Believe Grow Achieve

Copmanthorpe Primary School

Inspiring Everyone to Thrive

Positive Handling and Restrictive Interventions Policy (including Use of Reasonable Force and Seclusion)

Approved by:	Curriculum and Pupils Working Group	**Date:**	Summer 2026
Last reviewed on:	New Policy (Previously Positive Handling Policy Summer 2025)		
Next review due by:	Summer 2027		

Statement of Intent

At Copmanthorpe Primary School, we are committed to promoting a safe, respectful and inclusive learning environment. All staff have a duty of care to protect pupils from harm and to intervene when necessary to ensure the safety and wellbeing of all.

This policy outlines our approach to positive handling and restrictive interventions, including the use of reasonable force and seclusion. Our aim is always to maintain the dignity and rights of the child while prioritising the safety of the whole school community.

The term restrictive interventions refers to any action that prevents, restricts or limits a pupil's movement. This includes both physical and non-physical interventions. Physical restraint is used only when force is applied to overcome active resistance.

A clear and consistent policy supports pupils with social, emotional and behavioural needs within an ethos of mutual respect, care and safety.

This policy is guided by:

- The Education and Inspections Act 2006 (Section 93 and 93A)
- The Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025
- The Equality Act 2010
- The Human Rights Act 1998

Team Teach Training

Team Teach is accredited by the British Institute of Learning Disabilities (BILD). School leaders and selected staff receive accredited training, with refresher training every two years.
Team Teach promotes:

- De-escalation as the primary response
- Positive relationships and communication
- Physical intervention only as a last resort

Where possible, trained staff will take the lead in any incident requiring intervention.

Use of Physical Intervention (Reasonable Force)

At Copmanthorpe Primary School, physical restraint will only be used when there is no realistic alternative.

Staff may use reasonable force to:

- Prevent a pupil from harming themselves or others
- Prevent serious damage to property

- Prevent serious disruption

Any use of force must be:

- Necessary and proportionate
- The minimum force required
- Used for the shortest possible time

Restraint must:

- Be an act of care and control, not punishment
- Stop as soon as the risk has reduced
- Avoid any action that could cause harm (for example restricting breathing)

Staff should communicate calmly throughout, for example: “I am doing this to keep you safe.”

Use of Seclusion

Seclusion is defined as keeping a pupil away from others and preventing them from leaving for a period of time.

At Copmanthorpe Primary School:

- Seclusion is not used as a punishment
- It is only used as a safety measure when a pupil is at risk of causing harm and is experiencing significant emotional distress
- It must only be used when less restrictive options are ineffective or not viable

Where seclusion is used:

- The space must be safe, calm and non-threatening
- The pupil must be continuously supervised
- The pupil must be allowed to leave as soon as it is safe to do so

Seclusion will always be used with the aim of supporting regulation, reducing risk and preserving dignity.

Risk Assessment and Positive Handling Plans (PHPs)

Risk management is an integral part of behaviour support planning.

Pupils with known behavioural risks will have:

- Individual risk assessments
- A Positive Handling Plan (PHP)

These will include:

- Known triggers
- Effective de-escalation strategies
- Any agreed interventions (including physical intervention or seclusion where appropriate)
- Consideration of SEND, age and individual needs

Plans will be developed in collaboration with parents/carers, relevant professionals and the pupil where appropriate**.**

Responding to Emergencies

In unforeseen circumstances, staff may need to act immediately to ensure safety.

Following any such incident:

- A risk assessment will be reviewed or created
- Practice will be adapted to reduce future risk

Post-Incident Procedures

It is recognised that staff may require differing levels of support following an incident. A member of the senior leadership team will speak with staff and pupils involved (where appropriate) following any incident involving restrictive intervention. Where necessary, arrangements will be made to allow staff time to have a resr break, including providing cover for the class.
Following any incident involving restrictive intervention (including physical intervention or seclusion):
• A debrief will be offered to the pupil and staff involved as soon as practicable
• The incident will be recorded by the staff member(s) involved as soon as possible and no later than the same day
• Incidents involving physical intervention will be recorded using the school's designated Physical Intervention Record (Appendix 2)
• Incidents involving seclusion will be recorded using the school's Seclusion Record (Appendix 4)
• Records will include details of the incident, antecedents, de-escalation strategies used, rationale for the intervention and any injuries or follow-up actions
• A member of the senior leadership team will review all incidents to ensure that practice is appropriate, proportionate and in line with policy
• Parents/carers will be informed as soon as practicable, and usually on the same day, following any incident involving physical intervention or seclusion
Where appropriate, a follow-up discussion will be offered to parents/carers to review the incident, explore triggers and agree any necessary adjustments to support plans.

Recording and Monitoring

The school has a statutory duty to record and report:

- Any significant use of force
- Any incident of seclusion or restraint

All incidents must be recorded by the staff member(s) involved as soon as practicable and no later than the same day.

The following recording procedures will be used:

- Incidents involving physical intervention (use of force) must be recorded using the school's Physical Intervention Record (Appendix 2)
- Incidents involving seclusion must be recorded using the school's Seclusion Record (Appendix 3)
- Where an incident involves both physical intervention and seclusion, both records should be completed, or a single record must clearly capture all required elements

Records will include:

- Names of pupils and staff directly involved
- Time, date, location and duration of the incident
- Relevant pupil information, including any SEND or additional needs
- A brief account of what led to the incident, including any known triggers
- De-escalation strategies used prior to the intervention
- A clear rationale for why the intervention was necessary and proportionate
- Details of the type of intervention used
- Any injuries sustained and follow-up support provided

Parents/carers will be informed as soon as practicable, and usually on the same day, following any incident involving the use of force or seclusion.

All incidents will be reviewed by a member of the senior leadership team to ensure that practice is appropriate, proportionate and in line with this policy. Patterns, trends and any repeated use of restrictive interventions will be monitored to inform future planning, staff training and support for individual pupils.

Working with Parents

Parents will be informed of the school's approach to behaviour and restrictive interventions. They will be notified following any incident involving the use of force or seclusion.

Wherever possible, initial contact will be made on the same day by telephone or in person to ensure timely communication and to support a shared understanding of the incident. This will always be followed by written communication, in line with statutory requirements.

The written communication will include key details of the incident, including why the intervention was necessary and any actions taken.

Where appropriate, parents will be invited to meet with the school to discuss the incident, explore any triggers or underlying factors and review or adapt support plans. Parents will also be involved, where possible, in developing and reviewing individual Positive Handling Plans.

Complaints and Allegations

Any concerns regarding the use of restrictive interventions will be managed through the school's complaints procedures.
Allegations relating to inappropriate use of force will be handled in line with safeguarding procedures.

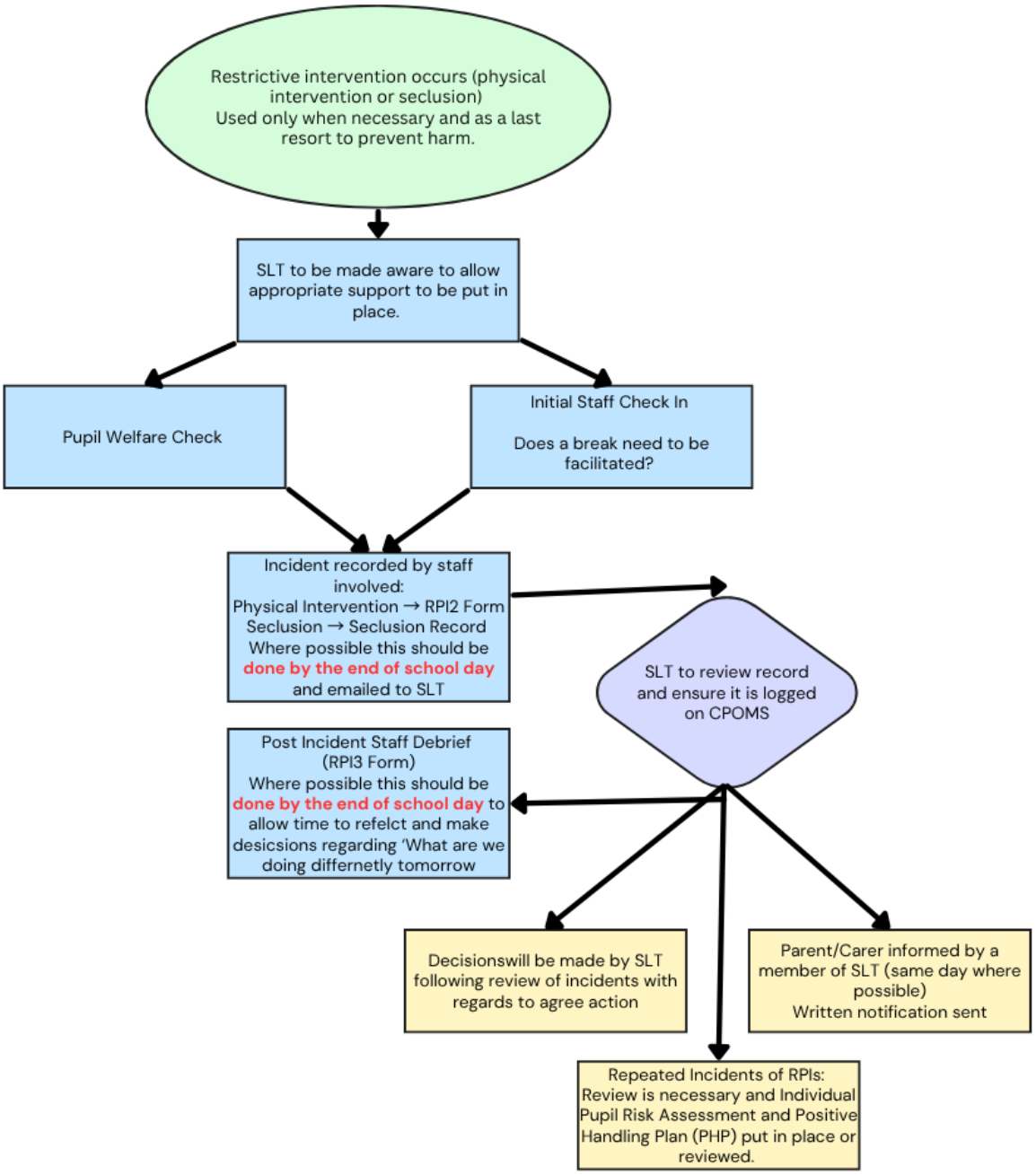
Review

This policy will be reviewed annually, or sooner in response to changes in legislation or guidance.

Appendix 1

Copmanthorpe Primary School

Restrictive Intervention Record Procedure (including Use of Force and Seclusion)



Appendix 2

Copmanthorpe Primary School

RPI2

Pupil Involved:	**Date/Time:**	
Relevant pupil needs (SEND / medical / other):		
Person Recording Intervention:		
Staff members involved:		
Active:		
Passive:		
Location of incident:		
Duration of Intervention:		
De-escalation techniques used: (highlight those tried, P = Positive result)		
Verbal Advice:	**Re-Assurance:**	**Direction Given:**
Humour:	**Calm Talking:**	**Planned Ignoring:**
Space Given:	**Alternatives Offered:**	**Direction to Leave Class:**
Time Out Directed:	**Distraction:**	**Calming Touch:**
Verbal Support:	**Step Away:**	
Reason for Intervention:		
Immediate Danger to Self:	**Assault / Attempted Assault:**	
Potential Damage to Property:	**Threats Verbal / Physical:**	
Disruption to Immediate Environment:	**Disruption to Class:**	
Threat of Absconding:	**Refusal to Leave Building/Area:**	
Fighting:	**Other:**	
Immediate Danger to Peers / Staff:		
Type of intervention:		
Please underline / highlight strategies used to support.		

"Interventions 1-4 do not require an RPI form but a behavior log on CPOMs"

1. ***Walks - guided verbally***
2. ***Walks - guided calming touch***
3. ***Walks- Caring C***
4. ***Help hug***
5. **One Person Single Elbow – Standing/moving**
6. **One Person Single Elbow – Seated**
7. **One Person Double Elbow -standing/moving**
8. **One Person Double Elbow – To Seated Position (transition to other technique)**
9. **Two Person Single Elbow – Standing/moving**
10. **Two Person Single Elbow– Seated**
11. **Two Person Double Elbow – Standing/moving**
12. **Two Person Double Elbow – To Seated Position (transition to other technique)**
13. **Half Shield**
14. **Other (please describe Justifications)**

Why was this intervention necessary and proportionate?

Trigger for incident (child's view if states):

Trigger for incident (adult's view):

Brief description of incident (include Level/degree of force used):

Any Injuries to Individual / Staff **Yes** **No**

Details:

York LA incident book (B-Safe) :

Any cause for concern: **Form completed (date):**

Action taken after incident:

Details:

Comments - Pupils / Staff:

None **Pupil accepted Consequences** **Spontaneous Apology** **Other**

Time / date: **Staff signature (s):**

Notifications:

Parent / Carer / Social Services / Police / **Via: Home/School book, Telephone, Letter, Face to face**

Written notification must be sent: **Date:** **Time:**

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Appendix 3

RPI3

Incident Review Young Person:

Following the use of Physical Intervention Date of RPI:
(to be completed on the same day)

Staff involved in the incident:

Present at Review: (include designation for all attendees external to home/school setting)

a) What do you think initially triggered the incident at the time *(fast triggers)?*

b) Are there any significant factors that may have contributed to this incident *(slow triggers)?*

c) Could we have done anything different to avoid using ***any*** physical intervention

d) Were proactive measures and de-escalation strategies followed?

e) Does the young person require a PHP or risk assessment; or a risk assessment update?

f) Are there any operational changes/suggestions/requirements that might prevent further incidents?
(This information needs to be transferred to the action plan below detailing timescales for completion and how this will be communicated immediately to the relevant staff and wider team)

k) **Skills Development** –

What strategies do we need to put in place in terms of teaching the young person new skills?

Do you need any further support?

YES NO

What might this look like

……

Did you feel supported by the staff team?

YES NO

Details:

Is there anything else we can do to help you?

……
……
……
……

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Appendix 4

Seclusion Record

Pupil Involved:

Date:

Date of Birth:

Year Group:

Relevant pupil needs (SEND / medical / other):

Person Completing Record:

Staff supervising during seclusion:

Location of seclusion:

Duration of Seclusion

Reason for Seclusion (highlight)

Immediate risk of harm to self

Immediate risk of harm to others

Significant emotional distress / dysregulation

Other (please specify):

What led to the incident (antecedents / triggers)

De-escalation strategies used prior to seclusion (highlight)

Verbal reassurance

Calm talking

Distraction

Space given

Removal of audience

Alternative offered

Time to regulate

Other:

Why was seclusion necessary and proportionate at this point?

Supervision and Safety

Was the pupil continuously supervised? Yes / No

If no, explain:

Description of supervision:

Was the environment safe and appropriate? Yes / No

Ending Seclusion

What indicated that seclusion could safely end?

How did the pupil leave seclusion?

Post-Incident

Was a debrief completed? Yes / No

If yes, by whom:

Summary of debrief / pupil voice:

Injuries / Medical

Any injuries to pupil or staff? Yes / No

Details:

Medical attention required? Yes / No

Follow-up Actions

Notifications

Parent/carer informed? Yes / No

Initial contact method:

Written notification sent? Yes / No

Date: **Time:**