adopted by the Governing Body of Kemball School on the date above. It will be reviewed annually or in response to legislative change, serious incident, or emerging safeguarding guidance.

Policy Statement and Intent

Kemball School is committed to a nurturing, inclusive, and trauma-informed approach to behaviour. We recognise that behaviour is a form of communication, particularly for pupils with Special Educational Needs and Disabilities (SEND).

Our aim is to create a safe environment where restrictive intervention is rarely required. Where it is used, it will always be lawful, necessary, proportionate, and in the best interests of the child.

All restrictive interventions are treated as safeguarding matters.

Scope

This policy applies to all staff, including supply staff, volunteers, and any adults working with pupils under the direction of the school.

Core Principles

- Restrictive intervention is a last resort
- It must be reasonable, proportionate, and necessary
- The least restrictive option must always be used
- The dignity, safety, and wellbeing of the pupil must be preserved
- It must never be used as punishment, to enforce compliance, or for staff convenience
- Pain-inducing techniques are strictly prohibited

Key Definitions with examples

Safety Intervention

CPI Safety Intervention is a structured, evidence-based training program designed to prevent and safely manage crisis situations through de-escalation, verbal intervention and, when necessary, controlled physical interventions. These may include low, medium or high levels of hold. These are used as a last resort and only when absolutely necessary to keep people safe. Staff must be able to evidence that

de-escalation strategies were attempted unless there was an immediate and unforeseeable risk of harm.

Examples

Low level hold



Reasonable

Medium level hold



Force

High level hold



Physical contact used to control or restrain a pupil using no more force than necessary and for the shortest time required.

Examples –

Guiding a pupil away from danger - e.g. holding a pupil's arm to move them away from a road or unsafe area

Blocking or redirecting movement - e.g. standing in front of a pupil to prevent them from running out of the classroom

Preventing injury to another pupil or member of staff - e.g. separating two pupils who are physically hurting each other

Preventing damage to property - e.g. holding a pupil's hands to stop them throwing objects that could injure others

Escorting a pupil - e.g. using an agreed hold to safely move a pupil to a quieter space when they are highly dysregulated

Physical Intervention

Touching a pupil in any way that is either supportive (low level) or reasonable to prevent harm or reduce risk. This could be supportive or restrictive.

Any incident involving:

- Any physical restraint that controls or supports
- Physical touch including CPI holds to hand-under-hand support

Examples

Low level- Holding hand, linking, manual handling, personal care.

Holding a pupil's arm to prevent them from harming another child.

Moving a child from a dangerous scenario by picking them up or handling them

Restrictive Intervention

Any action (physical or non-physical) that restricts a pupil's movement, liberty, or freedom, including:

- Physical restraint
- Seclusion
- Blocking or guiding
- Removal of objects or access

Examples –

Physical Restrictive Interventions:

- Approved physical holds- e.g. trained staff using a recognised technique CPI Safety Intervention to prevent injury
- Seated holds (only if trained and policy-approved) used to prevent immediate harm

Non-Physical Restrictive Interventions:

- Removing objects-e.g. taking away an item being used dangerously
- Environmental controls-e.g. locking external doors to prevent absconding (following policy and risk assessment)
- Withdrawal / time-out spaces-e.g. supporting a pupil to go to a calm space to regulate (must not be punitive isolation)
- Increased supervision- e.g. 1:1 support to reduce risk
- Appropriate Physical Contact (Non-Restrictive)

Everyday contact that is:

- Supportive
- non-controlling
- In the pupil's best interests

Examples

- Hand-under-hand (preferable) or hand-over-hand when it is wanted, requested or not retracted (in any communication)

Significant Incident

Any incident involving:

- Use of force
- Physical restraint
- Seclusion

Examples

Any incident which is not within a child's Pupil Profile or goes beyond their usual presentation and is inappropriate, behavioural, abusive, concerning, physical, aggressive or violent.

Including incidents within a Pupil Profile, risk assessment or Safety Intervention plan where an incident has caused injury or harm to another person, increased risk, damaged property.

Seclusion

The supervised confinement and isolation of a pupil, away from others, in an area from which they are prevented from leaving.

Should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation.

Time-out (non-restrictive): The pupil can leave freely and is supported to regulate

Seclusion (restrictive): The pupil is prevented from leaving

Legal Framework

This policy is informed by:

- Education and Inspections Act 2006 (Sections 93 and 93A)
- Schools (Recording and Reporting of Seclusion and Restraint) (England) Regulations 2025
- DfE guidance: Use of reasonable force in schools
- Keeping Children Safe in Education (KCSIE)tim
- Health and Safety at Work etc. Act 1974

- Human Rights Act 1998
- Equality Act 2010
- Restrictive interventions, including use of reasonable force, in schools.

Under Section 93, school staff may use reasonable force to prevent a pupil from:

(a) committing any offence,

(b) causing personal injury to, or damage to the property of, any person (including the pupil himself), or

(c) prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Safeguarding

All incidents of restrictive intervention are treated as safeguarding incidents.

The Designated Safeguarding Lead (DSL) will be informed where:

- There is injury
- There is repeated use of intervention
- There are concerns about appropriateness

Any concerns about staff conduct will be managed under safeguarding and allegation procedures.

Prevention

The school prioritises prevention through:

- Knowing the pupil, **needs** and context
- **Understanding** triggers
- Individual behaviour support plans on **Pupil Profiles**
- **Individual** risk assessments
- Safety Intervention plans
- Predictable **routines**, good practice, appropriate opportunities and environment
- Communication **support** strategies
- Strong class teams and **positive relationships**

- **Engagement** with parents and carers
- Prioritising **regulation**
- **Visual** and **physical supports**
- Promoting **autonomy** and **independence**
- Planned withdrawal and **safe** spaces
- **Distraction** and **redirection**
- Appropriate level of **demands**
- Being **flexible** and making adaptations

Restrictive intervention must only occur where there is an immediate risk of harm.

Medical Considerations

- Known conditions (e.g. epilepsy, asthma, trauma history)
- Positional asphyxia risks
- Staff must consider:

“the pupil's age, size, medical history, and emotional state before any intervention”

Prohibited Practices

The following are strictly prohibited:

- Prone (face-down) restraint
- Any restriction of breathing
- Pain-inducing techniques
- Seclusion (when not requested, with no adult present and when not required or reasonable for safety and wellbeing)
- Deprivation of basic needs
- Degrading or humiliating treatment

Training and Competence

The school will ensure:

- All relevant staff receive accredited training (CPI Safety Interventions)

- Regular refresher training is completed
- Staff are assessed as competent
- Training includes legal, safeguarding, and medical considerations

Reporting incidents and informing parents

All restrictive interventions and unagreed seclusions must be formally recorded.

Parents/carers must be informed in writing of all significant incidents involving restrictive intervention and seclusion.

using the Restrictive Intervention Letter/Form.

For significant, unusual, or rare incidents, additional information is likely to be required. In such cases, staff should also contact parents/carers directly to provide further details.

Due to the complex needs of some pupils, seclusion, physical or restrictive interventions may occur more frequently in order to maintain their safety, the safety of others, and to support wellbeing within the school environment. Where these interventions are low-level, consistent, necessary, and appropriate, an informal method of communication may be considered.

Parents/carers must be fully informed about all physical intervention strategies, including how and by whom they may be used. This information must be clearly documented in:

- Pupil Profiles
- Individual Risk Assessments
- Safety Intervention Plans
- EHCP Plans

The use of an informal communication approach for reporting physical interventions must only take place once it has been discussed and agreed with parents/carers.

Any physical or restrictive intervention or seclusion that goes beyond the pupil's usual presentation or requirements must be formally recorded using the Kemball Letter/Form.

Many of our pupils require physical support for a wide range of different reasons. Depending on the level of support, resistance to the support and if the physical intervention was required or reasonable will depend on how this needs to be documented.

Parents should be involved in the process, and these documents should be reviewed during EHCP reviews.

Recording and Reporting

All incidents must be recorded as soon as possible and include:

- Date, time, and location
- Staff and pupils involved
- Antecedents and triggers
- Type of intervention used
- Duration of intervention
- Outcome and effectiveness
- Details of any injury
- Pupil voice (where appropriate)
- Reviewed by pathway leads and SLT

Records must be:

- Accurate and factual
- Completed on the same day
- Stored securely

Parents/carers will be informed of all significant incidents in writing on the same day wherever possible and verbally if further information is required.

For agreed Restrictive Intervention low level incidents DOJO messages will be sent and phone call if required.

Post-Incident Support and Review

Following an incident:

- The pupil will be supported to regulate
- Staff will participate in debriefing
- Victims will be supported

A review will consider:

- Triggers and antecedents

- Effectiveness of de-escalation
- Proportionality of response

Monitoring and Governance

The SLT and Governing Body will:

- Monitor frequency and patterns of incidents
- Review data for trends and equality impact
- Ensure compliance with policy and law
- Identify training needs

Termly reports will be presented to governors.

Complaints and Allegations

All complaints will be handled in line with school procedures.

Allegations against staff will be managed in accordance with safeguarding procedures and statutory guidance.

Linked Policies

- Behaviour Policy
- Safeguarding Policy
- Health and Safety and Wellbeing Policy
- SEND Policy