

ST. EDMUND'S CofE

*Learning through faith, we dream,
we believe and achieve.* ”



OUR VALUES: PERSEVERANCE • RESPECT • JUSTICE & FORGIVENESS • TRUTH & TRUST • COMPASSION • RESPONSIBILITY



USE OF RESTRICTIVE INTERVENTION POLICY

Spring 2026

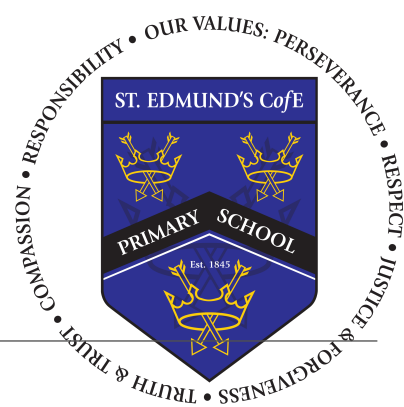
Find us on 

St. Edmund's CofE Primary and Nursery School

....A journey to discover life in all its fullness
(John, 10:10)

#BeaconofExcellence #SixcessValues

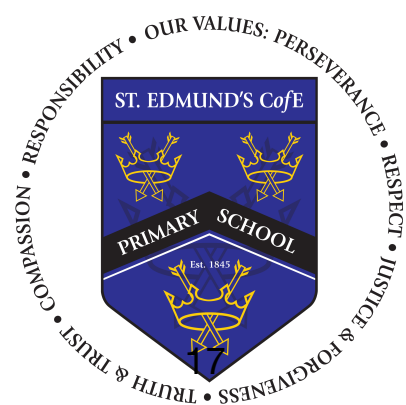
EVERANCE | RESPECT | JUSTICE & FORGIVENESS



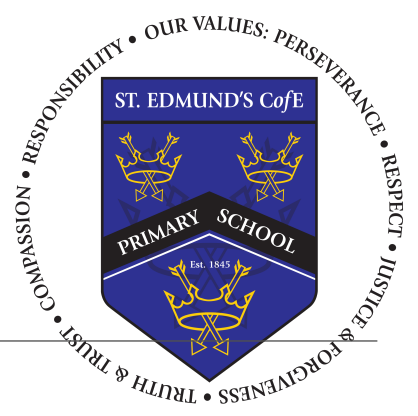
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St. Edmund's CofE Primary & Nursery School



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1. Introduction

At St. Edmund's CofE Primary & Nursery School, we are committed to creating a safe, nurturing and inclusive environment where every child can flourish spiritually, academically, socially and emotionally.

We believe that positive relationships, clear expectations and supportive behaviour strategies reduce the likelihood of serious incidents.

However, there may be rare occasions when staff need to use restrictive interventions or reasonable force to prevent harm.

In these circumstances, interventions will:

- Always be a last resort
- Be proportionate and necessary
- Be used only to keep people safe
- Be followed by restorative support

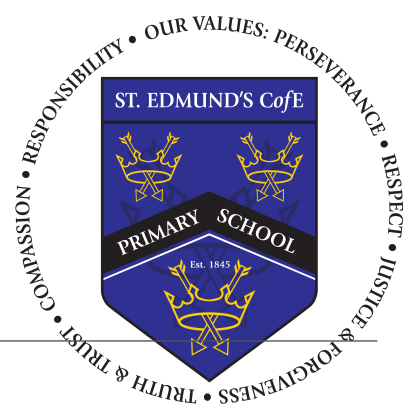
Our approach is strongly influenced by CPI (Crisis Prevention Institute) training, which prioritises prevention, de-escalation and trauma-informed responses.

2. Aims and Principles

This policy aims to:

- Protect the safety, dignity and wellbeing of pupils and staff
- Minimise the need for restrictive interventions through prevention
- Ensure staff understand when physical intervention is lawful
- Provide clear guidance for recording and reporting incidents
- Promote consistent practice across the school

Restrictive interventions will only be used when absolutely necessary to prevent immediate harm.



3. Legislation and Guidance

This policy is based on:

- Education and Inspections Act 2006 – Section 93
- DfE: Use of Reasonable Force in Schools
- Keeping Children Safe in Education
- Behaviour in Schools guidance

Further information:

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

This policy emphasises that restrictive interventions are lawful only when necessary and proportionate to maintain safety.

4. Definitions

4.1 Reasonable Force

Force used to prevent pupils from:

- Hurting themselves
- Hurting others
- Damaging property
- Seriously disrupting learning

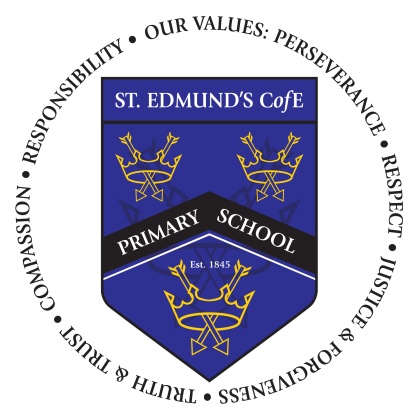
4.2 Restrictive Intervention

Any action that restricts a pupil's freedom of movement.

This may include:

- Physical restraint

...a journey to discover life in all its fullness (Johnn, 10:10)



- Blocking movement
- Guiding or escorting

4.3 Seclusion

Separating a pupil from others to manage behaviour.

Seclusion will only occur under strict supervision and as part of behaviour support strategies.

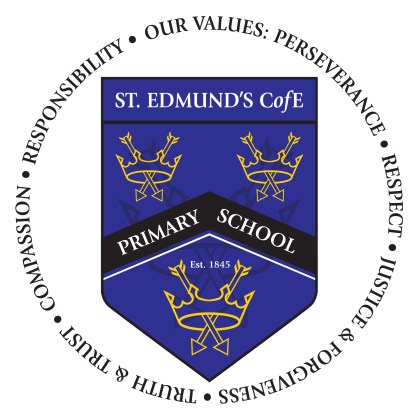
5. CPI Approach to Behaviour Support and De-escalation

St. Edmund's CofE Primary & Nursery School adopts the Crisis Prevention Institute (CPI) approach to behaviour support and crisis prevention. This model emphasises that behaviour is a form of communication and that the role of staff is to respond in ways that prevent escalation and promote safety, dignity and emotional regulation.

CPI training equips staff with practical strategies to:

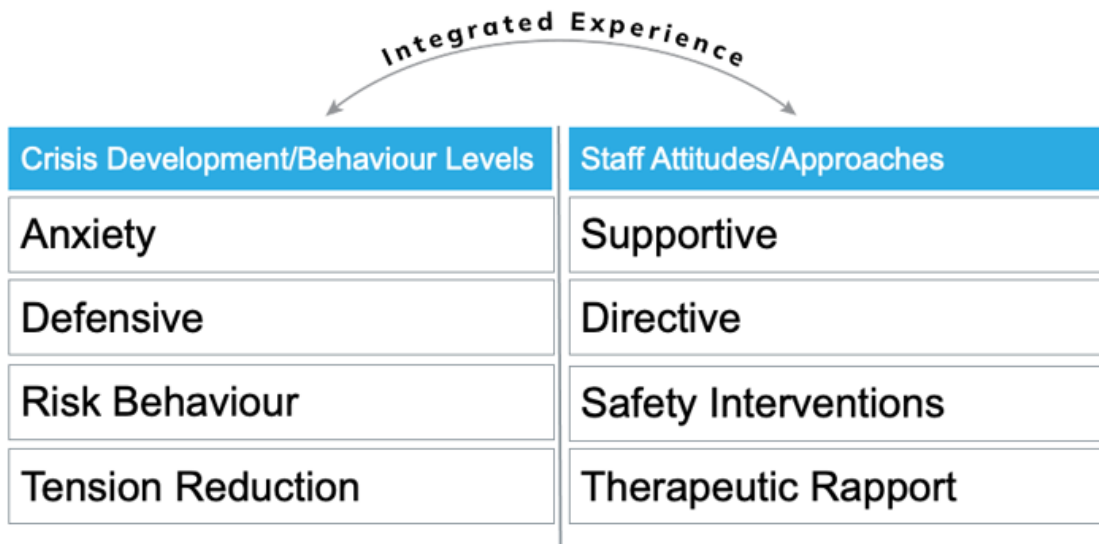
- recognise early signs of distress
- respond using calm, supportive communication
- reduce escalation through professional judgement
- intervene safely only when there is a risk of harm

The following models underpin staff training and inform our approach to behaviour support and restrictive intervention.



5.1 The CPI Crisis Development Model

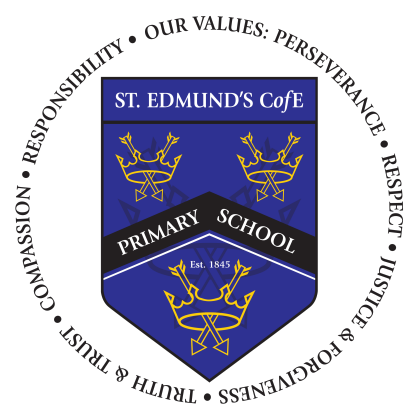
The CPI Crisis Development ModelSM



This model describes how behaviour may escalate and identifies the most effective staff responses at each stage.

Behaviour Level	Staff Response
Anxiety	Supportive
Defensive	Directive
Risk Behaviour	Safety Intervention
Tension Reduction	Therapeutic Rapport

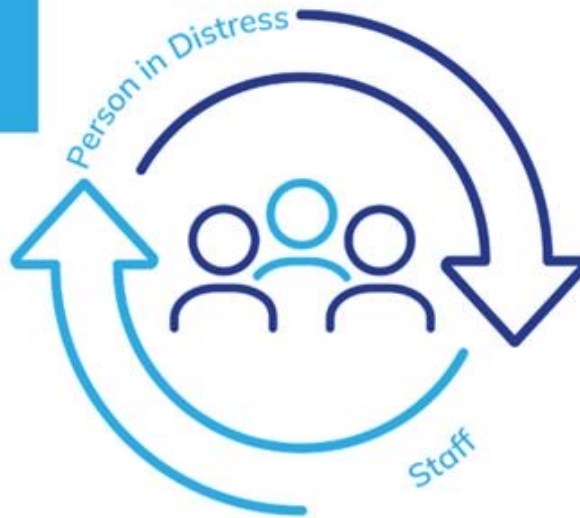
The aim of staff intervention is always to prevent escalation and support pupils to return to a calm and regulated state.



5.2 Integrated Experience

Integrated Experience

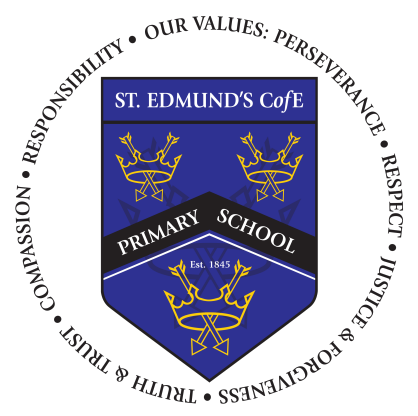
Their attitudes and behaviours influence you.



Your attitudes and behaviours (your responses) influence their behaviour.

The Integrated Experience reminds staff that their behaviour influences pupil behaviour. Calm, consistent and respectful responses from adults reduce escalation and help pupils regain control of their emotions.

This principle reinforces the school's commitment to a trauma-informed and relational approach to behaviour.



5.3 Communication Considerations

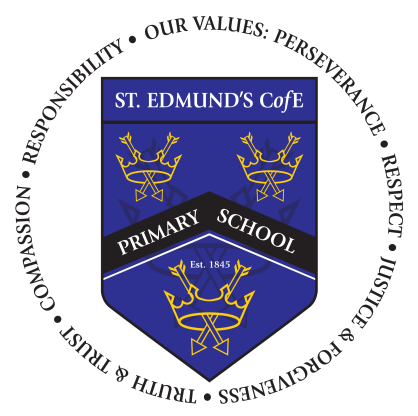
Communication Considerations



When supporting pupils in distress, staff consider a range of factors that may influence behaviour and communication, including:

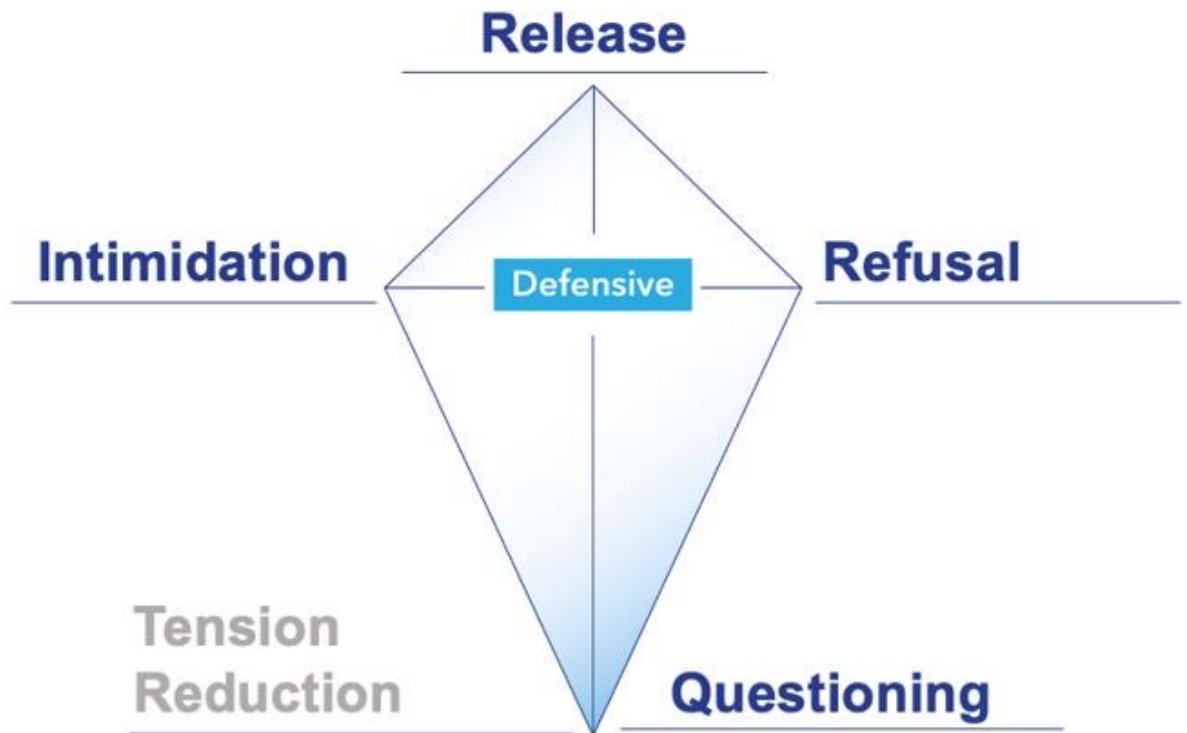
- age and stage of development
- cognitive functioning
- cultural context
- gender identity
- previous life experiences

Understanding these factors helps staff provide individualised and inclusive support.



5.4 Verbal Escalation Continuum

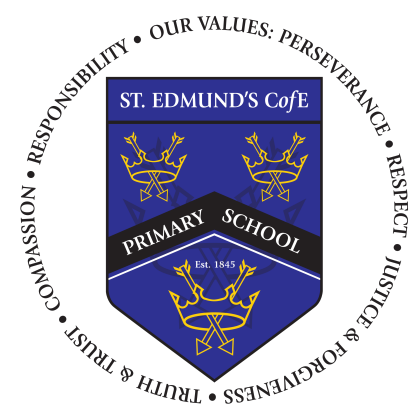
The Verbal Escalation ContinuumSM



This model highlights common defensive behaviours that pupils may display when experiencing emotional distress, including:

- questioning
- refusal
- release behaviours
- intimidation

Staff respond by remaining calm, setting clear expectations and avoiding responses that could escalate the situation.



5.5 Decision-Making Matrix

The *Decision-Making Matrix*SM

Severity of Harm	Catastrophic Death will occur, or the level of injury will lead to permanent or irreversible ill-health	MEDIUM	HIGH	EXTREME	EXTREME	EXTREME
	Major Psychological or physical injury will require treatment leading to long term incapacity or disability	MEDIUM	HIGH	HIGH	EXTREME	EXTREME
	Moderate Psychological or physical injury will require treatment and/or lead to medium term incapacity and ill-health	LOW	MEDIUM	HIGH	HIGH	EXTREME
	Minor Psychological or physical injury will be non-permanent and/or cause no lasting ill-health	LOW	MEDIUM	MEDIUM	HIGH	HIGH
	Negligible Psychological or physical injury will be minimal	LOW	LOW	LOW	MEDIUM	MEDIUM
		Rare Will probably never happen	Unlikely Is not expected to happen, but it could	Possible Might happen	Likely Will probably happen	Certain Will undoubtedly happen
		Likelihood of Behaviour				

OVERALL RISK RATING GUIDE (Colour code)			
Green (G)	Yellow (Y)	Orange (O)	Red (R)
Low Risk	Medium Risk	High Risk	Extreme Risk

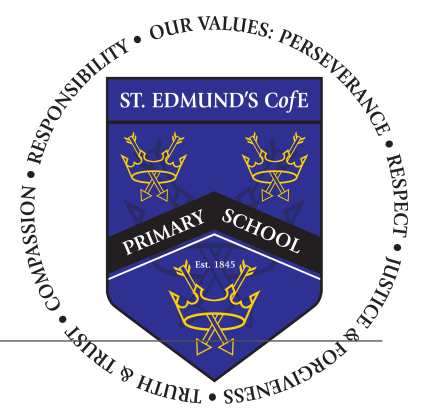
Staff may use this matrix to assess:

- the severity of potential harm
- the likelihood of the behaviour occurring

This supports professional judgement about the level of response required and whether intervention is necessary to maintain safety.

Restrictive interventions should only occur when the risk of harm is high and other de-escalation strategies have been ineffective.

(These models form part of staff CPI training and are used to support professional judgement when responding to behaviour that may place pupils or others at risk)



6. Prevention and De-escalation

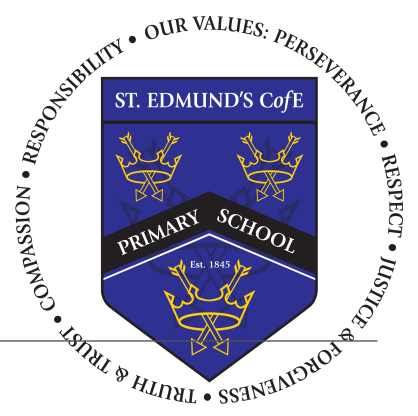
Staff prioritise preventative strategies such as:

- Positive relationships
- Clear behaviour expectations
- Calm classroom environments
- Emotion coaching
- Zones of Regulation strategies
- Restorative conversations

Staff may also use:

- distraction
- humour
- calm reassurance
- structured choices
- time away from the situation

Restrictive intervention should never replace effective behaviour support.



7. When Restrictive Interventions May Be Used

Staff may use reasonable force to:

- Prevent a pupil harming themselves
- Prevent a pupil harming another person
- Prevent serious property damage
- Stop a pupil leaving the classroom or school when unsafe
- Prevent behaviour that seriously disrupts learning

Any intervention must be:

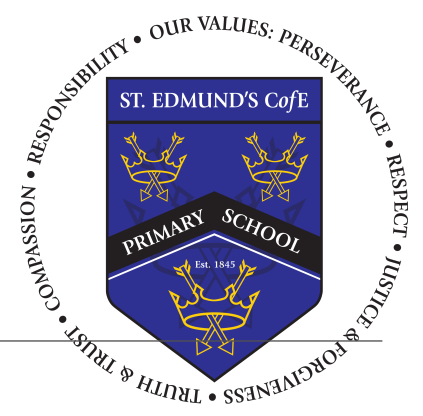
- necessary
- proportionate
- reasonable

8. Unacceptable Practices

The following practices are never permitted:

- Holding a child around the neck
- Deliberately inflicting pain
- Restricting breathing
- Punitive physical force
- Using force as a punishment

Restrictive intervention must never be used to enforce compliance or discipline.



9. Pupils with SEND and Additional Needs

Some pupils may experience:

- emotional dysregulation
- trauma responses
- communication difficulties

For these pupils the school may implement:

- Individual behaviour support plans
- risk assessments
- multi-agency support

Reasonable adjustments will be made in line with the SEND Code of Practice.

10. Training and Staff Support

Staff receive training in:

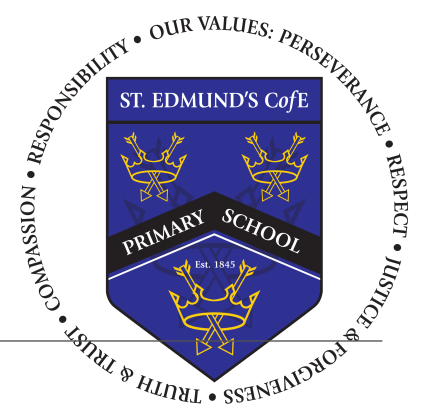
- CPI de-escalation strategies
- behaviour support
- safeguarding
- trauma-informed practice

Only trained staff should use restrictive interventions wherever possible.

Following incidents, staff are offered:

- debrief sessions
- pastoral support
- professional reflection

...a journey to discover life in all its fullness (Johnn, 10:10)



11. Recording and Reporting Incidents

All incidents involving restrictive interventions must be:

- recorded on CPOMS
- reported to the Headteacher or DSL
- reviewed by senior leadership

Records should include:

- date and time
- location
- staff involved
- reason intervention was necessary
- actions taken
- pupil outcome

Parents will normally be informed the same day.

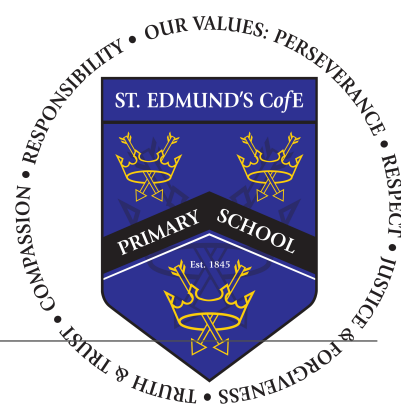
12. Working with Parents and Carers

The school believes in transparent communication.

Where restrictive interventions occur:

- parents will be informed promptly
- the incident will be explained clearly
- strategies to prevent future incidents will be discussed

In some cases review meetings may be arranged.



13. Complaints and Allegations

Any concerns regarding restrictive interventions should follow the school's complaints procedure.

Allegations against staff will be managed in line with:

- safeguarding procedures
- LADO guidance
- staff disciplinary processes

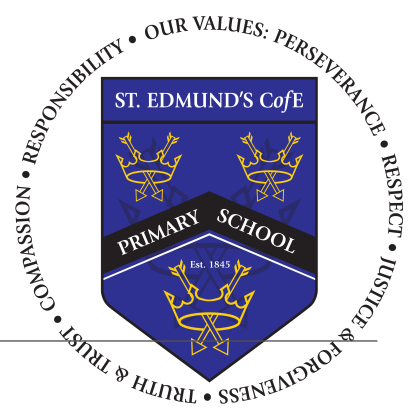
14. Monitoring and Review

This policy will be reviewed:

- annually
- following serious incidents
- if guidance changes

Monitoring will include:

- behaviour data
- safeguarding records
- staff training needs



15. 'Sixcess' Christian Value Links

At St. Edmund's CofE Primary & Nursery School, our Christian ethos underpins every aspect of school life, including how we support behaviour and ensure the safety and dignity of all members of our community. Our approach to managing behaviour and responding to challenging situations is rooted in our shared commitment to living out our 'Sixcess' Values.

These values guide how adults respond to pupils during moments of difficulty or distress. Even in situations where restrictive interventions may be required to prevent harm, we remain committed to acting with compassion, dignity and fairness. Our aim is always to restore relationships, support pupils to regulate their emotions, and help them learn from the experience.

By grounding our practice in these values, we ensure that safety measures are implemented not simply as behaviour management tools, but as part of a wider culture of care, respect and responsibility. In this way, every response reflects our vision of enabling pupils to "discover life in all its fullness" (John 10:10) and to flourish as confident, responsible and compassionate members of the St. Edmund's community.

The following sections explain how each of our Sixcess Values shapes our approach to safeguarding, behaviour support and the responsible use of restrictive interventions.

15.1 Respect:

Every pupil is treated with dignity and care.

15.2 Responsibility

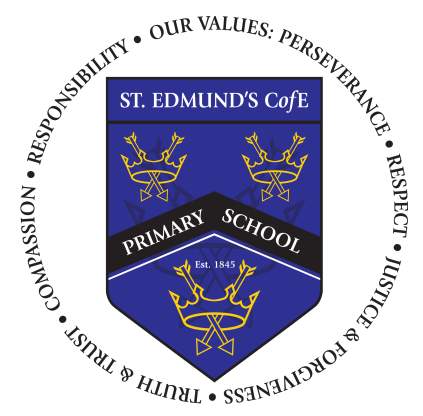
Staff act responsibly to keep everyone safe.

15.3 Compassion

We understand behaviour as communication and support children through difficulty.

15.4 Perseverance

We work consistently with pupils to improve behaviour and emotional regulation.



15.5 Truth and Trust

Open communication with families builds trust and transparency.

15.6 Justice and Forgiveness

Incidents are followed by restorative support and opportunities for growth.

16. Links with Other Policies

This policy should be read alongside:

- Behaviour Policy
- Child Protection and Safeguarding Policy
- SEND Policy
- Health and Safety Policy
- Complaints Procedure

Approved by: Governing Body

Date adopted: March 2026

Review Date: Spring 2027