



# **DURANTS SCHOOL – POLICY DOCUMENT**

## **Use of Restrictive Practice including Physical Intervention & Seclusion**

**March 2026**

*Reviewed & updated: March 2026 (Rachel Carli)*

*Next review date: March 2027*

## INTRODUCTION

### What is Challenging Behaviour?

A person's behaviour can be defined as "**challenging**" if it puts them or those around them (such as their carer) at risk, or leads to a poorer quality of life. It can also impact their ability to join in everyday activities."

### NHS (2021)

At Durants School we recognise that some pupils may display behaviours that challenge due to their complex needs. Our pupils present with a wide range of needs, including differences in communication (verbal and non-verbal), sensory processing and developmental understanding. Many pupils have a cognitive profile significantly below their chronological age. All behaviour is understood as a form of communication and must be interpreted within this context.

In these circumstances, staff may need to use Restrictive Practices (including Physical restraint or Seclusion) to prevent harm and support pupils to regulate and regain control of their emotions. Restrictive practice is never used to enforce compliance, as a punishment, or due to a lack of planning, staffing or resources.

The law states that it is acceptable to use restrictive practice interventions to stop someone:

- Committing a criminal offence
- Causing personal injury to, or damage to the property of, any person (including themselves)
- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise

It is important to note that Restrictive Practice must never be used as a punishment, as it is not a disciplinary response to deliberate or wilful misbehaviour. Instead, it is used carefully in a reasonable way to protect the health, safety and welfare of all pupils and staff.

This policy aims to make it clear how, why and when Restrictive Practice might be used at Durants School. It will define and explain the different types of Restrictive Practice, and clearly state how its use is recorded, reported and monitored within the school and shared with parents/carers. This policy should be read in conjunction with the Behaviour policy and the guidelines on promoting positive behaviour. Durants School recognises the importance of parental involvement in this and asks for parents to contribute to the development of individual PBS (positive behaviour support) plans as they know their child best.

At Durants, the following types of restrictive practice are permitted, providing they are clearly set out in a pupil's PBS plan and only used, once all other strategies have been exhausted. Wherever a planned restrictive practice is used, it should be part of a PBS plan which aims to reduce and eventually remove the need for its use. An unplanned, reactive restrictive practice may only be used in an emergency where there is no alternative (see Last Resort below).

- **Physical Restraint:** a restrictive practice involving direct physical contact where the intervener's intention is to prevent, restrict, or subdue movement of the body, or part of the body of another person. This must be in line with the guidance and procedures set out in the "Durants School Use of Physical Intervention Policy".

## DURANTS SCHOOL – RESTRICTIVE INTERVENTION POLICY

- **Environmental Restraint:** a restrictive practice that restricts a person’s free access to some or all parts of their environment, including items and activities. This might include the use of physical barriers (such as fobbed doors or locked cupboards) or the layout of the room (seating position etc).
- **Mechanical Restraint:** Mechanical restraint involves use of a device to prevent, restrict, or subdue movement. Given the complexity of needs within the school, mechanical restraint may be required to ensure safety, but its use is subject to strict governance. This might include the use of protective devices such as cushioned helmets (as recommended by a qualified professional, eg Occupational Therapist or medical professional) to safeguard pupils from self-injurious behaviour, a harness to safeguard pupils when in transit, or bodysuits to prevent pupils who are prone to smearing or exposing themselves. Any such devices should only be put in place by staff with relevant training, qualifications, skill and experience and all necessary documentation (PBS plans, Risk assessments) must be completed and signed by the relevant professionals and/or family members. Additionally, the use of such devices must be part of an overall plan for pupils, to work on the skills needed, to reduce/end the need of mechanical support.
- **Psychological Restraint:** refers to situations where a pupil may feel compelled to comply due to pressure or perceived consequences. This is particularly important for pupils with autism who may be highly compliant, anxious, or unable to express distress verbally.

Staff must not use:

- Threats
- Withdrawal of basic needs (food, drink, toileting, sensory regulation)
- Removal of communication systems (e.g. AAC devices)
- Intimidation, raised voice intended to control, or humiliation

Instead, staff must use low-arousal approaches, structured choices and co-regulation strategies.

- **Seclusion:** a form of restrictive practice referring to the supervised isolation of a pupil in a room or area from which they are prevented from leaving. Due to the vulnerability of pupils at Durants School, seclusion carries significant safeguarding risk and is subject to strict controls. The pupil must be continuously monitored by staff, with regular welfare checks, and the intervention must last only for the minimum time necessary. In accordance with the guidance and procedures set out in the “Durants School Use of Quiet Rooms Policy”, seclusion should only be used as an absolute last resort to contain severe behaviours of concern, that are likely to cause significant harm to the pupil or others. If seclusion is used at Durants school SLT need to be informed immediately.

Seclusion must never be used:

- As a primary behaviour strategy.
- For compliance
- For low-level behaviour

Additional safeguards:

- Continuous line-of-sight (supervision at all times)
- Welfare checks at least every 5 minutes

**Reviewed and updated: March 2026 (Rachel Carli)**  
**Next review date: March 2027**

## DURANTS SCHOOL – RESTRICTIVE INTERVENTION POLICY

- SLT must be informed immediately
- Any use beyond 10 minutes must be reviewed immediately by SLT

Following any use:

- Quiet Room Recording Form completed
- Parents informed the same day
- PBS plan reviewed

Repeated use may trigger a multi-disciplinary review

- **Last Resort:** Any form of restrictive practice that may be used in an emergency situation where there is no alternative. This is where there is an incident that is not covered in the pupil's PBS plan, a pupil acts in an unexpected way and a staff member has to carry out a dynamic risk assessment to act quickly in order to safeguard the pupil and/or others. If this occurs, the intervention must be clearly recorded, parents must be informed on the same day and a meeting arranged to review and amend the PBS plan as appropriate.
- **Chemical Restraint:** Durants School does not administer medication for the purpose of controlling behaviour in an emergency (PRN). Medication is only administered where prescribed by a medical professional and in accordance with the school's Medication Policy.

At Durants, we have established criteria to apply to any restrictive practice which is part of a pupil's PBS plan. This will ensure that all restrictive practices are ethical, justifiable and legal. However, we are also clear that an intervention in an emergency to prevent immediate harm is part of our duty of care and may be outside of these criteria. When considering the use of any restrictive practice, staff should apply the following criteria before deciding to implement.

For any restrictive practice to be part of a pupil's support it must;

1. Be deemed necessary in order to avoid significant harm to the pupil
2. Take account of the emotional effect of the restriction on the pupil
3. Be proportionate – the issue is important enough to justify the restriction
4. Be the least restrictive option – no more than necessary and there isn't an alternative
5. Be imposed for no longer than necessary
6. Balance the interests of the individual and those of others
7. Be within the context of a positive, person-centred approach
8. Be developmentally appropriate, taking into account the pupil's communication and cognitive profile.

As part of our commitment to the PBS approach at Durants, we are actively seeking to reduce the use of restrictive practices within our school. Maintaining this approach in line with our definition and criteria ensures that any form of restrictive practice is only used as a last resort, and will only be used as part of a positive and proactive PBS plan which aims to reduce and remove the use of all restrictive practices over time

### Principles of Restrictive Practice

Reviewed and updated: March 2026 (Rachel Carli)  
Next review date: March 2027

## DURANTS SCHOOL – RESTRICTIVE INTERVENTION POLICY

- Staff are committed to supporting pupils' individual needs through a holistic PRICE best interest intervention on the use of positive behaviour management strategies. This will be done in full consultation with parents. This includes understanding behaviour through a lens of communication, sensory need, and developmental stage.
- The use of restrictive physical interventions will only be used for pupils who have a Positive Behaviour Support Plan and risk assessment that clearly states when and how this would be an appropriate strategy to use. The plan will highlight which particular PRICE physical intervention should be used.
- Physical intervention will only be used when:
  - In the best interests of the pupil;
  - In a way to ensure dignity is maintained
  - When de-escalation has failed.
- Restrictive Physical Interventions are only used as part of a planned strategy or as a last resort in the case of an emergency.
- Staff expected to implement such strategies must have had appropriate training (both theory & physical) first.
- The school endorses methods of restrictive physical interventions taught by "PRICE Training Ltd" as safe and supportive techniques appropriate for the needs of pupils such as ours.
- Staff are only permitted to use the techniques taught by PRICE and strategies listed in an individual's Positive Behaviour Support Plan unless in the case of an emergency.
- Parents will be consulted and informed through the Positive Behaviour Support Plan process where restrictive practices may be required. However, staff may use reasonable force without prior consent where necessary to prevent harm.
- Staff will use techniques as trained.
- Restrictive practice will only be used when it is in the best interest of the pupil: in ways which maintain the dignity and safety of all concerned; and when other less intrusive PRICE strategies (such as de-escalation techniques) have been tried and been found to be unsuccessful.
- Staff are only allowed to intervene to keep the pupils, or others safe. It is never punitive and will only ever be used in the pupil's best interests.

### **Pupil Voice**

Durants School recognises that many pupils may:

- Be non-verbal;
- Have limited expressive communication; and / or
- Be developmentally younger.

Pupil voice will be gathered through:

**Reviewed and updated: March 2026 (Rachel Carli)**  
**Next review date: March 2027**

## DURANTS SCHOOL – RESTRICTIVE INTERVENTION POLICY

- Behavioural observations;
- Communication systems (AAC, visuals);
- Staff knowledge of pupils
- School council

Post-incidents:

- Pupils supported to regulate;
- Communication adapted to help understanding;
- Future planning adjusted.
- Pupil/staff debrief

### **Procedures**

#### **Individual Pupil Folders**

- Each class has individual pupil folders in which information relevant to that pupil is kept and is readily accessible to class staff. PBSP/Individual Risk Assessments (Proforma for assessing and managing foreseeable risks for children who present challenging behaviours) and Crisis Management Plans are also in these folders. These documents will outline the Restrictive Practice techniques that may be used for individual pupils as part of a planned strategy.

#### **Positive Behaviour Support Plans and Individual Risk Assessments**

- PBSPs identify when an individual's behaviour makes it necessary to consider the use of supportive Restrictive interventions after all proactive and de-escalation techniques have been unsuccessful.
- All identified behaviours necessitating the use of physical interventions/seclusions are formally risk assessed as part of the PBSP process. The resulting risk management strategy must be compatible with a positive behaviour support policy and using PRICE principals.
- Planned use of Restrictive Practice must clearly be in keeping with the pupil's EHCP and individual education plan. The PBSP/Individual Risk Assessment forms should be part of the annual review process.
- Parents will be consulted as part of the PBSP process. After the meeting the new PBSP will be sent home for parents to add their views. Their views will be incorporated into the PBSP as necessary and a further meeting will be called if appropriate.

### **Reporting and Recording the use of Restrictive Interventions**

#### **Recording use of Restrictive Practice**

## **DURANTS SCHOOL – RESTRICTIVE INTERVENTION POLICY**

- All significant incidents requiring the use of restrictive practice should be clearly and systematically documented on the school's behaviour log system. Durants school defines a significant incident as "Any behaviour that may cause harm to the individual, another person, damage to property or potentially carrying out a criminal act".
- Information recorded must include:
  - Names of pupil and staff directly involved.
  - Any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code.
  - Time, date, location and approximate duration of the intervention.
  - A brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained.
  - A brief account of why the use of force was assessed as necessary in that instance.
  - Any post-incident support, such as details of any medical treatment for injuries or other adverse impacts
- Any use of Restrictive Practice to support a significant incident should be reported to parents/carers via a phone call and in writing the same day as the incident. Information must include the following:
  - Time, date, location and approximate duration of the intervention
  - A brief account of why the intervention was assessed as necessary in that instance
  - A brief account of what type of force was applied, and the degree of force
  - Details of any physical injuries sustained, if applicableBest practice would include inviting parents to have a follow-up discussion about the incident where appropriate.
- For any significant incidents where Seclusion is used staff must ensure that the child is supervised at all times and that a member of SLT is informed immediately.

### **The use of Restrictive Interventions in unforeseen and emergency situations**

- Durants School recognises that there will be times when staff may need to use restrictive (physical/seclusion) interventions as an emergency response to an unforeseen situation, such as stopping someone from running out in front of a car or demonstrating self-injurious behaviour.
- In situations like this staff have no option but to act in the best interests of the pupils which may mean using reasonable force to manage a significant incident. Any force used should be least intrusive and for the shortest period of time as possible.
- Staff should always report and record these incidents using school procedures outlined in the reporting and recording the use of physical restrictive interventions above.

### **Post Incident Support\***

## **DURANTS SCHOOL – RESTRICTIVE INTERVENTION POLICY**

- The support system for staff should be initially with the class team, then with the Head of Department and finally with the Deputy Head/Behaviour Co-ordinator or Headteacher.
- Any pupil who has been involved in an incident should be supported sensitively to enable them to calm down as soon as possible. Where appropriate this should be outlined in their PBSP. Parents/Carers must be informed of such an incident.
- The school first aiders will provide first aid for any injury to pupils or staff.

\* See addendum post incident support & debrief form

### **Staff Training**

- Staff involved in implementing planned use of supportive physical intervention, as part of a behaviour management strategy within the school, will be provided with the range of intervention techniques. They will be taught these by “PRICE” training providers. This training will be kept updated as appropriate.
- There is a rolling programme of training in physical interventions so that all staff working with pupils for whom it is necessary can be fully trained.

### **Good Practice**

- Regular class team PBSP meetings are held to review strategies and risk assessments.
- The school recognises the knowledge parents have of their children and will work closely and in partnership with them to ensure that pupils needs are most effectively met.
- All staff will have been trained in preventative and proactive strategies for managing challenging behaviour.
- PBSPs will be shared with all staff working with individual pupils.
- All staff will be expected to support the use of supportive behaviour management strategies as part of a planned response to managing individual behaviours. These will be simple and safe forms of intervention taught by “PRICE”.
- Staff will have the opportunity to discuss challenging behaviour and management strategies at PBSP meetings.
- Staff will use recording and reporting systems properly.
- Staff will feel confident and competent to employ strategies outlined in the PBSPs, including the use of isolating and supporting interventions when appropriate. For interventions requiring isolation staff should refer to the school’s “Use of Quiet Rooms” policy.

### **Governance/Monitoring**

**Reviewed and updated: March 2026 (Rachel Carli)**  
**Next review date: March 2027**

## **DURANTS SCHOOL – RESTRICTIVE INTERVENTION POLICY**

The Senior Leadership Team will review records of restrictive interventions regularly to identify patterns, reduce use over time, and ensure practice remains safe and lawful. Governors will receive anonymised data regarding restrictive interventions as part of safeguarding monitoring.

### **Legal Framework**

This policy operates in line with the following legislation and guidance:

- Education and Inspections Act 2006
- Children and Families Act 2014
- Use of reasonable force in schools
- Reducing the Need for Restraint and Restrictive Intervention
- Restrictive Interventions, Including use of reasonable force in schools guidance (April 2026)

Written contact to parent

**DURANTS SCHOOL – RESTRICTIVE INTERVENTION POLICY**

Restrictive Intervention Form for Parents/Carers

Pupil Name:

Date/Time:

Location:

Force applied:  Low  Medium  High      Duration of Intervention:      mins

Type of Restrictive Practice used:

- Physical (To use physical force to prevent, restrict or subdue movement e.g. Using a PRICE technique to support a pupil, move a pupil, hold a pupil who is displaying behaviours of concern.)
- Seclusion (e.g. Monitored supervision of pupil who is in a safe area such as quiet room, outside area etc)
- Mechanical ( e.g. The application and use of equipment that restricts movement/choice e.g. harness, clips etc.)

Why Restrictive Intervention was used:

- To prevent injury to themselves or others.
- To maintain the good order of the classroom/school
- To stop/prevent damage to property
- To stop a criminal offence from happening.
- Last resort

De-escalation strategies that were used prior to Restrictive Practice:

- Distraction/re-direction
- Verbal reassurance
- Break/timeout/walk
- Favoured item/activity
- Other strategies as outlined on PBS plan \_\_\_\_\_

Any injuries/first aid given:

\_\_\_\_\_

\_\_\_\_\_

Phone call made to Parent/Carer: Yes or No

If you would like to discuss the incident further, please contact your child's class teacher on 0208 8041980

Signed: \_\_\_\_\_ Role: \_\_\_\_\_ Date: \_\_\_\_\_

Senior Leadership Team: \_\_\_\_\_ Date: \_\_\_\_\_

## Behaviour Log - Class

This form is used to record and analyse behaviour. Please answer as accurately as possible, there is a comment section provided at the end of the form to allow for a more detailed description where appropriate.

**\*Required**

1. Date \*

---

*Example: 7 January 2019*

2. Time \*

---

*Example: 8.30 a.m.*

3. Pupil Name \*

*Mark only one oval.*

A

B

C

D

E

F

G

**DURANTS SCHOOL – RESTRICTIVE INTERVENTION POLICY**

4. Setting (Select one or more) \*

*Tick all that apply.*

- Classroom
- Playground
- Hall
- Corridor
- Gym
- Minibus
- Transport
- Toilet
- Out and About

Other:  \_\_\_\_\_

5. Trigger/Antecedent - What happened immediately before the behaviour occurred? (select one or more) \*

*Tick all that apply.*

- Transition
- Start of activity/task
- Mid activity
- End of activity/task
- Item given/taken away
- Interaction initiated/ended
- Request/instruction given by staff
- Pupil request denied
- Waiting
- Change in noise level
- Change in lighting
- Peer behaviour

Other:  \_\_\_\_\_

**DURANTS SCHOOL – RESTRICTIVE INTERVENTION POLICY**

6. Behaviour/Action - What did the pupil do? (select one or more) \*

*Tick all that apply.*

- Shouting/screaming
- Pulling/grabbing body
- Removal of clothing
- Drop/roll on floor
- Push
- Hitting
- Hitting with object
- Throw object small (e.g. timer)
- Throw object big (e.g. Chair)
- Kicking
- Refuse to comply
- Spitting
- Self-harming
- Pulling/grabbing hair
- Walk/run away
- Head-butting
- Damage to resources/property
- Verbal abuse (peer)
- Verbal abuse (staff/other)
- Biting

Other:  \_\_\_\_\_

7. Response - How did you and/or the pupil respond (select one or more) \*

*Tick all that apply.*

- Distraction/Redirection
- Pupil requested break/activity
- Directed Break (with staff)
- Directed Break (isolated)
- None (ignored/waited for behaviour to stop)
- Change of staff
- Taken to toilet (dignity)
- Loss of reward, preferred item or activity

Other:  \_\_\_\_\_

**DURANTS SCHOOL – RESTRICTIVE INTERVENTION POLICY**

8. How long did the behaviour(s) occur for? \*

*Mark only one oval.*

- Less than 1 minute
- 1-2 minutes
- 2-5 minutes
- 5-10 minutes
- 10-20 minutes
- More than 20 minutes

9. Was physical intervention required? (if "Yes" please fill out physical intervention record separately) \*

*Mark only one oval.*

- Yes
- No    *Skip to question 14*

Physical  
Intervention  
Record

This section will allow you to record more details on the use of physical intervention if it was required when managing a behaviour

10. PRICE technique(s) used? \*

*Tick all that apply.*

- Phase 1
- Single embrace
- Adapted embrace
- Side hug
- Adapted side hug
- Shepherding
- Phase 2
- Figure of four
- Cupped hand
- Breakaway technique

**DURANTS SCHOOL – RESTRICTIVE INTERVENTION POLICY**

11. On how many separate occasions was physical intervention required? \*

*Mark only one oval.*

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 10+

12. Names of staff involved \*

---

13. Was an AF1 form required? \*

*Mark only one oval.*

- Yes
- No

Use of Quiet  
Room

Please upload a copy of the completed "Quiet Room Recording Form" for the incident if it was used

14. Quiet Room Recording Form

Files submitted:

Behaviour Log - Class

**DURANTS SCHOOL – RESTRICTIVE INTERVENTION POLICY**

15. Comment - Please give any further description/details that you feel are relevant

---

---

---

---

---

---

This content is neither created nor endorsed by Google.

Google Forms

POST-INCIDENT SUPPORT & DEBRIEF FORM

**Outline the aims of the debrief;**

- 1. To provide immediate support to those involved and assess their health and wellbeing**
- 2. To gain a better understanding of what happened**
- 3. To talk about steps we can take to prevent or reduce the likelihood of this happening again**
- 4. To outline future support and actions required to achieve this**

**IN ATTENDANCE AT MEETING:**

Teacher(s):	
Support Staff:	
Member(s) of SLT:	
Other:	

**INCIDENT INFORMATION:**

Date of Incident:	
Time of Incident:	
Name(s) of pupil(s) involved:	
Class:	

**HEALTH AND WELLBEING CHECK:**

Were/are there any injuries?  (If yes, was AF1 completed?)	
Have all those involved had a break / time away? (If no, offer)	

**DURANTS SCHOOL – RESTRICTIVE INTERVENTION POLICY**

Do you feel safe and well enough to continue working? (If no, individual(s) to be debriefed separately)	
--	--

**DESCRIPTION OF INCIDENT:**

Allow staff to answer the following questions and describe the incident as they experienced it. Listen, refrain from judgements or corrections and ask open-ended questions to help give more detail to the description.

Nature of incident  (tick all those appropriate and ensure relevant forms have been completed e.g. AF1/CPOMS/QR Recording Form)	Physical Intervention <input type="checkbox"/> Use of Quiet Room/Seclusion <input type="checkbox"/>  Use of Safe Space <input type="checkbox"/> Medical emergency <input type="checkbox"/>  Self-harm/injury <input type="checkbox"/> Physical harm to others <input type="checkbox"/>  Property damage <input type="checkbox"/> Room evacuation <input type="checkbox"/>  Other (specify)..... <input type="checkbox"/>
Were there any recent significant events?  (within the last 24hrs-1 week)	
Who was present at the time?	
Describe the pupils' mood before the incident	
What was the pupil doing before the behaviour/incident started?	
What happened immediately before the incident? Were there any potential triggers?	

**DURANTS SCHOOL – RESTRICTIVE INTERVENTION POLICY**

(Sensory input, behaviour of others, demand/instruction)	
What was the pupil doing at the time the behaviour/incident started?	
Full description of the incident/behaviour	

**DESCRIPTION OF INCIDENT (cont.)**

How long did the incident/behaviour last for?	
Was this a familiar or new/different incident/behaviour?	
What happened as a response to the behaviour?  (What did you or others say or do, reaction of other pupils etc)	

**REFLECTION ON INCIDENT**

What were the main issues/challenges facing you during the incident?	
Which of the responses/strategies were effective in	

**DURANTS SCHOOL – RESTRICTIVE INTERVENTION POLICY**

managing the incident/behaviour?  Why? Could this have been used earlier?	
Were any of the responses/strategies not effective?  Why? Is there anything you could have done instead?	
Were any restrictive interventions used?  If yes, why?	

**FUTURE SUPPORT & ACTION PLAN**

Work with staff involved to think about ways to prevent or reduce the likelihood of a similar event moving forward and any support or training they may need to achieve this. In particular, highlight aspects of their response that worked well and praise them for their handling of the situation.

What went well for you today? How can the response be strengthened?	
What was less effective today? Can this be removed/adapted?	
What issues/challenges need to be addressed to prevent/reduce the likelihood of a similar incident?	
What ongoing support can be given to achieve this?  Is there any training that would help to achieve this?	

**DURANTS SCHOOL – RESTRICTIVE INTERVENTION POLICY**

Any other comments/considerations?	
------------------------------------	--

**SUMMARY OF ACTIONS**

<b>ACTIONS</b>	<b>PERSON(S) RESPONSIBLE</b>

**SIGN BELOW TO RECOGNISE AGREEMENT OF ACTIONS**

Debriefing carried out by ..... Date

.....

Person(s) being debriefed ..... Date

.....