Statement from Hope Learning Community

The purpose of this policy is to ensure the safety of all pupils and adults in the school when dealing with incidents that may warrant the use of some form of restrictive and/or restrictive intervention. It has been written in consultation with staff and governors, taking into account the Department for Education and Department of Health's guidance on Reducing the Need for Restraint and Restrictive Intervention - Section 550A of the 1996 Education Act and the Restrictive interventions including use of reasonable force in school's guidance April 2026 which sets out what staff in schools may legally do to restrain pupils.

The act states that: "A member of staff of a school may use in relation to any pupil at the school, such force as is reasonable in the circumstances for the purpose of preventing the pupil from doing (or continuing to do) any of the following:
• Committing an offence.
• Causing personal injury to or damage to the property of any person (including the pupil him/herself).
• Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether that behaviour occurs during a teaching session or otherwise."

Whilst recognising the above this policy does not authorise staff to use any degree of physical contact which might reasonably be expected to cause injury. The schools underlying principles for restrictive interventions are as follows
• The use of restrictive and/or physical interventions to control or restrain a pupil should wherever possible be avoided and used only as a last resort.
• There are occasions when the use of a restrictive and/or physical intervention is necessary and appropriate.
• When the use of a restrictive and/or physical intervention is necessary it should be reasonable and proportional to the circumstances, and necessary to maintain the safety and dignity of all concerned.
• Where restrictive and/or physical intervention is needed it should be removed as soon as is practically possible and safe to do so.
• Members of staff may use such force as is reasonable (professional judgement of the situation) for the purpose of preventing a child from causing personal injury to any person, including the pupil himself. This policy should be seen as an integral part of the wider school behaviour policy. Thus, restrictive physical interventions are only used in the context of whole school strategies.

Monitoring arrangements:

• overseen by the Head of each school
• monitored half termly by the CEO.

Southview School, College & The View
Here after referred to as "Southview School"

Restrictive Intervention and the Safe and Positive Handling of Pupils Policy	
Policy Author:	Julian Cochrane
Approved by:	Local Advisory Committee
Date of Approval:	September 2026
Date for Review:	September 2027

Restrictive intervention can, in rare cases, form part of the classroom management procedures and is always used as a last resort. There is a clear distinction between 'guiding'/'supported movement' and 'restrictive interventions' and staff are trained in this distinction and are skilled in deploying a range of de-escalation techniques. In a special school where the vast majority of the cohort are wheelchair users, and all children have some physical difficulties, staff must consider carefully the implications of any restrictive intervention as this may cause physical harm to an individual child; where this is potentially the case, a risk assessment will form part of the Behaviour Management Policy.

The school is clear that, unless there are extreme and exceptional circumstances, we will not use restrictive intervention to hold a child against their will in a physical hold. Where this is the case the school will meet current reporting legislation (see External Record of restrictive Intervention form to be share with parents/carers on the day of the incident).

The school recognises that an 'off the shelf' approach to positive handling is not the best approach. To this end, the school works closely with colleagues in the Trust to provide be-spoke training.

OVERVIEW

Southview School is a specialist Physical and Neurological Impairment (PNI) school supporting pupils and students aged 3 – 19 who have profound physical and learning difficulties. Excellence and independence will develop through the core values of respect, responsibility learning and compassion. Southview is a school which values diversity, respects cultural, religious and gender difference, celebrates British values and inclusivity for all social groups and abilities.

We intend to do this by:

Maintaining and developing high quality education and care on site for those pupils requiring specialist support on a daily basis.

Providing enjoyable and stimulating teaching and learning where pupils can achieve to the best of their abilities.

Equipping all staff – teachers, teaching assistants and others through a programme of continuing staff development.

Involving pupils at all times in the development and monitoring of their personal management plans, education plans, and behaviour plans as appropriate.

Working together with parents and carers and involving the wider community in the work of the school as opportunities arise.

Using the expertise of all the staff within the school, in consultation with the local authority's specialist teams, in supporting pupils with PNI in mainstream settings across the County.

Utilising and developing the existing skills of the staff to support communication aids to support the assessment, access and confidence of pupils throughout the school who have significant speech and communication difficulties.

By setting up close links with the neighbourhood special and mainstream schools to maximise opportunities for all pupils in the community.

The school recognises that using equipment (such as wheelchairs) to manage challenging behaviour potentially constitutes restraint, and will seek to minimise these incidents, and report on these incidents appropriately.

The key objectives for the policy are:

- to maintain the safety of pupils and staff;
- to prevent serious breaches of school discipline and;
- to prevent serious damage to property.

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- Committing any offence;
- Causing personal injury to, or damage to the property of, any person (including the pupil him/herself); or
- 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.

This power extends to pupils from other schools on our school premises and to pupils in the lawful control or charge of a member of staff elsewhere – for example on a school visit.

MINIMISING THE NEED TO USE FORCE

Staff should try to communicate calmly with a pupil, using non-threatening verbal and body language and ensuring that the pupil can see a way out of the situation. Staff have been trained in de-escalation techniques. Taking the pupil away from other pupils, in some cases, reduces the need to 'act up to the audience'. In our situation, it is sometimes advisable to move the group away from the unfolding incident to ensure their safety and that of the pupil in distress. Wherever practicable, warn the pupil that a restrictive intervention may have to be used before you use it, for example; 'I need to stop you banging your head I am going to move you from the wall'.

Where instances of inappropriate behaviour are seen, pupils will have an individual behaviour management plan, which will outline consistent approaches and support.

STAFF AUTHORISED TO USE RESTRICTIVE INTERVENTIONS:

The staff to which this applies are defined in section 95 of the Act. They are:

- Any teacher who works at the school, and
- Any other person whom the head has authorised to have control or charge of pupils. This includes support staff such as teaching assistants, learning support assistants, learning mentors and lunchtime supervisors.

This can also include people to whom the Head Teacher has given temporary authorisation to have control or charge of pupils such as paid members of staff whose job does not involve supervising pupils and unpaid volunteers.

Teachers and staff with permanent authorisation will be communicated to by the Head Teacher as to who has temporary authorisation.

DECIDING WHETHER TO USE RESTRICTIVE INTERVENTION/DEFINITIONS:

The points for consideration are:

- How serious is the incident – what is the likely effect of injury, damage or disorder if you use restrictive intervention or don't?
- What are the chances of achieving the desired results by other means? With many pupils, and in the vast majority of cases, distraction may be a better initial strategy.
- What are the relative risks to the pupil, to you and to others associated with positive handling.

New guidance from April 1st 2026.

- Restraint (RPI): Another person subdues movement (in our case, staff member/s)
- Non-Physical Restraint: Restricting movement by removing an aid. E.g. removing a walking aid, turning off an electric wheelchair.
- Mechanical Restraint: Using equipment to restrain.
- Chemical Restraint: Use of medication to restrain.

Seclusion New guidance from April 1st 2026.

- A non-disciplinary intervention involving keeping a pupil confined to a place away from others to prevent, restrict, or subdue movement of the body, or part of the body. Seclusion is preventing a child leaving that space by physical obstruction, blocking, or making them believe they will be punished if they try to leave.
- *If seclusion was achieved using physical restraint or physical restraint was used to maintain seclusion, then both the restraint and seclusion would need to be recorded and reported as a statutory duty.*

‘REASONABLE FORCE’

There is no legal definition of when it is reasonable force; that will always depend on the precise circumstances of individual cases. To be judged lawful, the force used would need to be in proportion to the consequences it is intended to prevent. The degree of force used should be the minimum needed to achieve the desired result.

Where there is a high and immediate risk of death or serious injury, any member of staff would be justified in taking any necessary action – for example, preventing a pupil from hitting someone with a dangerous object, or putting themselves in a dangerous position, for example near a road. Staff should make every effort to avoid acting in a way that might reasonably be expected to cause injury, although in the most extreme circumstances this may not be possible.

RECORDING & REPORTING INCIDENTS

All incidents of positive handling must be recorded. In line with current legislation, a written record will be sent to the parents/carers on the day of the incident together with a phone call home immediately after the incident. The record will be signed off by a member of the schools leadership team and the incident will be recorded on CPOMS.

COMPLAINTS & ALLEGATIONS

Parents and pupils have a right to complain about actions taken by school staff. This might include the use of restrictive intervention. If a specific allegation is made against a member of staff then the school will follow the appropriate protocols, or under the school’s complaints procedure.