Spurcroft Primary School & Nursery

Restrictive Physical Intervention (Holds) Policy 2026-7

In line with DfE Guidance (effective 1 April 2025)

1. Purpose

This policy sets out the school's approach to the use of restrictive physical interventions (including holds). It ensures that any use of force is lawful, proportionate, necessary, and used only as a last resort to keep pupils and others safe.

2. Legal Framework

This policy is based on current Department for Education (DfE) guidance on the use of reasonable force and restrictive interventions (updated April 2025), alongside:

- Section 93 of the Education and Inspections Act 2006
- Equality Act 2010
- Children and Families Act 2014
- Keeping Children Safe in Education (KCSIE)

3. Definition

A **restrictive physical intervention (hold)** is defined as:

Any direct physical contact where a member of staff uses force intentionally to restrict a pupil's movement.

This includes:

- Holding a pupil to prevent harm
- Guiding or leading a pupil using force
- Blocking a pupil's path where contact is made

It does **not** include:

- Light touch guidance (e.g. hand on shoulder) where the pupil is compliant
- Comforting touch where appropriate, and welcomed by the child

4. Principles

Spurcroft Primary School and Nursery is committed to:

- Minimising the need for restrictive interventions
- Using de-escalation as the primary response
- Respecting pupil dignity and human rights
- Ensuring interventions are proportionate, reasonable, and necessary
- Prioritising safeguarding and welfare at all times

Restrictive holds will only be used when:

- There is an **immediate risk of harm** to the pupil or others
- There is a risk of **serious damage to property**
- All reasonable alternatives have been attempted or are not viable

Restrictive holds will be implemented as a necessary measure when:

- There is a clear and immediate risk of physical harm to the pupil, staff, or other members of the school community.
- The pupil's conduct poses a threat of significant damage to property.
- All other avenues for de-escalation have been exhausted, or in circumstances where the speed of the incident renders prior deescalation attempts unfeasible.
- The intervention is deemed a proportionate and necessary response to maintain the safety and stability of the school environment.

5. Prohibited Practices

The following are **not permitted under any circumstances**:

- Holds that restrict breathing or airway
- Holds that cause pain as a primary method of control
- Prone restraint (face-down) except in the most extreme emergency and for the shortest possible time
- Use of force as punishment
- Deliberate infliction of pain or humiliation

6. Prevention and De-escalation

Staff must prioritise:

- Positive behaviour support strategies
- Clear routines and expectations
- Early intervention when behaviour begins to escalate
- Use of calm communication and space
- Individual behaviour plans for pupils at risk

7. Authorised Staff

- All staff may use reasonable force in an emergency
- Only trained staff should use planned restrictive holds. There is currently no-one in school with their training - SLT members are booked on Team Teach training in June 2026
- In accordance with Section 93 of the Education and Inspections Act 2006, all members of staff are legally authorised to use reasonable force to prevent pupils from committing an offence, causing injury, or damaging property.
- While the school actively pursues ongoing professional development, the statutory power to intervene exists independently of specific training designations. Staff will exercise their professional judgement to ensure safety in all circumstances where intervention is deemed necessary.

8. Use of Restrictive Holds

When a hold is used, staff must:

- Use the **least restrictive option**
- Apply force for the **shortest duration necessary**
- Continuously monitor the pupil's physical and emotional state
- Stop immediately when the risk reduces

9. Recording and Reporting

All incidents involving restrictive holds must be:

- Reported to senior leadership **as they are happening**, or straight after - if the duration is less than a minute
- Logged on CPOMS within 24 hours

Records must include:

- Antecedents (what led to the incident)
- Description of the intervention
- Duration
- Pupil response
- Any injuries
- Follow-up actions

10. Communication with Parents/Carers

- Parents/carers will be informed **on the same day** unless there is a clear reason why this cannot happen
- Communication will be clear, factual, and supportive
- Ongoing patterns will trigger review meetings
- The school will notify parents/carers of any significant incident requiring the use of restrictive intervention. Such notification is a matter of transparency rather than a request for consultation on the school's duty to maintain a safe environment.
- While the school aims for collaborative communication, the school retains the final authority to determine the measures necessary to ensure the safety and wellbeing of all members of the school community.
- Consistent patterns of behaviour will necessitate a mandatory review meeting to establish revised expectations and support plans.

11. Safeguarding and Review

- Incidents will be regularly reviewed by senior leaders
- Patterns of use will be monitored for equality and safeguarding concerns
- Pupils with repeated incidents will have risk assessments and behaviour plans updated

12. Pupil Voice

Where appropriate, pupils will be supported to:

- Reflect on incidents
- Share their perspective
- Contribute to future planning

13. Complaints and Concerns

Any concerns about the use of restrictive holds will be taken seriously and investigated in line with the school's complaints and safeguarding procedures.

14. Monitoring and Review of Policy

This policy will be reviewed annually or sooner if guidance changes.



Approved by:
Date: 16th July 2026
Next review: 1st April 2027