



WATTON WESTFIELD
INFANT & NURSERY

WATTON JUNIOR

'A Community of Ambition, Creativity and Kindness'

Restrictive Interventions policy

This policy will be reviewed in full by the Governing Body on an annual basis.

Reviewed By	Local Governing Body
Meeting at which policy was reviewed and approved	March 2026
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1.0 Statutory and Legal Framework

This policy is grounded in the latest national legislation and Department for Education (DfE) mandates. The transition in April 2026 from "good practice" to "statutory duty" regarding the recording and reporting of restrictive interventions represents a fundamental shift in school governance.

The Trust operates under the legal powers granted by Section 93 of the Education and Inspections Act 2006, which allows staff to use such force as is reasonable in the circumstances to prevent a pupil from causing injury, damaging property, committing an offence, or causing serious disorder. From April 1, 2026, Section 93A of the same Act mandates that every "significant incident" of force must be recorded and reported to parents. Furthermore, the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025 introduce a new legal duty to record and report incidents of seclusion and non-force related restraint.

The Trust also fulfils its obligations under the Equality Act 2010, which requires school leaders to make reasonable adjustments for pupils with Special Educational Needs and Disabilities (SEND) to ensure they are not disadvantaged by school policies. This is particularly relevant given the Specialist Resource Base (SRB) provisions across the Trust, where behaviour is often understood as a manifestation of underlying communication or sensory needs. The Human Rights Act 1998 further ensures that any interference with a pupil's physical integrity is lawful, necessary, and proportionate to the risk presented.

2.0 Core Definitions and Standards of Practice

To ensure a consistent "Trust language," the following definitions must be adhered to by all staff across the seven schools.

2.1 Restrictive Intervention

This is the umbrella term used by the Trust to describe any means used to prevent, restrict, or subdue the movement of a pupil's body or part of their body. It includes both physical actions (reasonable force) and non-physical actions (such as environmental modifications or seclusion).⁵

2.2 Reasonable Force

This describes the application of force that is "reasonable in the circumstances," meaning it uses no more force than is necessary for the least amount of time. The Trust differentiates between "control" and "restraint":

- **Control** involves passive physical contact, such as standing between pupils or blocking a path, or active contact like leading a pupil by the arm.
- **Restraint** is the positive application of force with the intention of overpowering a pupil to completely restrict their mobility.

2.3 Seclusion

Seclusion is a non-disciplinary intervention where a pupil is kept confined to a place away from others and is prevented from leaving. It must only be used as a safety measure to protect others

from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. It is distinct from "removal," which is a disciplinary sanction where a pupil is required to spend time out of the classroom to continue their education in a supervised setting.

2.4 Restraint (Non-Force Related)

Legislative updates from 2025 define restraint as any non-disciplinary intervention that immobilises a pupil or limits their movement, which may or may not include direct physical contact. Examples include removing a pupil's walking aid to prevent them from using it as a weapon or physically blocking a doorway.

3.0 Prevention and De-escalation Strategies

The Clarion Corvus Trust prioritises the prevention of conflict and the minimisation of the need for restrictive interventions. The Trust's educational ethos underpins the belief that a positive and nurturing environment is the most effective tool for behaviour management. ¹¹

3.1 Whole-School Strategies

School leaders are responsible for implementing measures that reduce the likelihood of behavioural escalation. These include:

- **Environment and Resources:** Ensuring learning environments are well-resourced and stimulating to engage pupils.
- **Consistency of Approach:** Establishing clear routines and a shared language for staff-pupil interactions.
- **Proactive Staffing:** Identifying "hotspots" like corridors or playgrounds during transition times and ensuring high visibility of staff.
- **Relationship Building:** Fostering trustworthy relationships through unconditional positive regard, particularly for pupils who have experienced rejection or trauma.

3.2 De-escalation and Training Models

The Trust recognises that school leaders are best placed to determine the most effective training models for their specific school context and pupil needs. Consequently, the specific therapeutic approach may vary across the Trust's seven schools.

Watton Westfield & Junior Schools utilise the "Norfolk Steps" approach, a therapeutic model that views behaviour as a form of communication. For settings using this model, staff receive "Step On" training focusing on calm body language and "Step Up" training for restrictive physical interventions as a last resort.

Regardless of the specific provider, all staff are expected to maintain a calm stance and use consistent de-escalation scripts to reduce conflict.

5.0 Appropriate Physical Contact

The Trust does not operate a "no contact" policy. ⁵ Staff are supported in making appropriate physical contact that does not constitute a restrictive intervention, such as:

- Comforting a distressed pupil.
- Guiding a pupil (e.g., using a "mitten" hand shape above the elbow).
- Administering first aid.
- Physical contact during PE, sports coaching, or music tuition.

6.0 Standards for the Use of Reasonable Force

The Trust acknowledges that there are circumstances where the use of force is lawful and necessary to maintain safety. However, any application of force must meet the following criteria.

6.1 The Assessment of Intervention

Before using a restrictive intervention, the staff member must assess the situation based on three principles:

1. **Necessity:** Is there an immediate risk of injury, serious damage to property, or significant disorder? Are there other, less restrictive ways to manage the risk?
2. **Proportionality:** Is the degree of force used in proportion to the risk? Is it the minimum force needed for the shortest duration?
3. **Welfare and Dignity:** Has the pupil's welfare been considered, including any medical conditions, SEND, or past trauma? Is the intervention being carried out in a way that respects the pupil's dignity?

6.2 Prohibited and Unacceptable Techniques

The following techniques carry an unacceptable risk of harm and are strictly prohibited across all Clarion Corvus Trust schools:

- Any restraint that affects the airway, breathing, or circulation (e.g., pressure on the neck, abdomen, or chest).
- Holding a pupil face down on the floor (prone restraint).
- The "seated double embrace," which involves forcing a pupil into a sitting position and leaning them forward.
- The use of force as a punishment.
- Techniques intended to deliberately inflict pain or hyperextend joints.

7.0 Seclusion and Environmental Restraint

Seclusion is a highly restrictive intervention and must be used with the utmost caution. Within the Trust, seclusion is defined as a non-disciplinary safety measure for pupils experiencing high levels of emotional dysregulation.

7.1 Protocols for Seclusion

- **Supervision:** The pupil must be supervised by a staff member at all times.

- **Environment:** The place of seclusion must be safe, well-ventilated, and not feel intimidating or threatening.
- **Duration:** The pupil must be allowed to leave as soon as the immediate risk of harm has reduced.
- **Non-Punitive:** Seclusion must never be used as a disciplinary response to wilful misbehaviour.

Any use of seclusion must be recorded and reported under the statutory duties effective from April 2026.

8.0 Considerations for Pupils with SEND

The Trust's schools, particularly those with Specialist Resource Bases (SRBs), serve a high proportion of pupils with complex social, emotional, and mental health (SEMH) and learning needs.

8.1 Understanding Triggers and Communication

Staff must recognise that pupils with SEND, particularly those who are non-verbal, may express distress or confusion through their actions. Triggers may include sensory overload, pain, or unfamiliar environments.

9.0 Behaviour Support Plans (BSPs)

Where a pupil's behaviour presents a foreseeable risk, school leaders must ensure that a Behaviour Support Plan is in place. These plans should be co-produced with parents and, where appropriate, the pupil. A BSP should include:

- A "picture" of the child, including their strengths and motivators.
- Identified triggers and first signs of escalation.
- Specific proactive and de-escalation strategies tailored to the individual.
- Agreed-upon parameters for physical contact or restrictive intervention if required for safety.

For pupils with sensory needs, the use of "separation spaces" (such as nurture rooms) as part of a planned, non-disciplinary response should be clearly distinguished from seclusion or disciplinary removal.

10.0 Statutory Recording Requirements

From April 1, 2026, the Clarion Corvus Trust transitions to a mandatory statutory recording system for all significant incidents involving the use of force, seclusion, or non-force related restraint.

10.1 The Recording Process

Incidents must be recorded in writing by the staff member(s) involved as soon as practicable, and no later than the end of the school day. Each school must maintain a central log of these incidents.

Data Point	Requirement for Record
Names	Names of all pupils and staff directly involved.
Pupil Context	Relevant needs or SEND status, including SEN code.
Timeline	Time, date, location, and approximate duration of the intervention.
Narrative	A brief account of the incident, what led up to it, and why the intervention was assessed as necessary.
Intervention Details	Type of force/intervention used and the degree of force applied.
Prevention	Any preventative or de-escalation strategies used before the intervention.
Medical/Support	Details of any injuries sustained and any post-incident support or medical treatment provided.

Records must be stored securely in accordance with the Trust's data protection policies.

For Watton Westfield and Watton Junior School, CPOMS is used for secure record keeping. See **Appendix 1** for template record sheet.

11.0 Statutory Reporting to Parents and Guardians

The Trust Board and school leaders must ensure that procedures are in place to report every significant incident to parents as soon as practicable, ideally on the same day.

11.1 Parental Notification Procedures

Notifications should be provided in writing (e.g., via secure email or the school's online messaging system). The report must include the reason for the intervention, the type of force used, and any injuries sustained. School leaders should offer parents the opportunity for a follow-up discussion to review the incident and amend the pupil's Behaviour Support Plan if necessary.

11.2 Exceptions to the Duty to Report

The only circumstances under which a report to a parent may be withheld are if there is a significant risk that informing the parent would result in serious harm to the pupil (e.g., in cases of suspected domestic abuse or neglect).

In cases where reporting to parents is withheld for safety reasons, the incident must be reported to the local authority's safeguarding team.

12.0 Local Authority Contact (Norfolk)

Authority	Department	Professional Contact Number
Norfolk	Children's Advice and Duty Service (CADS)	0344 800 8021

Emergency safeguarding concerns should be directed to the police via **999**.

13.0 Post-Incident Procedures: Support and Learning

The Clarion Corvus Trust recognises that restrictive interventions can be distressing for pupils, staff, and witnesses. Post-incident care is essential for repairing relationships and fostering a culture of continuous improvement.

13.1 Medical and Wellbeing Checks

Immediately following an incident:

- Pupils and staff must receive a medical assessment and treatment for any injuries.
- Injuries must be recorded according to the school's health and safety procedures.
- Witnesses, including other pupils, should be provided with support where necessary.

13.2 The Debriefing Process

School leaders should facilitate a debriefing session for the staff involved, ideally led by a member of the senior leadership team who was not a participant in the incident. This allows for an evaluation of the event:

- Why was the intervention used?
- What was the impact on the pupil and staff?
- What patterns or trends are emerging?
- How can future interventions be avoided?

13.3 Pupil Restorative Conversations

Once the pupil is emotionally regulated, a staff member (preferably one with a trusting relationship with the child) should conduct a restorative conversation. In primary settings, this may involve specific frameworks to help the child reflect on their responsibility and identify alternative behaviours for the future (for Watton Westfield & Junior Schools, see the schools' **Behaviour Policy** for templates).

14.0 Governance and Monitoring: The Role of the Trust Board

The Board of Trustees of Clarion Corvus Trust has overall responsibility for ensuring that each school complies with its statutory duties.

15.0 Data Analysis and Improvement

School leaders must provide regular reports on the use of restrictive interventions to their Local Governing Bodies (LGBs) and the Trust Board. Governors and Trustees should interrogate this data to:

- Identify areas where staff may need additional training in de-escalation or specific physical intervention models.
- Monitor whether certain cohorts (e.g., pupils with SEND or those from disadvantaged backgrounds) are disproportionately affected by interventions.
- Review the effectiveness of individual support measures and behaviour plans.
- Ensure that school policies are being implemented consistently across all sites.

16.0 Searching, Screening, and Confiscation

School leaders and authorised staff have the statutory power to search pupils or their possessions if they have reasonable grounds to suspect they are carrying a prohibited item.

16.1 Prohibited Items and the Use of Force

Staff may use "such force as is reasonable" to search for the following items:

- Knives and weapons.
- Alcohol and illegal drugs.
- Stolen items.
- Fireworks and pornographic images.
- Any item that has been or is likely to be used to commit an offence or cause injury.

Reasonable force can be used to search for these items but **must never** be used to search for items banned only by school rules (e.g., mobile phones).

17.0 Complaints and Allegations

Any concerns regarding the use of restrictive interventions must be dealt with in accordance with the Trust's **Complaints Policy**.

18.0 Allegations Against Staff

If an allegation is made that a staff member has used inappropriate or excessive force, the "Procedures for Dealing with Allegations of Abuse Against Staff" must be followed. School leaders must notify the Local Authority Designated Officer (LADO) within 24 hours.

Location	LADO Contact Information
Norfolk	01603 223473 or LADO@norfolk.gov.uk

The Trust recognises the importance of balancing the protection of children with the welfare of staff members accused of misconduct.

19.0 Training and Risk Assessment: Staff Welfare

The Clarion Corvus Trust is committed to the health, safety, and welfare of its employees. School leaders must ensure that staff who regularly work with pupils exhibiting challenging behaviour can do so as safely as possible.

20.0 Risk Assessments for Staff

Each school must carry out robust risk assessments for staff members in roles where the use of force or restrictive intervention is foreseeable.⁵ These assessments should be reviewed annually or following any significant change in the pupil profile or school environment.

21.0 Ongoing Professional Development

The Trust provides access to Continuing Professional Development (CPD) in behaviour management and inclusion. School leaders must ensure that:

- All staff are familiar with this policy.
- Staff likely to need to use force are trained in the specific model adopted by the school (for Watton Westfield & Junior Schools, the chosen provider is Norfolk Steps).
- Specialist leads provide guidance for working with pupils with complex needs.

22.0 Implementation and Review

This policy represents a unified standard for Clarion Corvus Trust, providing school leaders with the framework necessary to manage complex behaviours safely and lawfully. By integrating rigorous statutory requirements with flexible training models suited to local settings, the Trust ensures that every child is supported within a safe, inclusive, and transparent environment.

This policy will be reviewed annually by the Trust Board to ensure it remains aligned with national legislation, local authority protocols in Norfolk and Suffolk, and the evolving needs of our seven school communities. Through mutual support, collaboration, and a relentless focus on pupil wellbeing, Clarion Corvus Trust continues to aspire to excellence in all aspects of its practice.

23.0 Links with other school policies

This policy should be read in conjunction with the following policies:

- Behaviour
- Complaints
- Safeguarding
- SEND

Appendix 1: Restrictive Physical Intervention/Incident Record

CYP _____ Date _____ Time -
 _____ Duration _____

Staff member completing form _____ Staff witness if different

Details of incident:			
<p>Incident: (What happened? Avoid emotive statements):</p>			
Trigger/s (tick/highlight the box/es you feel led up to this incident):			
Noise	New Environment	Anxiety	Change in routine
Personal space invaded	Waiting	Busy environment	Previous incident stress
New/change staff	Tired	Over stimulated (sensory)	Wet/dirty clothes
Not engaged	Separation anxiety	Under stimulated (sensory)	Unable to communicate effectively
Peer incident	Pain/illness	Lack of understanding	Demand request
Hungry/thirsty	Other trigger or build-up/accumulation of stress:		

Setting (What was taking place prior to incident, where were staff and peers, what was the CYP doing prior to incident?):
Please state which de-escalation techniques were used/tried (limited choice, script, distraction, humour, positive phrasing):
Post incident/debrief/recovery (What happened after the incident to support the CYP/s involved to recover? Is the CYP ready to discuss the incident? What needs to be in place to reduce the likelihood of this taking place again?):
Senior staff feedback to incident on next step actions to reduce likelihood of reoccurrence:

Staff members involved in the restrictive physical intervention/s? _____

Restrictive Physical Intervention: (tick which ones used and number in order):

Physical Intervention type:	Tick RPI used	Number in order used:	Time spent in RPI and distance travelled (5min):	Staff involved:	Breathing/well-being checked?
Shoulder hug (closed hand) Step on					Yes / No
Paired shoulder hug (closed hand) Step on					Yes / No
Arm hug (closed hand) Step on					Yes / No
Paired arm hug(closed hand) Step on					Yes / No
Stabilise and turn Step on					
Lone worker:					
Elbow Tuck Step up					Yes / No
Shield Escort Step up					Yes / No
Two person:					
Elbow Tuck Rescue Shape Standing Step up					Yes / No
Elbow Tuck Figure 4 Standing Step up					Yes / No

Why was it reasonable, proportionate, and necessary/What harm was prevented? (tick/highlight box options)		
Risk of CYP hurting themselves	CYP hurting peer	CYP hurting staff
CYP damaging property		Extreme disruption of setting order
Extreme dysregulation ('I care enough about you to not let you be out of control')	Risk of harm from absconding	Planned proactive use to avoid trigger (as part of a planned agreed intervention)
Other (state what could have happened if RPI was not implemented):		
Staff debrief with SLT? Yes / No - restorative discussion/ restorative practice with other CYP Include brief summary below:		
CYP reflection with trusted member of staff taken place? Yes / No Include brief summary below:		

Parents/carers of CYP involved informed of incident? Yes / No

Signature of staff member filling out form:

_____ Date: _____

Signature of staff member reviewing form: _____ Date:

Print name: _____

All restrictive physical intervention recording documents need to be kept securely under setting policies in accordance with UK law (75 years under GDPR law).