MIAG

PHYSICAL INTERVENTION AND RESTRICTIVE INTERVENTIONS POLICY

MIAG ORGANISATIONAL POLICY

Organisation-wide

Supporting consistent, effective practice across the MIAG organisation.

SUPPORTING INDIVIDUALS | CREATING OPPORTUNITIES | ENRICHING COMMUNITIES

PURPOSE:

This policy establishes MIAG's organisation-wide expectations for the prevention, management, recording, reporting, review and governance oversight of physical intervention and other restrictive interventions involving learners. It is designed to ensure that any intervention is safe, lawful, necessary, proportionate, respectful of the learner's dignity and used for the shortest period required to reduce the immediate risk.

The policy is supported by the MIAG Physical Intervention Risk Assessment, which provides the operational controls and assurance arrangements required to implement this policy consistently.

MIAG's approach is: Prevent → De-escalate → Least restrictive intervention → Record → Review → Learn → Reduce recurrence.

Scope:

This policy applies across MIAG organisation-wide and to all employees, agency and supply staff, volunteers, contractors and other adults working with learners where the policy is relevant to their role. It applies in school/provision, on school/provision premises, during off-site activities and wherever MIAG has responsibility for the learner.

The policy should be read alongside individual learner risk assessments and Behaviour Support Plans. Where an individual learner presents a foreseeable risk of requiring physical intervention, those documents must clearly identify known triggers, preventative strategies, de-escalation approaches, relevant vulnerabilities and agreed parameters for increased physical contact.

Policy Statement and Principles:

MIAG recognises that restrictive interventions can have a significant physical, emotional and relational impact on learners and staff. *Restrictive intervention must therefore never be regarded as routine behaviour management.* The primary objective is to prevent situations escalating to the point where restrictive intervention becomes necessary.

- Intervention will be prevention-led and relational, with emphasis on understanding communication, need, triggers and context
- Restrictive intervention will only be used where it is necessary and proportionate to the circumstances and where less restrictive approaches are unavailable, ineffective or would create greater risk
- The least amount of force or least restrictive intervention necessary will be used for the shortest amount of time required to reduce the relevant risk
- Staff will consider the learner's welfare, dignity, age, size, SEND, medical needs, communication needs, vulnerabilities, equality considerations and any known trauma or sensory factors
- Force will never be used as punishment, humiliation, coercion or retaliation
- Every significant incident will be recorded promptly and will be subject to management review and learning
- MIAG will use data and practice review to reduce the frequency, duration and necessity of restrictive intervention over time.

Definitions

Term	MIAG meaning / application
Restrictive intervention	A means to prevent, restrict or subdue movement of the body, or part of the body, of a learner. This includes physical and non-physical actions intended to restrain movement
Reasonable force	A term used in legislation for force that is no more than necessary and is used for the least amount of time required in the circumstances
Significant incident	An incident where the use of force goes beyond appropriate physical contact between learners and staff, including where physical force is used to implement a non-physical restrictive intervention
Restraint	A non-disciplinary intervention which immobilises a learner or limits their movement, whether or not direct physical contact is involved
Team Teach trained	A member of staff who holds current MIAG-recognised Team Teach training appropriate to the role and has maintained the required currency/competence
Bound & Numbered Physical Intervention Record	The controlled MIAG record used to document significant incidents involving physical intervention and, where applicable, other restrictive interventions. Each page is permanently bound and sequentially numbered to provide a secure, auditable record and to support accountability, oversight and compliance. All relevant incidents must be recorded fully and promptly in the book, with each entry subject to Head Teacher review following the incident.
Seclusion	A non-disciplinary intervention involving keeping a learner confined to a place away from other and preventing them from leaving.

	This is not a practice that MIAG as an organisation supports
Behaviour Support Plan	An individualised plan identifying proactive support, communication approaches, triggers, de-escalation strategies, reasonable adjustments and agreed parameters for increased physical contact where relevant
ABCCC – Antecedent, Behaviour, Context, Consequences, Communication	A recording and reflection tool used by MIAG to capture and understand the circumstances surrounding an incident or behaviour. It supports staff to identify what happened before, during and after an incident, consider the wider context and explore what the learner may be communicating through their behaviour. ABCCC records contribute to understanding patterns, informing preventative strategies, reviewing practice and reducing the likelihood of future restrictive intervention.
Individual Risk Assessment (IRA)	A person-centred assessment that identifies the foreseeable risks associated with an individual learner, their needs, presentation, behaviour and circumstances. It identifies preventative measures, known triggers and early warning signs, appropriate staffing and environmental controls, de-escalation strategies and the actions required to minimise risk and maintain the safety and dignity of the learner and others. Where restrictive or physical intervention may be foreseeable, the IRA must clearly identify the circumstances in which this may be required and the controls that apply. The assessment must be reviewed following relevant incidents, significant changes in circumstances or presentation, and where existing control measures are no longer effective.

Legal and Regulatory Framework:

This policy is aligned with the Department for Education's Restrictive interventions, including use of reasonable force, in schools guidance, effective from 1 April 2026. The DfE guidance replaces the 2013 Use of reasonable force guidance and includes statutory guidance concerning recording and reporting significant incidents involving force.

- Education and Inspections Act 2006, particularly sections 93 and 93A
- Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025
- Health and Safety at Work etc. Act 1974 and associated regulations
- Human Rights Act 1998
- Equality Act 201
- Department for Education: Restrictive interventions, including use of reasonable force, in schools (April 2026)
- Department for Education: Behaviour in Schools
- Department for Education: Reducing the need for restraint and restrictive intervention
- Keeping Children Safe in Education, as applicable
- MIAG safeguarding, behaviour, health and safety and individual learner documentation

Prevention and De-escalation:

MIAG expects staff to use proactive strategies to understand and reduce the circumstances in which restrictive intervention may become necessary. Staff should respond to early indicators of distress and use the least intrusive effective approach.

- Build trusting, respectful and predictable relationships with learners
- Understand individual communication styles, sensory needs, triggers, warning signs and patterns
- Use appropriate tone, body language, facial expression and communication pace
- Reduce or remove stimuli where these are contributing to distress
- Provide appropriate time, space and processing time
- Use distraction, redirection, familiar activities or objects where these are effective
- Offer choices and support the learner to communicate their needs
- Use agreed reasonable adjustments and individual strategies identified in the Behaviour Support Plan
- Seek support from colleagues who know the learner well when risk is increasing

Staff should consider whether an intervention is likely to reduce the risk or whether it is likely to escalate the situation or cause greater harm. Where the intervention itself is increasing risk, staff should reconsider and, where practicable, move to a safer alternative.

Individual Learner Risk Assessment and Behaviour Support Plans:

Where there is an identified risk that a learner may require reasonable force or another restrictive intervention, MIAG must have an appropriate risk assessment in place. The assessment must identify foreseeable hazards and controls and should be developed alongside the learner's Behaviour Support Plan where relevant.

- Known triggers and early warning signs
- Communication and processing needs
- Sensory, environmental and relational factors

- Medical needs and physical vulnerabilities
- Reasonable adjustments required under the Equality Act 2010
- Proactive and preventative strategies
- De-escalation strategies and agreed staff responses
- Any circumstances in which increased physical contact may be appropriate and the parameters around its use
- Staffing arrangements and Team Teach competence required for planned or anticipated intervention
- Post-incident review arrangements

Behaviour Support Plans must be reviewed periodically and following any significant incident so that changes can be made based on evidence of what has and has not worked in practice. The DfE guidance specifically requires risk assessments where there is an identified risk of needing restrictive intervention.

Use of Reasonable Force and Restrictive Interventions:

The legal power to use reasonable force is available to all members of school staff in limited circumstances. It may be used to prevent or stop a learner from causing injury to themselves or others, committing a criminal offence, damaging property, or causing disorder among pupils at the school.

MIAG's organisational expectation is that restrictive intervention will **only** be used where it is necessary and proportionate, having considered whether a less restrictive response is available and whether the intervention is likely to reduce rather than increase risk.

Decision-making principles

- **Necessary**: Is intervention required to prevent or reduce an immediate and relevant risk?
- **Proportionate:** Is this the least restrictive response that can reasonably reduce the risk?
- **Duration:** Can the intervention be reduced or stopped now? It must last no longer than necessary.
- **Welfare:** What is the likely impact on the learner's physical and emotional welfare?
- **Dignity:** Can the intervention be undertaken in a way that protects the learner's dignity and privacy?
- **Individual circumstances:** Have SEND, medical needs, communication needs, vulnerabilities, age, size and equality considerations been taken into account?
- **Review during intervention**: If the intervention is escalating the situation or no longer reducing risk, staff must reconsider and seek a safer alternative.

MIAG Team Teach Standard:

MIAG organisational standard: where a learner has a foreseeable or planned risk of requiring physical intervention, planned or anticipated physical intervention must only be undertaken by staff who hold current Team Teach training appropriate to the intervention.

Team Teach is MIAG's required organisational training standard for planned or anticipated physical intervention. Training records must be maintained and staffing arrangements must take account of known learner risk.

This organisational requirement does not remove the underlying legal position that all members of school staff have a limited legal power to use reasonable force in an emergency. Where an unexpected emergency requires immediate action and a Team Teach-trained member of staff is not available, staff must act within the law, use only the minimum force necessary for the shortest time required, and immediately report and record the incident. The incident must then be subject to the same management review and learning process.

The DfE guidance states that staff likely to need to use reasonable force or other restrictive interventions should be adequately trained and that school leaders should determine the appropriate formal training for their context.

Unacceptable Practice:

Force must never be used as punishment. MIAG will not permit practices that deliberately cause pain, humiliation or unnecessary distress.

- Use of force for punishment, retaliation or compliance where there is no relevant safety or legal justification
- Any intervention that intentionally affects a learner's airway, breathing or circulation, including covering the mouth or nose or applying pressure to the neck or abdomen
- Use of force that is excessive, disproportionate or continues after the relevant risk has reduced
- Any practice inconsistent with the learner's individual risk assessment, Behaviour Support Plan or approved training, unless an emergency makes this unavoidable
- Use of unapproved or improvised restrictive techniques
- Failure to record or report a significant incident
- Normalising repeated restraint without evidence of active practice review and attempts to reduce recurrence

The DfE guidance states that pupils should not be restrained in a way that affects airway, breathing or circulation and that force must not be used for punishment.

Seclusion: *This is not a practice that organisationally MIAG supports*

Seclusion is a distinct restrictive intervention and must only be used as a safety measure to protect others from harm when a learner is experiencing high levels of emotional or behavioural dysregulation. It must not be used as a disciplinary response or implemented through threats of punishment.

Any seclusion must be safe, supervised at all times and ended as soon as the immediate risk of harm has reduced. All seclusion incidents must be recorded and reported in accordance with the statutory requirements and this policy.

Recording and Reporting:

Bound and Numbered Physical Intervention Record Book:

MIAG Schools/Provisions will maintain a bound and sequentially numbered Physical Intervention Record Book at each applicable provision. The book is a controlled organisational record and must be securely stored with access restricted to authorised personnel.

Every significant incident involving the use of force must be recorded as soon as practicable after the event. Staff involved should endeavour to complete the record no later than the same day. The requirement to record applies even where a restrictive intervention has been anticipated or agreed within an individual Behaviour Support Plan.

Minimum recording requirements:

- Names of the learner and staff directly involved
- Relevant learner needs or circumstances, including SEND and SEN status where applicable
- Date, time, location and approximate duration
- Events leading up to the incident and known or potential triggers
- Preventative and de-escalation strategies attempted
- Type and degree of force used, where relevant
- Why the intervention was assessed as necessary
- Any physical injuries sustained
- Post-incident support, including medical treatment or other adverse impacts
- Parent/carer notification and follow-up action, where applicable

MIAG will record additional information where this supports evaluation, practice review, learning and improvement. The DfE identifies pupil or witness accounts, parental notification and follow-up as examples of useful additional information.

Reporting to parents/carers:

Significant uses of force **must** be reported to the learner's parent/carer as soon as practicable and schools/provisions should endeavour to do so **no later than the same day**, subject to the limited statutory exceptions. Reporting should normally be in writing and should include the required minimum information.

Where reporting to a parent/carer may result in serious harm to the learner, the statutory exception and alternative reporting arrangements must be considered and documented.

Seclusion and non-force restraint ~ *This is not a practice that organizationally MIAG supports*

Seclusion and restraint incidents that fall within the statutory regulations must also be recorded and reported as required, including restraint that does not involve direct physical contact. Where a restraint incident also constitutes a significant use of force, the significant use of force reporting procedure applies and the same information does not need to be reported twice.

Immediate Post-Incident Response:

- Ensure the immediate safety of the learner, other learners and staff
- Stop the intervention as soon as the immediate risk has reduced
- Check for injury and obtain first aid or medical assessment where required
- Support the learner to regulate and recover in a calm and respectful manner
- Ensure involved staff receive appropriate immediate support
- Complete the bound and sequentially numbered record as soon as practicable and normally on the same day
- Notify the Head Teacher immediately
- Notify the parent/carer in accordance with the statutory reporting requirements and this policy
- Consider safeguarding, health and safety, accident reporting, HR and other escalation requirements
- Undertake a post-incident review and identify any changes required to the learner's Risk Assessment or Behaviour Support Plan

The DfE guidance expects schools/provisions to evaluate incidents promptly, address injuries, support pupil and staff wellbeing and use follow-up conversations to facilitate reflection, learning and relationship repair.

Head Teacher Review and Practice Review:

The Head Teacher must review the completed Physical Intervention Record Book entry following every significant incident. This review is a mandatory MIAG organisational control and provides the first level of management assurance.

- Confirm that the record is complete, legible and appropriately numbered
- Confirm that the learner and staff involved are supported to reflect on the incident, and support any post incident support that may be required
- Confirm the staff involved and check Team Teach status where the intervention was planned or anticipated
- Consider whether the intervention was necessary and proportionate
- Consider whether preventative and de-escalation strategies were appropriately attempted where practicable
- Confirm that injuries, medical needs and wellbeing have been addressed
- Confirm that parent/carer notification requirements have been met or that any statutory exception has been appropriately applied
- Consider whether safeguarding, health and safety or other reporting requirements have been triggered
- Review whether the individual Risk Assessment and Behaviour Support Plan remain appropriate
- Identify learning, actions and any changes to practice, staffing, environment or training
- Identify repeated or emerging patterns requiring further review

Where an incident indicates a material concern about practice, the Head Teacher must escalate the matter through the appropriate safeguarding, management, HR or governance route.

Governance Reporting and Assurance:

The Head Teacher/provision lead will provide a report to the Governing Body at each scheduled meeting which includes an overview of the use of physical intervention and restrictive interventions since the previous meeting. This will include the number and type of incidents, frequency and duration where relevant, any injuries or significant outcomes, patterns or trends identified, and any repeated use involving individual learners. The report will also provide assurance that all incidents have been appropriately recorded in the bound and sequentially numbered Physical Intervention Record Book and that the Head Teacher has completed the required review following each incident.

Where appropriate, the report will summarise practice reviews, learning arising from incidents, changes to individual risk assessments or Behaviour Support Plans, staff training or practice development, and actions taken to reduce or prevent future use of restrictive intervention. The Governing Body will be informed of any significant concerns, emerging patterns, breaches of procedure or areas requiring further action, enabling Governors to provide appropriate challenge and oversight of the school's use of physical intervention.

The COO will undertake a formal termly compliance review as part of MIAG's organisational compliance assurance arrangements. This will include review of the Physical Intervention Record Book, evidence of Head Teacher review following each incident, Team Teach training compliance, parental reporting, incident trends, practice review, learner plan updates and evidence that actions are reducing future risk. Significant findings will be escalated through the appropriate governance arrangements.

Governance assurance: Head Teacher review after every incident → Governing Body oversight at each meeting → COO compliance audit termly.

Roles and Responsibilities:

Role	Key responsibility
Governing Body / Proprietor	Ensure appropriate procedures are in place; provide challenge and oversight; review data and assurance on restrictive interventions; monitor compliance and improvement
Chief Operating Officer	Provide termly organisational compliance assurance; audit records, training, reporting, review and action; identify systemic risks and escalate significant findings
Head Teacher/Provision Lead	Implement the policy; ensure appropriate Training for staff; ensure appropriate risk assessments and Behaviour Support Plans; review every incident; assure recording/reporting; lead practice review; report to Governors

Senior Leaders / Managers	Ensure consistent implementation, staffing, training and supervision; support de-escalation and practice development; escalate concerns
DSL / Safeguarding Lead	Provide safeguarding advice where incidents raise safeguarding concerns or allegations; ensure appropriate safeguarding procedures are followed
Team Teach trained staff	Use approved techniques within training and organisational requirements; maintain professional judgement; record incidents promptly; participate in debrief and review
All staff	Use prevention and de-escalation; act lawfully and proportionately; seek support; report and record incidents; raise concerns about practice
Parents / Carers	Where appropriate, contribute to understanding triggers, prevention strategies and Behaviour Support Plans and participate in post-incident review

Training, Competence and Workforce Assurance:

MIAG will maintain a current register of staff who hold Team Teach training. Training records **must** identify the training date, current status and renewal/reaccreditation requirements. Staffing arrangements must reflect known learner risks.

- Planned or anticipated physical intervention must be undertaken only by staff with current Team Teach training appropriate to the intervention
- Training must include prevention, de-escalation, safe and lawful use of intervention and post-incident practice
- Managers must ensure that staff are not expected to undertake planned intervention outside their competence
- Training compliance will be checked through leadership monitoring and the COO termly compliance audit
- Where incident review identifies a practice or competency gap, additional training, supervision or practice development will be implemented

Equality, SEND and Individual Needs:

MIAG recognises that learners with SEND may be disproportionately subject to restrictive interventions if underlying communication, sensory, environmental or emotional needs are not understood. Staff must seek to identify triggers and provide proactive support and reasonable adjustments.

- Consider communication needs, including non-verbal communication and speech, language and communication difficulties
- Consider sensory needs and environmental triggers
- Consider medical conditions and physical vulnerabilities
- Consider the learner's age, size and developmental presentation
- Consider equality implications and reasonable adjustments
- Use staff who know the learner well to inform risk management where possible
- Involve the learner, parents/carers and relevant professionals in the development and review of Behaviour Support Plans where appropriate

The DfE guidance highlights the risk of disproportionate use of restrictive interventions for pupils with SEND and requires schools to use risk assessments, prevention strategies and reasonable adjustments.

Complaints, Allegations and Safeguarding:

Complaints about the use of restrictive interventions will be handled in accordance with MIAG's normal complaints procedure. Where an allegation is made that a member of staff has used force or another restrictive intervention inappropriately, the safeguarding procedures in Keeping Children Safe in Education and MIAG's safeguarding arrangements must be followed.

Any concern that an intervention was unlawful, excessive, punitive, unsafe or inconsistent with this policy must be treated seriously and escalated to the Head Teacher and/or DSL as appropriate. The DfE guidance confirms that allegations regarding inappropriate use of force or restrictive interventions should be managed through the school's safeguarding procedures.

Monitoring, Audit and Review:

MIAG will monitor the use of restrictive interventions not simply to demonstrate compliance, but to identify whether practice is effective, proportionate and reducing over time.

Head Teacher – after every incident

- Audit the completed record
- Confirm training status
- Confirm reporting and follow-up
- Review proportionality and practice
- Identify actions and plan amendments

COO – termly

- Audit the bound and numbered record for completeness and control
- Confirm Head Teacher review following every incident
- Audit Team Teach training compliance
- Check parental reporting and exceptions
- Review incident patterns and trend
- Review practice changes, risk assessment updates and Behaviour Support Plan reviews
- Identify systemic issues, repeated non-compliance or organisational learning
- Report/escalate significant findings through governance arrangements

Governing Body – each meeting

- Review number and type of incidents
- Consider frequency, duration, injuries and significant outcomes
- Consider patterns, repeat incidents and individual learner trends
- Review practice learning and actions
- Challenge whether interventions are reducing and whether policy/practice remains effective
- Consider whether any disproportionality or emerging risk requires further assurance

The DfE guidance expects governing bodies and proprietors to take reasonable steps to ensure recording and reporting procedures are complied with and to regularly review and interrogate data to identify improvements, staff development, repeat patterns and potential disproportionality.

This policy will be reviewed annually and sooner where legislation, statutory guidance, organisational arrangements, incident trends or learning indicate that an earlier review is required.

Related Documents:

- MIAG Physical Intervention Risk Assessment
- Individual Learner Risk Assessment
- Individual Learner Behaviour Support Plan
- Behaviour Policy
- Safeguarding and Child Protection Policy
- Health and Safety Policy
- Accident / Incident Reporting Procedure
- Complaints Policy
- Staff Code of Conduct
- Team Teach training and competency records

Key Statutory and Guidance References

The following references should be read alongside the policy and checked for subsequent updates:

- Department for Education, Restrictive interventions, including use of reasonable force, in schools (April 2026)
- Education and Inspections Act 2006, sections 93 and 93A

- Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025
- Health and Safety at Work etc. Act 1974
- Human Rights Act 1998
- Equality Act 2010
- Department for Education, Behaviour in Schools
- Department for Education, Reducing the need for restraint and restrictive intervention
- Department for Education, Keeping Children Safe in Education
- Department for Education, Searching, Screening and Confiscation in Schools, where relevant

Document Control:

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Related Documents	Physical Intervention Risk Assessment; Behaviour Support Plans; Individual Learner Risk Assessments; Behaviour Policy; Safeguarding and Child Protection Policy

Version History:

Version	Date	Summary of Change
1.0	[Insert date]	New organisational policy; aligned to DfE 2026 restrictive interventions guidance and MIAG organisational assurance arrangements.

MIAG — Meeting Individual Aspirations & Goals