



Restrictive Interventions Policy

This policy explains how Davenies promotes good behaviour and, where necessary, uses restrictive interventions, including reasonable force, non-physical restraint and seclusion, in line with Department for Education guidance and applicable legislation. It sets out definitions, decision-making principles, unacceptable practices, and our statutory recording and reporting duties so that staff and parents understand when and how such measures may be used, and how we reduce their use over time.

Davenies has regard to:

- 'Restrictive interventions, including use of reasonable force, in schools' April 2026
- the Education and Inspections Act 2006, especially sections 93 and 93A
- the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025
- the Health and Safety at Work etc. Act 1974 and associated regulations
- the Human Rights Act 1998
- the Equality Act 2010
- Independent School Standards Regulations 2014
- EYFS Statutory Framework 2025

Terminology

For clarity, this guidance will use the following terminology:

Restrictive intervention: any action that prevents, restricts, or subdues a pupil's movement (or part of the body), including physical and non-physical measures, used to reduce immediate risk of harm.

Reasonable force: the minimum degree of physical force necessary, used for the least time, to prevent immediate risk of harm or to conduct a lawful search for a statutorily prohibited item.

Restraint: a form of restrictive intervention involving the use of force to hold back, physically prevent, or otherwise restrict a pupil's movement; this includes non-physical restraint (e.g., removal of a mobility aid).

Seclusion: a non-disciplinary, time-limited safety measure in which a pupil is confined away from others and is prevented from leaving (including by physical obstruction, blocking, or by making the pupil believe they will be punished if they try to leave). Seclusion must only be used to reduce an immediate risk of harm and must never be used or threatened as punishment.

Significant incident: any use of force that goes beyond appropriate physical contact, including where the degree, duration or context of force is more than minimal.

At Davenies we are committed to

- Maintaining a safe, calm, nurturing environment
- Minimising the need for restrictive interventions
- Supporting pupils—especially those with SEND—to regulate emotions safely
- Ensuring all interventions are lawful, reasonable, proportionate and in the best interests of the pupil

Staff will use proactive strategies and de-escalation wherever possible; restrictive interventions are used only when necessary, proportionate and time-limited to address an immediate risk of harm. We communicate this policy to staff, pupils and parents as part of our behaviour culture.

We will reduce the need for restrictive interventions through consistent, whole-school measures that promote safety, predictability and inclusion for all pupils. Whole school measures include:

- Following the Davenies Code – this provides a clear set of guidelines of expected behaviour for all those in the Davenies community.
- Having clear, positively framed routines and expectations taught explicitly and revisited in lessons, assemblies and form time and a curriculum that builds social, emotional and self-regulation skills.
- Creating a calm, predictable School and classroom environment by ensuring appropriate staffing ratios and timetables that create routines for the boys. Where appropriate visual timetables and designated regulation spaces can be created.
- Use of Peer Mentors and Adult mentors to provide boys with a safe space and person to speak to.
- Practising restorative approaches including the use of recognition and reinforcement of positive behaviours and restorative conversations to repair harm and relationships following incidents and build trust.
- Ensuring staff receive regular training and reminders on de-escalation, communication, trauma-informed practice (when appropriate), autism and ADHD awareness, and lawful decision-making in regard to the use of restrictive interventions.

- Monitoring behaviour and restrictive-intervention data to identify patterns, triggers, and disproportionality to inform improvement planning, environmental adjustments and staff training. The Governing Body and the Head will regularly review data on use of force, seclusion and restraint.
- Communicating with parents and pupils, providing clear information on our approach to behaviour and safety and providing opportunities to share pupil preferences, regulation strategies and communication needs.

When restrictive interventions may be used

Davenies does not operate a “no contact” policy. Staff may make appropriate, non-force physical contact in context (e.g., first aid, assisting with personal care in line with care plans, guiding a pupil, comforting a distressed pupil, or demonstrating activities), consistent with discharging safeguarding duties.

Like all Schools, we reserve the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances. Staff may use restrictive interventions only when necessary to prevent a pupil from:

- causing injury to themselves or others;
- committing a criminal offence
- damaging property where this creates a risk to safety;
- causing disorder that presents a risk of harm, whether during a teaching session or otherwise.

Any intervention used will be the least restrictive option likely to be effective and used for the minimum time to reduce the immediate risk.

Before intervening, and while an intervention is ongoing, staff will always consider:

- **Necessity:** Is there an immediate risk of harm that cannot be addressed safely by de-escalation or other less restrictive alternatives?
- **Proportionality:** Is the degree and duration of restriction the minimum necessary to reduce the risk?
- **Welfare and context:** Has the pupil’s age, size, medical conditions, SEND, trauma, dignity, communication needs and the environment been considered?

Staff will pause or stop where the intervention escalates the risk. It is unlawful to use force as punishment. Staff will not restrain a pupil in a way that affects the airway, breathing or circulation (for example, pressure to the neck, chest or abdomen, or covering the mouth or nose). Prone or ground restraints carry elevated risk and will be avoided wherever possible; if a pupil is taken to the ground, staff will release or reposition as quickly as possible. Holds designed to inflict pain will not be used and staff will immediately ensure that a medical assessment is undertaken where any injury may have occurred.

All of our staff are trained in the circumstances in which reasonable minimum force may be used, both as part of their induction and regular refresher training on managing pupil behaviour. Where it has been identified that children in the school may require restrictive interventions, staff likely to use restrictive interventions will receive relevant training, including prevention and de-escalation. The school will also undertake risk assessments to support staff to act safely and lawfully, in line with our duty to protect staff health, safety and welfare.

In particular, they are advised always to use their voices first and to use the minimum force necessary to restrain a pupil for the shortest possible period of time. The use of force can include either passive contact (such as standing between pupils or blocking a path) or active contact (such as leading a pupil by the arm away from a situation).

Members of staff (including non-teaching staff) may use reasonable force at any time off the School premises when they have lawful charge of the pupil elsewhere (e.g. on a school trip or other authorised out of School activity).

Recording and reporting

Every member of staff will inform the Head or the Designated Safeguarding Lead immediately after they have needed to restrain a pupil physically. The School will record and report restrictive interventions, including significant uses of force, seclusion and non-physical contact using the form as set out in Appendix A of this policy. This will then be stored securely with the Designated Safeguarding Lead.

Incidents will be recorded as soon as practicable, and where possible the same day. The record will include the names of staff and pupils involved; details of the pupil's needs/SEND status, if any; the time, date, location and duration of the incident; a description of the incident; details of any de-escalation attempted; the type and degree of force used; the rationale for necessity and proportionality; any injuries sustained and medical attention provided and details of any post-incident support required.

Incidents will be reported to each parent of the pupil concerned as soon as practicable, in writing and, where possible, the same day. The report will include the time/date/location/duration of the incident, details of why the use of force was necessary, the type and degree of force used, and details of any injuries sustained. Parents will be invited to the School, so that we can, if necessary, agree a [protocol/plan] for managing their child's behaviour. There are limited exceptions to this procedure where safeguarding is a consideration and it appears to the Head and the DSL that reporting the incident to a parent would likely result in significant harm to the pupil. If that is the case then a report will not be made to that parent and if a report cannot be made to any parent for this reason then a report will instead be made to the local authority where the pupil is ordinarily resident. [Parents of EYFS pupils will be informed of the incident on the same day or as soon as is reasonably practicable.]

The School will ensure that records kept will be accurate, factual and completed by any staff involved (and quality-assured by a senior leader). We will retain records in line with our retention schedule

Senior leaders will monitor the use of restraint and take appropriate action to prevent the inappropriate use of restraint. They will take effective action when inappropriate restraint has been used.

In addition, the Head will consider whether staff require any additional training and support to enable them to de-escalate potential confrontations between pupils, or potentially violent behaviour, to minimise the need for restraint.

Support following an incident

The immediate focus following an incident will be on the wellbeing and safety of any pupils and staff involved. The School will provide medical assessment/treatment for injuries where appropriate and, once appropriate to do so, will facilitate a debrief conversation(s) with the pupil and involved staff led by a non-involved member of staff to learn and repair relationships. The School will provide ongoing wellbeing support for pupils, staff, and any witnesses as needed.

As soon as practicable the School will evaluate the incident to understand why it occurred and identify how to reduce any future need for the use of reasonable force and/or restrictive interventions.

Seclusion

Seclusion is a non-disciplinary safety measure used only to protect others from immediate harm when a pupil is highly dysregulated and not acting with intent. It will never be threatened or used as punishment.

Any seclusion will occur in a safe, non-threatening space. The pupil will be continuously supervised and the seclusion will last only as long as necessary, and end as soon as the immediate risk reduces.

All incidents of seclusion will be recorded and reported in line with the above Recording and Reporting Duties.

Pupils with SEND and individual support

The School recognises the risk that pupils with SEND may be disproportionately subject to the use of restrictive interventions. The School also recognises that some pupils, without SEND, such as those who have experienced past trauma, may require individual support.

The School understands the importance of identifying and understanding any underlying triggers of challenging behaviour so that they can provide individual, proactive support and create an inclusive environment.

The School will where possible utilise staff who know individual pupils well to help identify and manage risk such as trigger points when challenging behaviour is more likely to occur and develop proactive strategies to reduce the likelihood of restrictive interventions being used.

The School will work with the pupil, parents and other professionals to

- Develop prevention and de-escalation strategies. This may include removing stimuli that may be causing distress, giving pupils time, space and strategies to calm down before their behaviour escalates or engaging the pupil in an activity which can help them manage their feelings of
- Develop a behaviour support plan to include details of any adjustments required and the pupil's communication preference. The behaviour support plan will also clearly set out the parameters where staff may have increased physical contact with a pupil.
- Review the behaviour support plan with the pupil and their parent periodically and following any significant incident, so that changes can be made based on evidence of what has worked and what has not worked in practice for the individual pupil.

The Governing Body will regularly review data on use of force, seclusion and restraint to identify any disproportionate use affecting pupils with protected characteristics or SEND.

Complaints and allegations

Where an allegation is made about a member of staff in connection with the use of force or other restrictive interventions, the School will follow its procedures for managing allegations and concerns about staff conduct (including referral to the Local Authority Designated Officer (LADO) where applicable). Records will be handled sensitively and shared only with those who need to know.

Parents may raise concerns or make a complaint about the use of restrictive interventions through the School's Complaints Procedure. Concerns will be taken seriously and responded to in line with that procedure. Where a complaint or concern indicates a safeguarding risk, it will be managed under the School's safeguarding arrangements.

Updated: Autumn Term 2026, Deputy Head Pastoral

Review: Autumn Term 2027, Deputy Head Pastoral

Appendix A:

Restrictive Intervention Incident Recording Form (includes use of force, seclusion and non-force related restraint)



BOY'S DETAILS

Name:

Form:

SEND: Yes/No SEN status code (if applicable):

Relevant medical / vulnerability information:

DETAILS OF INCIDENT

Incident category (tick all that apply): ☐ Significant incident (use of force) ☐ Seclusion ☐ Non-physical restraint (e.g., removal of mobility/auxiliary aid)

Date:

Time:

Location:

Approximate duration of intervention:

Staff involved :

Witnesses (staff/pupils):

DESCRIPTION OF EVENTS

(Include sequence of events, behaviour observed, risks posed.)

Identified or potential triggers (if known)

DE-ESCALATION STRATEGIES USED

- ☐ Verbal calming
- ☐ Time/space offered
- ☐ Distraction
- ☐ Change of adult
- ☐ Environmental adjustment
- ☐ Use of known regulation strategies
- ☐ Other: _____

Effectiveness:

Reason for intervention (tick all that apply):

- ☐ Prevent injury to pupil
- ☐ Prevent injury to others
- ☐ Prevent serious property damage
- ☐ Prevent disorder

Brief account of why the intervention was considered necessary (include immediate risk of harm):

Type and degree of force/restraint used:

SECLUSION

Was seclusion used?

- ☐ Yes ☐ No

If yes: location, supervision, duration and reasons:

INJURIES / FIRST AID

Was the boy injured?

☐ Yes ☐ No

If yes provide details:

Were any staff injured?

☐ Yes ☐ No

If yes provide details:

First aid given? By whom?

Medical treatment required? Details (incl. external treatment/ambulance/A&E if applicable):

POST-INCIDENT ACTIONS

Post-incident support provided (pupil/staff) (e.g. pastoral support, supervision adjustments, referrals):

Parent informed by:

Date/time:

Method: (phone/email/in person)

If initially phone/in person follow up required in writing detailing above.

Written information sent to parents on

Copy of written record provided to parents (if applicable): Yes/No Date sent/provided:

If not provided to a parent due to serious harm concern, record rationale and details of local authority report (LA/date/time/contact):

PUPIL DEBRIEF

Date/time:

Lead staff:

Summary of pupil views:

STAFF DEBRIEF

Summary of staff reflections:

Meeting with parents required? Y/N

Record completed on (date/time):

Quality assurance (senior leader): Name/role/signature/date:

Completed by:

Name:

Position:

Signature:

Date:

Counter