Restrictive Intervention Policy - Addendum to Behaviour Policy Hillside School

This policy is to be read in conjunction with the following policies: 'Health and Safety', 'Safeguarding', 'Behaviour' and 'Mental Health and Wellbeing'

This addendum provides a framework for the use of Reasonable force including Restrictive Intervention and Restraint within Hillside School and takes into account the following statutory guidance:

· DfE (2018) 'Mental health and behaviour in schools'

· DfE (2024) 'Behaviour in schools: Advice for head teachers and school staff'

· DfE (2024) 'Keeping children safe in education 2025'

· DfE (2026) 'Restrictive Interventions, including use of reasonable force in schools'

Important Definitions (DfE 'Restrictive Interventions, including the use of reasonable force April 2026):

Restrictive intervention: *a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This guidance uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.*

Reasonable force: *a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.*

Significant incident: *any incident where the use of force goes beyond appropriate physical contact between pupils and staff as described in 'Other physical contact with pupils' below or is outside of the guidance in a pupil's manual handling guide. This includes when physical force is used to implement a non-physical restrictive intervention.*

Seclusion: *a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.*

Restraint: *a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or*

may not include direct physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint.

'Other physical contact with pupils':
There are circumstances when it is appropriate for staff to have some physical contact with pupils which does not give rise to any question over the use of reasonable force and other restrictive interventions. At Hillside many of our pupils with complex or physical needs hold a 'Manual Handling Guide' which has been shared with staff and parents and describes what is appropriate and typical for them. In general, for most pupils, examples of occasions when physical contact is generally appropriate include:

- *to give first aid*
- *to guide or escort pupils, such as holding the hand of a pupil at the front/back of the line when going to assembly, when walking together around the school or on a school trip, or when helping a pupil to a space they have chosen to access to self-regulate*
- *to comfort a distressed pupil*
- *to congratulate or praise a pupil, for example a pat on the back or a handshake*
- *to demonstrate how to use a musical instrument*
- *to demonstrate exercises or techniques during PE lessons or sports coaching.*

Training Requirements
All permanent staff are trained according to Norfolk Steps guidelines, based on the pupils and classes that they work with/in, and receive refreshers as required. Step On must be refreshed every 2 years and Step Up refreshed yearly.

Katie Foster is the 'STEP ON' lead professionals within school. Norfolk Steps Advisors support with STEP UP training for key staff. Katie Foster attends yearly refreshers as well as receiving supervision as required from Norfolk Steps advisors.

Restraint as taught by Norfolk Steps and implemented at Hillside has the best interests of the children and young people in mind and should always be reasonable, proportionate and necessary to the situation, in order to reduce harm.

Reflection, Supervision and Monitoring
As a staff community we are reflective and always strive to provide positive pre and post incident support linked to identified outcomes for all members of our school community who have been involved in a significant incident and/or restraint.

Examples of support include:
Staff and pupil debrief, staff group, peer and individual supervision provided by suitably qualified internal and external and experienced practitioners.

Behaviour and physical intervention information is monitored and evaluated by the Behaviour Team, the Head teacher and Governing Body. The Behaviour Team comprises Katie Foster, SENCo and DSL, Elaine Spencer, Senior Teacher, Kim Moore EYFS Lead, Rebecca Twinley, Complex Needs HLTA and Charlotte Foreman ELSA Lead.

At Hillside we believe that we should create an environment that:
Is safe, clean, non-threatening, nurturing, accessible and comfortable, that promotes a culture of unconditional positive regard, advocating for self-regulation development and learning to promote independence.

All members of our school community should have clear, accessible support in place to feel and be physically and emotionally safe, to learn, to develop self confidence and self worth, and to communicate, and be listened to.

It is intended that this policy will:

Reduce the risk of foreseeable or actual harm to all members of the school community and assist staff in managing harmful behaviours and maintaining a safe, positive school environment.

The school's planning describes a holistic approach to a range of risk reduction strategies which include environmental adaptations, differentiated teaching, sensory support strategies, communication support systems, non-verbal, verbal and where reasonable and absolutely necessary, restrictive interventions and restraint.

Restrictive intervention unless used in an unforeseeable emergency situation will be supported by relevant and up to date documentation which supports the pupil and aims to provide security, safety, acceptance for recovery, repair and reflection for all concerned, as recommended by Norfolk Steps. Pupils with known regulation needs all hold a Positive Behaviour Support Plan and these are shared with parents and are available for all staff. Manual handling guides are used to describe normal contact for pupils with complex needs. All incidents deemed 'significant' are recorded on CPOMs, monitored regularly by senior staff and parents are informed via email.

Where restraint is used to manage actual or foreseeable harm in an emergency the strategic Behaviour Lead and / or a member of the senior leadership team will support staff, parents and where appropriate the pupil themselves to reflect on the significant incident and review behaviour plans and manual handling guides if needed

Restraint must only be used;
- as a last resort;

- where any other course of action would be likely to fail;
- when staff have good grounds for believing that immediate action is necessary;
- when all other courses of action with regard to harm reduction have been tried or the situation has developed so rapidly and to a degree that restraint has to be employed as the only justifiable response.

Removal from the classroom (DfE Behaviour in Schools January 2024):

'Removal should be used for the following reasons:

a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
c) to allow the pupil to regulate in a safe space.'

As part of an agreed plan for e.g. as an educational consequence (see also Behaviour Policy), pupils may be removed from the classroom if their behaviour presents a foreseeable risk of harm to others or self; including serious harm to learning for other pupils for either a pre-defined fixed period of time or until the earliest opportunity at which their behaviour is judged to be safe enough to be reintegrated back into the class. E.g. this could be within the classroom but with increased distance between pupils outside of usual seating plan or in a physically safe area within the school environment.

At no time will a pupil be left alone or in a space they are unable to move freely from. If when they are removed from their classroom, their movement within the alternative space constitutes a foreseeable risk of harm, reasonable force including restraint may be required.

Seclusion:

At Hillside seclusion is only ever permitted as a safety measure in response to actual or foreseeable serious emotional or physical harm.

- Must never be threatening, intimidating, or punitive
- Requires continuous supervision
- Must be time-limited
- Must be recorded and reported, in the same way as restraint

This includes:

- Blocking a door

- Preventing a pupil from leaving a room
- Using presence or positioning to stop exit
- Making a pupil believe that they will be punished if they try to leave

The place to which the pupil is confined should be safe and not feel threatening or intimidating to the pupil. The pupil should be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave.

Positive Behaviour Support Plan (PBS)
All pupils who require use of Restrictive Interventions including restraint to prevent harm to themselves, other people, significant damage to property and serious harm to learning will require and have in place a PBS.

The primary responsibility for the completion and review of these documents is that of the pupils' class teacher in communication with the class team, parents and carers and where appropriate the pupil themselves.

Any reviews of PBSs should involve parents/carers and amended plans must always be sent home to be signed. If a parent/carer chooses NOT to sign the PBS they must be made aware that the plan will still be followed by staff in school as we have a duty of care to keep both pupils and staff safe. Electronic copies of PBSs must be saved into the Behaviour Plans Folder on the SEND Drive.

PBS's should be signed by ALL staff involved in working with the specific pupil, to ensure they have read and understood what is in the plan. (This should include, Class Teacher(s), Teaching Assistants, Supply staff and MSA's)

Restrictive Intervention

The methods of restrictive intervention including restraint, approved for use at Hillside will always follow the principles of 'Norfolk Steps to manage challenging or harmful behaviour'.

All permanent staff are trained in the use of the 'Norfolk Steps' 'Step On' approach to manage challenging behaviour. Staff are then trained on an audited needs basis to use 'Step Up' principles to manage harmful behaviour.

All staff have a duty of care to the pupils and to themselves.

Restrictive interventions (use of reasonable force) must only be used in response to behaviour that challenges where non-restrictive strategies as detailed within individual PBSs or Manual handling guides are ineffective in managing the risk.

Reporting, Recording and Monitoring of Restrictive Intervention (use of reasonable force) and Restraint:

After each incident of restrictive intervention (use of reasonable force) or restraint the following must be completed:

- A CPOMS behaviour record form

Each record will automatically be emailed to the SENCO / DSLs

- An email to the parent – either by class teacher, HLTA or SENCO, as discussed between staff.

This must be completed and sent on the same day.

Recording of injuries requiring more than basic first aid:

'Norfolk Steps' principles seek to avoid injury, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of attempts to keep people safe.

- Where an injury has occurred, an online incident form (OSHENS) should also be completed and the report number recorded on the CPOMS log. Accurate recording is essential to provide a permanent record of the event surrounding the use of Restrictive Intervention and Restraint.

- All bites on pupils must be recorded (whether they break the skin or not) medical advice sought if necessary and parents/carers informed.

- An OSHENS should be completed for staff, for any bite that breaks the skin and they should seek medical advice as soon as possible.

- An online incident form (OSHENS) must also be completed for any pupil that has their hair pulled (due to risk of neck injury). Staff that have their hair pulled may use their own judgement as to the severity of risk presented, as quite often, they are able to fix and make safe without risk of injury occurring.