

Restrictive Intervention Policy

DRAFT

**Academic Year
2026/2027**

Policy Date:	1 st September 2026	Version	1.0	
Policy Review Date:				
Ratified by Governing Body:				

1. Purpose

This policy sets out the school's approach to the prevention, use, recording and review of restrictive interventions, including the use of reasonable force.

This policy applies to all staff employed by the school, volunteers, and external contractors while working with students on school premises or during school-led activities off site. It sets out the legal framework for the use of restrictive interventions, including relevant legislation (Education and Inspections Act 2006, Children Act 1989/2004, Equality Act 2010) and links to the school's Safeguarding and Behaviour policies, staff code of conduct, and anti-bullying policy.

This policy is consistent with the Department for Education guidance:

"Restrictive interventions including the use of reasonable force in schools" (effective April 2026)
[Use of reasonable force and other restrictive interventions guidance](#)

It should be read alongside the school's safeguarding, behaviour and SEND policies.

The school is committed to safeguarding and promoting the welfare of all pupils. Restrictive interventions will only ever be used where necessary and in a manner that is lawful, proportionate and respectful of the dignity and rights of the child.

2. Definition

Examples of restrictive interventions: holding a student to prevent them leaving a room, physically blocking movement, using furniture to confine a student, closing a door to prevent exit (seclusion). Non-physical restrictions can include removing objects, blocking a corridor, or denying access to an area when necessary to prevent harm. This is not a definitive list.

All instances that meet the definition must be recorded in full in the school's Restrictive Intervention Log and recorded on the student's file. See the DfE guidance "Restrictive interventions including the use of reasonable force in schools" (effective April 2026) for the definitions.

The use of "reasonable force" refers to the application of the minimum force necessary for the shortest possible duration in order to prevent harm or serious disruption.

Section 93 of the Education and Inspections Act 2006 enables a school's staff to use such force as is reasonable, proportionate and necessary. There is no legal definition of when it is reasonable to use force. Reasonable force will only be used as a last resort when all other behaviour management strategies have failed or when pupils, staff or property are at risk.

3. Guiding Principles

The school adopts a preventative and child-centred approach. The use of restrictive intervention is always a last resort and is not a behaviour management strategy in itself. It must never be used as a punishment, to secure compliance, or as a substitute for effective behaviour support.

Any intervention must be necessary in the circumstances, proportionate to the level of risk presented, and applied for the shortest time possible. Staff must act in the best interests of the pupil and others, maintaining the pupil's dignity throughout.

For students with SEND or other vulnerabilities, staff must make reasonable adjustments, consider communication needs, sensory profiles and the pupil's EHCP where relevant. Restrictive interventions must be proportionate taking account of these needs and the pupil's stage of development; they should avoid escalating sensory or communication difficulties where possible.

Particular care will be taken in relation to pupils with special educational needs or disabilities, recognising that behaviour may be a form of communication and that reasonable adjustments may be required.

4. Circumstances in Which Intervention May Be Used

In some circumstances, staff may use reasonable force through restrictive interventions to restrain a student to prevent them:

- Posing a risk to the safety of staff, children or visitors
- Hurting themselves or others
- Posing a risk of serious damage to property
- Where a child's behaviour is seriously detrimental to good order and discipline
- Where a child is committing a criminal offence

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible and where and when possible, by a member of staff who has received Safe Teach UK training.
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment

- Be recorded and reported to parents within the same school day as the intervention taking place.

As stated, this is always a last resort, and all teaching staff and key pastoral staff have had de-escalation training, delivered by an external expert in Aug 2025. The Senior Leadership Team and key Pastoral staff have been positive handling trained to support students.

Before using physical intervention, staff will identify risk, consider alternatives, call for support, warn the pupil (where possible), record the rationale.

Where physical restraint is deemed necessary it should, where practicable, be performed by a member of staff who has had recognised training (e.g. SafeTeach UK or equivalent accredited training). The school will maintain a list of staff who have been trained and the date of their latest refresh. However, all staff can use physical intervention when deemed necessary where a trained member of staff is not available, staff should use the minimum force necessary and summon trained support as soon as is possible.

5. Prevention and De-escalation

The school places a strong emphasis on prevention. Staff are expected to use de-escalation strategies and positive behaviour support to reduce the likelihood of incidents occurring. This includes recognising early signs of distress, adapting communication, offering space or time, and using distraction or reassurance.

Other de-escalation techniques include may include : using calm language and lower tone; giving clear simple instructions; offering clear choices; use of time and space; distraction; removing potential triggers; adjusting environment (lighting, noise), direction to a different place for a calm discussion.

Where pupils are known to present a higher risk, individual behaviour or risk management plans will be developed. These plans will identify triggers, early warning signs and agreed strategies to support the pupil safely.

6. Use of Seclusion

Seclusion, defined as the supervised confinement of a pupil in a room or area from which they cannot freely leave.

Seclusion may only be used as an emergency response to immediate serious risk, for the shortest time necessary. Rooms used for seclusion must be safe, ventilated, without hazards, and allow observation (line of sight or via window). A named staff member must continuously supervise the

pupil, maintain verbal contact at regular intervals and document the start/end times and reasons. The school will set a maximum timeout/seclusion continuous duration unless there is a clear clinical or safety reason to extend as advised by the Headteacher or a delegated member of the senior leadership team.

Where seclusion is used, the pupil must be continuously supervised, and the intervention must end as soon as it is safe to do so, in line with DfE guidance. Incidences of Seclusion will be logged and reported to parents.

7. Prohibited Practices

The school strictly prohibits any intervention that could cause harm, injury or distress beyond that which is unavoidable in preventing immediate risk. This includes techniques that inflict pain, restrict breathing or circulation, hold a pupil in a prone (face-down) or supine (face-up) position in a way that restricts breathing, use of medication as restraint (unless prescribed and administered by medical staff according to medical plan), use of mechanical restraints, deliberate deprivation of food or drink, and locking a pupil alone in a room with no supervision.

8. Responding to unforeseen emergencies

Even the best planning system cannot cover every eventuality and the school recognises that there are unforeseen or emergency situations in which staff have act immediately to protect pupils. An unforeseen event may require an emergency response. After that event, staff have a duty to plan ahead and prepare a risk assessment and/or behaviour support plan that should be shared with parents and pupil as soon as is operationally possible should there be a belief that this is not a one-off intervention.

9. Risk Assessments

Risk assessments are required for pupils who exhibit extreme behaviour. Responsible staff, including Senior Leadership, should think ahead to anticipate what might go wrong.

When considering a pupil's behaviour, staff will think about the following questions:

- Can we anticipate a Health and Safety risk related to this pupil's behaviour?
- Have we got all the information we need to conduct a risk assessment?
- Have we provided a written plan as a result?
- What further steps can we take to prevent dangerous behaviour from developing?

10. Behaviour Support Plans

Behaviour support plans replace any Positive Handling Plans should detail circumstances where it may be appropriate for staff to have increased physical contact with a pupil. The plan details any strategies which have been found to be effective for that individual, along with any particular responses which are not recommended. Any particular physical techniques which have been found to be effective should be named, along with any alerts to any which have proved to be ineffective or which caused problems in the past.

Behaviour Support Plans should be considered along with the child's Educational Health care Plan (EHCP) and any other planning document relevant to the pupil. They should take account of age, sex, level of physical, emotional and intellectual development, special needs and social context.

9. Recording and Reporting

In line with statutory requirements introduced in April 2026 and set out in DfE guidance, every use of restrictive intervention must be formally recorded. The record must be completed as soon as possible after the incident.

Records must include: detailed factual account of events, triggers, de-escalation attempts, exact description of hold(s) used (including body positions), start/finish times, witnesses, injuries (photos if appropriate), pupil voice, steps taken to inform parents/carers (date, time, method and content), and actions to be taken. Records will be stored securely in line with data protection requirements.

Parents or carers must be informed of any incident involving restrictive intervention as soon as practicable (preferably the same day), and a record of this communication must be kept.

Accurate and timely recording is essential both for safeguarding purposes and for identifying patterns or trends that may require further intervention or support. All details must be recorded by staff involved within twenty-four hours and the physical intervention record must be signed by a member of the Senior Leadership Team. The Head teacher will be informed of the incident if dealt with by another member of staff.

10. Post-Incident Support and Review

Following any incident, the immediate priority is to ensure the physical and emotional wellbeing of the pupil and any staff involved. Appropriate first aid or medical attention will be provided where necessary.

A debrief will take place to reflect on the incident, including the perspective of the pupil where possible. This process should support learning, reduce the likelihood of recurrence, and inform any necessary updates to behaviour or risk management plans. This is led by the Headteacher or the delegated member of the senior leadership team. Reviews will also take into account patterns, frequency, staff member and any disproportionate impact on protected groups (eg SEND, PP, ethnicity).

Where appropriate the school will use restorative approaches in post-incident debriefs to repair relationships. The school will offer access to counselling or occupational health for staff involved, and wellbeing follow-up for the pupil.

11. Roles and Responsibilities

The headteacher is responsible for ensuring that this policy is implemented effectively, that staff are appropriately trained, and that systems for recording and monitoring are robust and consistent with DfE expectations. This responsibility can be delegated to a named individual of the senior leadership team who is Designated Safeguarding Lead Trained (Mr J Croucher who is currently a Deputy DSL).

Staff are responsible for following this policy, using de-escalation strategies wherever possible, and ensuring that any use of restrictive intervention is lawful, proportionate and recorded.

The Headteacher remains ultimately responsible for notifying the appropriate statutory agencies where safeguarding thresholds are met. Any serious incidents that meet local authority thresholds (e.g., possible child protection) will be referred immediately in line with safeguarding procedures. The governing body has oversight of the school's use of restrictive interventions and will monitor patterns, frequency and safeguarding implications through regular reporting and monitoring visits.

12. Training

The school will ensure that staff receive appropriate training in behaviour management, de-escalation techniques and the safe use of restrictive intervention where required. Training will be proportionate to role and refreshed regularly, in line with DfE guidance.

13. Monitoring and Review

The school will regularly review records of restrictive interventions in order to identify patterns, evaluate practice and improve support for pupils. This will include consideration of any disproportionate impact on particular groups of pupils.

This policy will be reviewed annually or sooner if required in response to changes in legislation, DfE guidance, or best practice.

This policy should be read in conjunction with the school’s Behaviour Policy and Safeguarding & Child Protection Policy.

Appendix 4

1. Pupil Details

Name	
DOB	
Year Group	
SEND / Vulnerabilities	

Date of Incident	
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Time	
Location	

2. Staff Involved

Staff Member(s)	
Witnesses	

3. Description of Incident

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4. De-escalation Attempts

Transfer adult / Withdrawal Offered / Distraction / Humour / Choices /

5. Reason for Intervention

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6. Type of Intervention Used

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7. Details of Intervention

Start Time	
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End Time	
Duration	
Description	

9. Injuries / Medical Concerns

Pupil	
Staff	

10. Pupil Voice

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11. Parent/Carer Notification

Date/time informed	
Method	
By whom	

12. Follow-Up Actions

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13. Completed By

Name	
Role	
Signature	

Date	
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14. Senior Leader Review

Name	
Outcome / comments	
Signature	
Date	