



St Wilfrid's Catholic Primary School

POSITIVE BEHAVIOUR SUPPORT, PHYSICAL INTERVENTION AND RESTRICTIVE PRACTICE POLICY

Academic Year	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Safeguarding Governor	Chair of Governors
2026	J McEniff	P Harkness	E Morrissey	E Morrissey

Policy Review Date	Changes made	By whom	Date ratified with FGB
August 2026	New Policy (complete redraft of existing)	J McEniff	September 2026

1. Mission Statement

"I have come that they may have life, and have it to the full."
(John 10:10)

At St Wilfrid's Catholic Primary School, we **love** one another, show **respect** and accept **responsibility**. Embracing **opportunity** and nurturing **creativity** we share in the **joy** of Jesus.

We are committed to providing a safe, nurturing and inclusive environment where all pupils can flourish and where behaviour is supported through positive relationships, restorative practice, compassion and clear expectations.

Any restrictive intervention will be undertaken only when absolutely necessary to protect safety and wellbeing and will always reflect the Gospel values that underpin our school community.



2. Purpose of this Policy

This policy sets out how St Wilfrid's Catholic Primary School:

- Promotes positive behaviour and emotional regulation.
- Prevents behaviour from escalating into crisis.
- Uses de-escalation and preventative strategies.
- Responds safely to foreseeable and unforeseen risks.
- Ensures lawful, reasonable and proportionate use of restrictive physical intervention where necessary.
- Safeguards pupils and staff.
- Meets statutory responsibilities.

The policy applies to all staff, governors, volunteers, contractors and agency staff working within the school.

3. Legal Framework and Guidance

This policy has been written with regard to:

- Education and Inspections Act 2006.
 - Children Act 1989.
 - Children Act 2004.
 - Human Rights Act 1998.
 - Equality Act 2010.
 - Health and Safety at Work Act 1974.
 - Special Educational Needs and Disability Code of Practice.
 - Working Together to Safeguard Children.
 - Keeping Children Safe in Education (KCSIE) 2026.
 - DfE Behaviour in Schools Guidance.
 - DfE Use of Reasonable Force Advice for Headteachers, Staff and Governing Bodies.
 - DfE Suspension and Permanent Exclusion Guidance.
 - Team Teach principles and accredited training guidance.
-

4. Definitions

Positive Behaviour Support

The proactive approach used to understand behaviour, identify triggers and support children to regulate emotions and make positive choices.

Physical Contact

Everyday physical contact which is appropriate, safe and non-restrictive, including:

- Comforting a distressed child.
- Assisting with personal care.
- Administering first aid.
- Guiding a pupil safely.

Restrictive Physical Intervention (RPI)

Any purposeful physical contact that restricts a child's movement, liberty or freedom of action.

Reasonable Force

The degree of force used must always be:

- Necessary.
 - Reasonable.
 - Proportionate.
 - The minimum required for the shortest possible time.
-

5. Guiding Principles

The safety, dignity and wellbeing of all members of the school community are paramount.

The school adopts a trauma-informed, attachment-aware and relational approach to behaviour support.

Restrictive interventions:

- Are a last resort.
- Are never used as punishment.
- Are never used to cause pain, fear or humiliation.
- Must not compromise breathing.
- Must never involve deliberate pain compliance.
- Must not involve holding a child face down.
- Must be ceased as soon as risk reduces.

The school will always seek the least restrictive option available.

The school does not use seclusion. Any withdrawal from learning spaces will be voluntary, time-limited, supervised and for the purpose of supporting regulation and safety rather than as a punishment.

6. Preventative Approaches

The most effective intervention is prevention.

The school promotes positive behaviour through:

- Strong relationships.
- Consistent expectations.
- Clear routines.
- High-quality teaching.
- Emotional literacy development.
- Zones of Regulation approaches.
- Restorative conversations.
- Nurture principles.
- Trauma-informed practice.
- SEND-informed approaches.
- Reasonable adjustments.
- Early intervention.

Staff will seek to understand behaviour as communication and respond appropriately to unmet needs.

7. Behaviour Support and Regulation

All staff are expected to use de-escalation strategies before considering restrictive intervention.

These may include:

- Calm, non-confrontational communication.
- Offering limited choices.
- Distraction and diversion.
- Reduction of environmental stimuli.
- Movement breaks.
- Sensory regulation strategies.
- Time and space.
- Withdrawal of audience.
- Support from a trusted adult.

- Use of a safe space within school.

Children will never be forced to engage in a discussion when emotionally dysregulated.

8. Reasonable Adjustments and SEND

The school recognises that some pupils may:

- Have SEND.
- Have disabilities.
- Have communication difficulties.
- Experience trauma.
- Present behaviours linked to emotional regulation difficulties.

In accordance with the Equality Act 2010, reasonable adjustments will be made wherever appropriate.

Support may include:

- Behaviour Support Plans.
- Individual Risk Assessments.
- Positive Handling Plans.
- Sensory adaptations.
- Personalised timetables.
- Additional adult support.

The needs of vulnerable pupils will always be considered before any restrictive intervention is used.

9. Circumstances Where Restrictive Physical Intervention May Be Used

Staff may use reasonable force where necessary to:

Prevent injury

To prevent a pupil from causing injury to:

- Themselves.
- Another pupil.
- A member of staff.
- Any other person.

Prevent serious property damage

Where significant damage could result in harm.

Prevent serious disruption

Where behaviour presents an immediate and significant risk to safety.

Prevent a crime

Where lawful and necessary.

Each incident requires a dynamic risk assessment.

10. Planned Interventions

Where foreseeable risks have been identified, the school may develop:

Positive Handling Plans

These will include:

- Known triggers.
- Additional vulnerabilities.
- Medical information.
- Sensory needs.
- Effective de-escalation strategies.
- Preferred supportive responses.
- Prohibited approaches.
- Parent and pupil views.
- Agreed review dates.

Plans will be developed collaboratively with:

- Parents/carers.
- Relevant professionals.
- School staff.
- The pupil where appropriate.

Any relevant medical conditions or contraindications identified by health professionals will be considered before planning supportive responses.

11. Responding to Emergencies

Where unforeseen situations arise, staff must:

1. Assess risk.
2. Use de-escalation.
3. Summon support.
4. Act proportionately.
5. Use the least restrictive approach.
6. Continuously monitor safety.
7. Staff will monitor the pupil's physical and emotional wellbeing throughout any intervention and seek immediate medical support if there are concerns regarding breathing, injury, medical distress or loss of consciousness.
8. End intervention as soon as possible.

The preservation of life and prevention of serious injury will always take priority.

12. Recording and Reporting

All restrictive interventions must be recorded on CPOMS before the end of the school day wherever possible.

Records will include:

- Date and time.
- Staff involved.
- Antecedents and triggers.
- Dynamic risk assessment.
- De-escalation strategies attempted.
- Nature of intervention used.
- Duration.
- Outcome.
- Any injuries.
- Follow-up actions.

Parents/carers will normally be informed on the same day.

Where restrictive interventions are used repeatedly for the same pupil, the school will review risk assessments, behaviour support plans, reasonable adjustments and safeguarding considerations to reduce future reliance on restrictive practice.

13. Safeguarding Considerations

The use of restrictive intervention is a safeguarding matter.

The Headteacher and DSL will monitor:

- Frequency of interventions.
- Repeated incidents involving individual pupils.
- Emerging patterns.
- Potential safeguarding concerns.

Where concerns arise regarding:

- Excessive force.
- Inappropriate conduct.
- Failure to follow policy.

The matter will be investigated in line with:

- KCSIE 2026.
 - Allegations procedures.
 - Low-level concerns procedures.
 - Staff disciplinary procedures.
-

14. Post-Incident Support

Following an incident, the school will provide support for:

Pupils

Through:

- Reassurance.
- Regulation support.
- Reflection.
- Restorative conversations.
- Review of support plans.

Staff

Through:

- Debriefing.

- Reflection.
- Wellbeing support.
- Team Teach review processes.

Where staff experience distress, injury or emotional impact following an incident, the school will provide appropriate welfare support and risk assessment review.

The aim is learning, recovery and restoration of relationships.

15. Complaints

Parents and carers may raise concerns using the school's complaints procedure.

Concerns relating to safeguarding will be dealt with under safeguarding procedures.

Complaints about staff conduct may be managed under:

- Allegations procedures.
- KCSIE 2026 requirements.
- Staff disciplinary procedures.

16. Staff Training

The Headteacher will maintain a register of appropriately trained staff.

Training may include:

- Team Teach – refreshed every two years.
- Behaviour support.
- Trauma-informed practice.
- SEND awareness.
- Safeguarding.
- Positive Behaviour Support.

Refresher training will be completed in accordance with accredited provider requirements.

Untrained staff may use reasonable force in an emergency where necessary and proportionate to prevent harm.

17. Monitoring and Governance

The Headteacher and DSL will review:

- Incident data.
- Trends.
- Injuries.
- Effectiveness of preventative approaches.
- Equality implications.

All incidents involving restrictive intervention will be reviewed by the Headteacher or an authorised senior leader within five school days.

Governors will receive at least annual anonymised reports covering:

- Number of restrictive interventions.
- Trends over time.
- Serious incidents.
- Training compliance.
- Policy effectiveness.

This policy will be reviewed annually or sooner where legislation, statutory guidance or practice developments require.

18. Equality Impact Statement

The school recognises its responsibilities under the Equality Act 2010.

Monitoring will ensure that no pupil group is disproportionately affected by restrictive interventions without appropriate review, support and reasonable adjustment.

Data will be reviewed for:

- SEND.
 - Disability.
 - Sex.
 - Ethnicity.
 - Looked After Children.
 - Disadvantaged pupils.
-

19. Linked Policies

This policy should be read alongside:

- Safeguarding Policy.
 - Behaviour Policy.
 - SEND Policy.
 - Staff Code of Conduct.
 - Complaints Policy.
 - Medical Conditions Policy.
 - Attendance Policy.
 - Equality Information and Objectives.
-