



Goldwyn School

Restrictive Interventions (including Reasonable Force and Seclusion) Policy

Review Body:	Rob Garratt: Learning & Inclusion/FGB
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Written with full regard to *DfE Guidance: Restrictive interventions, including reasonable force, in schools (April 2026)* and should be read in conjunction with our Relationships and Behaviour policy.

Mission Statement

Our School Community Vision is 'Aspire, Empower, Achieve'

We **ASPIRE** for our students to be the best they can be by providing a 'whole child education' where their talents are nurtured and they are provided with opportunities to flourish. We aspire for them when they see barriers and cannot aspire for themselves. We aspire for our staff to be the best they can be, investing in their well-being, professional development and access to external networks.

We **EMPOWER** each other as a community, recognising and praising excellence and progress in each other. We empower each other to build resilience and overcome barriers. By taking a 'Growth Mindset approach' we empower ourselves in a continuous journey of learning.

We **ACHIEVE** self-development, qualifications and instilling self-confidence to achieve our ambitions, for students moving onto higher education or their chosen career path

We endeavour to create a challenging & inspiring learning environment, where staff work together to encourage all students to reach their full potential.

We celebrate the success of our students and encourage their individual talents and skills. We aim to maximise their access to and engagement with social and educational settings.

Goldwyn School works towards providing learning opportunities where students experience:

- A sense of personal security
- Enjoyment of learning
- Respect and being valued
- Supportive relationships
- Sharing their lives with positive adult role models
- Clear, meaningful and flexible boundary setting
- Successful achievement boosting their self-esteem
- Opportunities to obtain academic and/or vocational qualifications
- Chance to flourish and exercise personal responsibility

Through developing personal resilience and providing students with the motivation to succeed Goldwyn School encourages students to be the best that they can be!

Our core school community values are:

We promote a school community where all members demonstrate:

Resilience - Resilience to barriers faced in creating independent, innovative and creative minds

Empathy - Caring for ourselves, for each other, showing respect to each other and building a sense of belonging

Aiming – Aiming to achieve our potential

Commitment – Commitment to success, personal development and opportunity

Heart - Passionate for the difference we make

We work to reverse patterns of failure and ultimately encourage students to be the best that they can be.

1. Policy Statement and Rationale

Goldwyn School is a specialist SEMH school committed to fostering a safe, nurturing and inclusive environment, aligned fully with our Relationships and Behaviour Policy and our core R.E.A.C.H values (Resilience, Empathy, Aiming, Commitment and Heart). Our approach is relational, trauma-informed and underpinned by the belief that all behaviour is communication.

We recognise that restrictive interventions, including reasonable force and seclusion, can be distressing for students, families and staff. As such, Goldwyn School is committed to minimising the need for restrictive interventions through strong relationships, emotionally available adults, proactive support and evidence-based de-escalation strategies.

Our practice is grounded in:

- CPI (Crisis Prevention Institute) principles, including the Crisis Development Model, Decision-Making Matrix, rational detachment and dignity-preserving interventions
- TISUK (Trauma-Informed Schools UK) methodology, recognising the impact of developmental trauma, stress and attachment on behaviour

Restrictive interventions are used only as a last resort, when there is an immediate risk of harm, and always in a way that is lawful, proportionate, necessary and focused on safety and restoration.

2. Scope and Status

This policy applies to:

- All staff at Goldwyn School (including teaching, support, supply and agency staff)
- Governors and school leaders

This policy has regard to:

- *Restrictive interventions, including use of reasonable force, in schools – DfE Guidance (April 2026)*
- Statutory duties under section 93 and 93A of the Education and Inspections Act 2006
- Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025

Statutory requirements relating to recording and reporting are mandatory and are followed in full.

3. Key Principles

At Goldwyn School:

- Relationships come first; safety is built through trust and connection
- Behaviour is understood through a trauma-informed and attachment-aware lens
- Restrictive interventions are not a behaviour management strategy and are never used as punishment
- De-escalation, co-regulation and restoration are prioritised at all times
- The least restrictive intervention is used for the shortest possible time
- Student dignity, emotional wellbeing and rights are central to all decisions
- Physical intervention is used only by CPI-trained staff, except in exceptional circumstances where immediate safety requires action
- Practice reflects Goldwyn's R.E.A.C.H values and commitment to belonging

4. Definitions

Restrictive intervention: Any action that prevents, restricts or subdues a student's movement.

Reasonable force: Physical intervention used to prevent injury, crime, serious damage to property or significant disorder, using no more force than necessary and for the shortest time.

Seclusion: A non-disciplinary safety measure where a student is kept away from others and prevented from leaving, used only when a student is highly dysregulated and poses a risk of harm.

Restraint: A non-disciplinary intervention that limits a student's movement, with or without direct physical contact.

Significant incident: Any incident where force goes beyond everyday physical contact.

5. Legal Power to Use Reasonable Force

All members of school staff have a legal power to use reasonable force to prevent a student from:

- Causing injury to themselves or others
- Committing a criminal offence
- Causing serious damage to property
- Causing significant disorder

At Goldwyn School, planned or foreseeable physical interventions are carried out only by staff trained in CPI physical intervention techniques. These staff are trained to:

- Assess risk using the CPI Decision-Making Matrix
- Prioritise verbal and environmental de-escalation
- Apply physical intervention safely, proportionately and for the shortest duration possible

In rare emergency situations where trained staff are not immediately available, any member of staff may act to prevent serious harm. Such incidents are treated as significant, reviewed in detail and used to inform further training and risk management.

6. Unacceptable Practice

The following are never acceptable:

- Use of force as punishment or to enforce compliance
- Any restraint affecting breathing, airway or circulation
- Pressure to the neck, chest or abdomen
- Covering a student's mouth or nose
- Ground restraint (unless unavoidable and only momentarily to move to safety)
- Threatening seclusion as a sanction

7. Minimising the Need for Restrictive Interventions

Goldwyn School adopts a whole-school, relational and trauma-informed approach consistent with our Relationships and Behaviour Policy. This includes:

- Emotionally available adults and key relational staff
- Predictable routines and psychologically safe environments
- Use of PACE (Playfulness, Acceptance, Curiosity, Empathy) in daily interactions
- CPI supportive communication strategies (tone, stance, proximity and empathy)
- TISUK-informed understanding of the stress response and window of tolerance
- Individualised Behaviour Support Plans (Incredible 5 point scales) co-produced with students and families
- Access to regulation spaces, sensory tools and time-away for self-regulation
- Ongoing staff training and reflective practice

Every interaction is viewed as an opportunity for intervention, regulation and relationship-building.

8. Students with SEND and SEMH Needs

Goldwyn School recognises that students with SEMH and additional SEND may experience heightened emotional dysregulation due to trauma, attachment disruption, sensory processing differences or unmet needs.

In line with TISUK and CPI principles:

- Behaviour is explored through curiosity rather than judgement
- Staff seek to identify triggers, stressors and early warning signs
- Students are supported through co-regulation before self-regulation

Behaviour Support Plans (Incredible 5 point scales):

- Are co-produced with students, parents/carers and professionals
- Include agreed de-escalation strategies, regulation supports and staff responses
- May outline circumstances where increased physical support may be required
- Are reviewed regularly and following any significant incident

Where a student has a disability, reasonable adjustments are made in accordance with the Equality Act 2010.

9. Use of Seclusion

Seclusion at Goldwyn School is understood as a safety-based, non-disciplinary intervention, used only when a student is experiencing acute emotional or behavioural dysregulation and poses a significant risk of harm.

In keeping with CPI and TISUK principles:

- Seclusion is never used as a punishment or threat
- It is implemented calmly and without shaming
- The space used is safe, familiar and non-threatening
- The student is supervised at all times
- The student is supported to return to regulation and re-connection

Seclusion ends as soon as the risk of harm has reduced and is followed by restorative and therapeutic support.

10. Decision-Making Framework

When considering restrictive interventions, staff follow CPI's Decision-Making Matrix, informed by trauma-aware practice:

Necessity

- Is there an immediate risk to safety?
- Have relational, verbal and environmental strategies been exhausted?

Proportionality

- Is this the least restrictive option available?
- Can the intervention be reduced or ended quickly?

Student Welfare and Dignity

- What is the student communicating through their behaviour?
- How will this impact their emotional safety and trust?

Staff are supported in making professional judgements in fast-moving situations and are encouraged to reflect, not fear, when actions are taken in good faith.

11. Post-Incident Support and Reflection

Following any restrictive intervention:

- Students and staff receive medical attention if required
- A restorative and reflective conversation takes place
- Relationships are repaired and learning captured
- Behaviour Support Plans are reviewed if needed

Support is also offered to students who witness incidents.

12. Recording and Reporting (Statutory)

Goldwyn School complies fully with statutory recording and reporting duties.

Recording

All significant incidents of force, seclusion or restraint are:

- Recorded in writing as soon as practicable (same day where possible)
- Completed by staff involved
- Logged securely and monitored by senior leaders and governors

Records include:

- Names of student and staff
- Date, time, location and duration
- Student needs and SEN status
- What happened, triggers and de-escalation attempted
- Why the intervention was necessary
- Any injuries or follow-up support

Reporting to Parents

- Parents are informed as soon as practicable, usually the same day
- Information is shared in writing
- Follow-up discussion is offered

Exceptions apply only where reporting would place the student at risk of serious harm.

13. Governance and Oversight

The Governing Body:

- Ensures statutory compliance
- Reviews data on restrictive interventions
- Scrutinises patterns, disproportionality and effectiveness
- Holds leaders to account for continuous improvement

14. Complaints and Allegations

- Complaints are managed under the school's Complaints Policy
- Allegations against staff follow *Keeping Children Safe in Education*
- Safeguarding procedures are always prioritised

15. Related Policies

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

Appendix A: Goldwyn Physical Intervention Report (CPI)

Student Name		NC Yr.		CPOMS Incident #	
SEN Status	EHCP		Restrictive Intervention	Y / N	Seclusion Y / N

Where				Who	When
Curriculum Areas		Place		Staff	Date
English	Geography	Classroom	(Give room #)		
Maths	RE	Corridor			Time
Science	ICT	Transport			
History	PE	Outside	(Give location)		
Art	MFL	Trip / Visit	(Give location)		
PSHCE	Food Tech			Peers	Time spent on incident
DT	Construction				
Music	Motor Vehicles				

Antecedents

Indicate the context and setting of the behaviour. What events preceded the behaviour? What factors may have triggered it? Where did it take place? Did you try some grounding techniques?

Supportive Strategies (Anxiety Level)				Directive Strategies (Defensive level)			
Environmental Adjustments		Reassurance		Limit Setting		Allow Venting	
Empathetic Listening		Humour		Interrupt and Redirect		Process time	
Active Listening		Supportive Communication		Desired behavior		Ask for help (change of face)	
Nonverbal				Desired outcome			
Offer to help		Praise		Fail safe choice		Stick to topic	
Rational Detachment		Time out offered		Short simple communication			

Disengagement skills used (CPI)					
Block and move		Pull / Push: Wrist		Pull / Push: Clothing	
Pull / Push: Neck		Pull / Push: Body		Pull / Push: Bite	
Lever: Clothing		Lever: Hair		Lever: Neck	
				Lever: Body	

Holding skills used (CPI)		
YP Seated: Low level restriction		Team intervention: 2 staff arms (part 1)
YP Seated: Medium level restriction		Team intervention: 2 staff arms (part 2)
YP Seated: High level restriction		Transitions: 2 staff

Details of serious incident requiring Safety Intervention

Defendable Decision Making					
Last Resort	Reasonable		Proportionate	Least Restrictive	Key Principles
Acting out of necessity	The individual has potential to cause harm		Not acting by way of punishment or revenge	Maintain human rights	Maintained supportive stance
Harm is imminent or immediate	The individual is intent to cause harm		Equal to or less than the harm that may arise from the persons behaviour	No less restrictive alternative available	Position: with your body turned to the side
There is no alternative				Minimum amount of time	Posture: balanced and non-threatening
There is a higher risk by not acting					Proximity: manage the distance

Ensure you use language that aligns with CPI's principles and guidelines. (See **Post crisis forms** and processes guidance in the CPI booklet on SharePoint), Continue on a separate sheet if required

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

Post incident actions must be completed on the day of the incident							
First aid check completed		Incident discussed with student		Parent / carer informed		Body map completed	
Date and Time		Date and Time		Date and Time		Date and Time	
By who		By who		By who		By who	
De-brief with SMT		CPOMS incident report		Principal informed		Governors informed	
Date and Time		Date and Time		Date and Time		Date and Time	
By who		By who		By who		By who	
Post Incident - Student comments, restorative conversation completed within reasonable timeframe (the next right time)							
Follow up / outcome (including updating student incredible 5 point scale)							
SMT comments							
Staff Member completing the report		Signed		SMT member reviewing the report		Signed	

Appendix B: Governor Assurance Summary (Restrictive Interventions)

Purpose

This summary provides assurance to the Governing Body that Goldwyn School's approach to restrictive interventions is lawful, ethical, trauma-informed and aligned with the school's Relationships and Behaviour Policy.

Statutory Compliance

Governors can be assured that the school:

- Has full regard to *DfE Guidance: Restrictive interventions, including reasonable force, in schools (April 2026)*
- Complies with statutory duties under the Education and Inspections Act 2006
- Meets all statutory requirements for recording, monitoring and reporting incidents of restraint and seclusion

Ethos and Alignment

- The policy is fully aligned with the school's Relationships and Behaviour Policy and R.E.A.C.H values
- Behaviour is consistently understood as communication, not defiance
- Restrictive interventions are never used as punishment or for compliance

Trauma-Informed Practice (TISUK)

- Practice is underpinned by Trauma-Informed Schools UK (TISUK) principles
- Staff understand the impact of trauma, attachment and stress on behaviour
- Co-regulation, emotional safety and restoration are prioritised before, during and after incidents

Use of Physical Intervention (CPI)

- CPI-trained staff carry out all planned or foreseeable physical interventions
- CPI principles ensure dignity, safety and proportionality
- Emergency use of force by untrained staff is rare, reviewed and informs training needs

Safeguards for Students

- Individual Behaviour Support Plans (Incredible 5 point scales) identify triggers, early signs and agreed responses
- Reasonable adjustments are made for students with SEND
- Seclusion is used only as a short-term safety measure with continuous supervision

Oversight and Monitoring

- Senior leaders review all incidents and patterns
- Data is analysed for frequency, duration, student groups and disproportionality
- Governors receive anonymised reports and challenge practice appropriately

Training and Culture

- Staff receive regular training in CPI, TISUK and de-escalation
- Reflective practice and staff wellbeing are prioritised
- The school culture emphasises learning, not blame

Governor Assurance Statement:

The Governing Body is assured that restrictive interventions at Goldwyn School are used rarely, safely, proportionately and in line with the school's values, with a clear focus on prevention, dignity and student wellbeing.

Appendix C: What This Looks Like in Practice (For Staff, Ofsted and QA)

Everyday Practice

- Staff prioritise relationships and emotional safety
- Adults notice early signs of dysregulation and respond proactively
- Language is calm, respectful and curious
- Students are offered choice, space and support to regulate

De-escalation in Action

Staff will typically:

- Lower voice and reduce demands
- Increase physical space and reduce audience
- Validate feelings without endorsing unsafe behaviour
- Offer regulation strategies (movement, time-out, sensory support)

When Risk Increases

- CPI-trained staff are alerted early
- Environmental risks are reduced
- Clear, consistent communication is maintained
- Support is coordinated rather than reactive

Physical Intervention (Rare)

If physical intervention becomes necessary:

- It is led by CPI-trained staff
- The least restrictive hold is used
- The intervention lasts only as long as needed for safety
- The student's dignity, breathing and wellbeing are prioritised

Seclusion (Very Rare)

- Used only to manage immediate risk
- Never framed as a sanction
- The student is supervised at all times
- The focus remains on calming, regulation and re-connection

After an Incident

- The student is supported to return to regulation
- A restorative conversation takes place when ready
- Staff reflect on triggers and learning
- Plans are reviewed and adjusted

What Ofsted and QA Will See

- Calm, relational interactions
- Consistent language across staff
- Minimal use of physical intervention
- Clear recording and reflective review
- Students who feel known, supported and safe

These appendices support transparency, accountability and continuous improvement in line with Goldwyn School's values and statutory responsibilities.