PHYSICAL INTERVENTION AND RESTRICTIVE PRACTICE POLICY

Prevention, lawful necessity, dignity, recording and review

EFFECTIVE: SEPTEMBER 2026 | REVIEW: SEPTEMBER 2027 | IMPACT AP

1 | SCOPE AND LEGAL AUTHORITY

Prevent avoidable restrictive practice and protect rights and safety across current AP. Do not assume school-specific statutory powers apply to Impact staff. Any intervention needs a lawful basis appropriate to the situation, necessity and proportionality. Obtain appropriate legal and safeguarding advice on AP arrangements; training alone does not create a legal power.

2 | PREVENTION AND EARLY SUPPORT

Know triggers, communication needs, sensory differences and medical risks. Use calm space, clear choices, processing time and trusted-adult support. Adapt demands and supervision before risk escalates. Avoid crowding, threats, humiliating language and punitive responses. Behaviour or refusal alone is not a reason to use physical force.

3 | INDIVIDUAL PLANNING

For foreseeable risks, agree a positive support plan with the learner and relevant adults and professionals. Record prevention, warning signs, safe responses, medical restrictions, staffing and review arrangements. Consent to a plan is not blanket permission for force. Seek specialist input where risk cannot be managed through available competence and resources.

4 | EMERGENCY DECISION

Only consider intervention where necessary to prevent relevant immediate harm and a lawful justification exists. Use the least restrictive effective response for the shortest time and seek assistance. Call emergency services if staff cannot manage danger safely. Staff are not required to put themselves in serious danger or attempt techniques beyond their competence.

5 | PROHIBITED PRACTICES

Never use force as punishment, to cause pain or humiliate, or merely to obtain obedience. Do not obstruct breathing or circulation, use pressure to the neck, mouth or chest, or employ unsafe holds. Do not use mechanical restraint or medication for behaviour control through this policy. No technique is authorised solely because it appears in training material.

6 | STAFF COMPETENCE AND MONITORING

Staff must know the limits of their training, professional advice and individual medical risks. During any intervention, monitor breathing, distress and physical condition and release as soon as safely possible. Seek urgent medical help for concerning symptoms. Do not continue an intervention because a target time has not elapsed or a learner has not apologised.

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7 | SECLUSION AND MOVEMENT RESTRICTIONS

Do not lock or block a learner alone in a room as punishment or use enforced isolation as a routine regulation strategy. A quiet space should support safe, appropriately supervised voluntary regulation. Any proposed restriction of liberty requires a separate lawful assessment and safeguards; this policy does not authorise deprivation of liberty.

8 | IMMEDIATE AFTERCARE AND NOTIFICATION

Check everyone's physical and emotional welfare, offer first aid and obtain medical assessment where indicated. Inform Kate or the unconflicted lead immediately. Notify parents/carers and the commissioner as soon as practicable, normally the same day, unless safeguarding advice requires a different approach. Inform an adult learner directly and handle family involvement lawfully.

9 | RECORDING AND SAFEGUARDING

Record the incident promptly, normally the same day: antecedents, risk, alternatives, lawful rationale, staff, nature and duration of contact, monitoring, injuries, learner views and notifications. Preserve evidence securely. Report concerns about an adult's conduct through Managing Allegations or the independent route; do not treat injury or disputed force only as a routine behaviour entry.

10 | REVIEW AND ACCOUNTABILITY

Provide separate supported opportunities for the learner and staff to explain what happened. Review triggers, medical factors, prevention and whether the response was necessary and proportionate. Update plans and staffing; repeated incidents require urgent commissioner and specialist review. Governance monitors patterns, equality impact and corrective actions. Provide an accessible complaints route without retaliation.

11 | POLICY CONTROL AND REVIEW

Policy owner: Kate Willis, Principal and Proprietor. Effective date: September 2026. Scheduled review: September 2027, or sooner after relevant changes, incidents or feedback. Record actual governance approval and implementation decisions and brief staff on their duties. These policy dates do not assert that approval, staff training or operational checks have already occurred. Use the Complaints or independent reporting route for concerns about implementation.

12 | SOURCES AND RELATED DOCUMENTS

Impact Behaviour, SEND, Safeguarding and Managing Allegations policies; applicable law and current DfE restrictive-intervention guidance.

This current-AP policy does not confer school-specific statutory force powers.

Check current versions and apply according to Impact's legal and commissioning status.