



The Beacon

Church of England (V.A.) Primary & Pre-School *Living life in all its fullness (John 10:10)*

Shared with staff on

26th April 2026

Adopted at the Governor Curriculum Committee on

5th May 2026

Next Review

November 2028

Policy about Restrictive Intervention and the use of Reasonable Force at The Beacon.

(Linked to the Belonging Policy)

1. Policy Statement

At **The Beacon**, we are committed to ensuring that every child and adult **feels safe, known, valued and that they belong**. Our practice is rooted in our Christian vision of “*Living life in all its fullness*” (John 10:10) and is underpinned by our **Belonging Policy**, which places relationships, dignity and inclusion at the heart of school life.

The use of **restrictive interventions and seclusion** is **always a last resort** and is only used when necessary to keep children and adults safe. We recognise that such interventions can be distressing and therefore take all reasonable steps to **prevent escalation, minimise harm, and repair relationships** following any incident.

2. Purpose of the Policy

This policy sets out how The Beacon:

- Promotes belonging, safety and dignity for all pupils
- Minimises the need for restrictive interventions through prevention and de-escalation
- Ensures any use of restrictive intervention or seclusion is lawful, proportionate and respectful
- Meets its statutory duties for recording, reporting and review
- Supports pupils, staff and families before, during and after incidents

This policy should be read alongside:

- Belonging Policy (this is what we call our behaviour policy)
- Child Protection and Safeguarding Policy
- SEND Policy
- Health and Safety Policy

3. Definitions



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- **Restrictive Intervention:** Any action that prevents or restricts a pupil's freedom of movement, including physical restraint and non-physical restraint.
 - **Reasonable Force:** Physical intervention used only to prevent harm, damage or serious disorder, using the minimum force for the shortest time possible.
 - **Seclusion:** A non-disciplinary safety measure where a pupil is kept away from others and prevented from leaving a space due to immediate risk of harm.
 - **Significant Incident:** An incident requiring recording and reporting where force goes beyond everyday physical contact.
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4. Our Belonging-Led Approach

At The Beacon, behaviour is understood as communication. When a child is distressed, dysregulated or overwhelmed, our first response is relationship, not restriction.

In line with our Belonging Policy, we:

- Seek to understand what is happening for the child, not just what is happening around them
- Respect each child's dignity, individuality and lived experience
- Recognise the increased vulnerability of pupils with SEND, trauma or additional needs
- Commit to repairing relationships after incidents so that no child is defined by a moment of crisis

Restrictive interventions must never undermine a child's sense of belonging.

5. Prevention and De-escalation

We actively work to reduce the likelihood of restrictive interventions by:

Whole-School Practice

- Creating calm, predictable and inclusive environments
- Teaching emotional literacy and self-regulation skills
- Using consistent, relational behaviour approaches
- Ensuring staff use empathy, tone and body language to support regulation
- Analysing incident data to identify patterns and improve practice

Individual Support

- Co-producing Behaviour Support Plans with pupils and parents where needed
- Identifying triggers and early signs of distress
- Making reasonable adjustments for pupils with SEND



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- Providing access to safe spaces, movement breaks and trusted adults
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6. When Restrictive Interventions May Be Used

Restrictive interventions and/or seclusion may only be used when all of the following apply:

- There is an immediate risk of harm to the pupil or others
- Other strategies have been attempted or are unsafe/inappropriate
- The intervention is necessary and proportionate
- The least restrictive option is used for the shortest possible time

Restrictive interventions must never be used:

- As punishment
 - To enforce compliance
 - To manage low-level disruption
 - In a way that risks breathing, circulation or injury
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7. Seclusion

Seclusion is used extremely rarely at The Beacon and only as a short-term safety measure.

When seclusion is used:

- The space must be safe, calm and non-threatening
- The child is supervised at all times
- The child is allowed to leave as soon as the risk reduces
- The incident is recorded and reported in line with statutory guidance

Seclusion is never used as a disciplinary response.

8. Staff Training and Support

- All staff receive guidance on de-escalation and relational behaviour approaches
 - Staff likely to be involved in restrictive interventions receive appropriate training
 - Staff are supported through debrief and reflection following incidents
 - Leadership ensures staff wellbeing is prioritised
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9. Recording and Reporting

The Beacon follows statutory guidance for recording and reporting all incidents involving restrictive intervention or seclusion.

- Incidents are recorded as soon as practicable, using the approved school recording form
 - Records are uploaded to CPOMS
 - Parents/carers are informed on the same day where possible, and a written record is shared
 - The Headteacher reviews and signs all records
 - Governors monitor anonymised data to ensure oversight and equity
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10. Post-Incident Support and Repair

After any incident:

- The pupil is supported to feel safe, heard and understood
- A restorative conversation supports reflection and relationship repair
- Staff involved receive support and supervision
- Behaviour Support Plans are reviewed where appropriate
- Patterns and learning are identified to reduce future risk

This process reflects our commitment to forgiveness, restoration and growth, central to both our Christian ethos and Belonging Policy.

11. Monitoring and Review

- This policy is reviewed in line with our Belonging (Behaviour) Policy, or sooner if legislation or guidance changes
 - Governors and leaders use data to monitor:
 - Frequency and type of interventions
 - Impact on pupils with SEND
 - Equity and proportionality
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12. Conclusion

At The Beacon, belonging comes first. Restrictive interventions and seclusion are safety measures of last resort, used with care, compassion and accountability. Our commitment is always to help children learn, grow and flourish within a community where they are valued and supported — even in moments of crisis.



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Appendix 1: Record of an incident when Restrictive Intervention and/or Seclusion was used.

All incident forms should be glued into the Restrictive Intervention and/or Seclusion Record Book and uploaded to the child's CPOMS.

A copy must be shared with parents/carers.

The member/s of staff involved should sign the form, as should the Headteacher or his/her nominated representative.

Incident Number (in school copy only – hand-written)					
Indicate what methods were used		Restrictive Intervention		Yes	No
		Seclusion		Yes	No
Name of child		Date		Time	
DoB		Name of adult/s			
SEND		Name of adult witnesses			
Location					
Describe what happened leading up to the incident.					
What were the trigger points?					
What were the identified risks/dangers to the child?					
What were the identified risks/dangers to others (including yourself)?					
What happened, describe in detail the period of the restraint.					
What techniques did you attempt? Which worked?					
Describe what happened to calm the child down.					
What worked well?					
What happened next?					
Was the child injured?					



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Were there any injuries to others – please indicate who, and the nature of the injury.
Was first aid administered?
Was there any damage to property, buildings or other?
Who reported to parents/carers and when? <i>COPY of this record to be shared with parents/carers.</i>
Signed & dated by headteacher: