



Restrictive Intervention Policy

Approved by:	Standards Committee	Date: 08/07/2026
Last reviewed:	July 2026	
Next review due by:	July 2028	

This policy explains our approach to restrictive interventions (previously known as the Positive Handling Policy). It should be read alongside the school's Behaviour Policy, Safeguarding/Child Protection Policy and Intimate Care Policy.

Legal framework and guidance

- This policy reflects DfE guidance *Use of reasonable force in schools* (effective until 31 March 2026) and *Restrictive interventions, including use of reasonable force, in schools* (effective from 1 April 2026).
- It is informed by the Education Act 1996 and the Education and Inspections Act 2006 (including the statutory duty under section 93A to have regard to DfE statutory guidance on recording and reporting each significant incident involving use of force).
- Staff should also follow relevant safeguarding and safe working practice guidance.

Rationale

We believe that the use of restrictive interventions (including reasonable force) should be rare and used only when necessary to keep people safe. The use of reasonable force may be necessary to prevent pupils from:

- Injuring themselves or others.
- Committing a criminal offence.
- Causing significant damage to property (including their own).
- Causing serious disorder or disruption where there is a real risk to safety (for example, leaving the classroom or site where doing so would place the pupil or others at risk).

Key definitions

In this policy:

- **Restrictive interventions** are actions that restrict a pupil's liberty or freedom of movement.
- **Reasonable force** is physical contact used to control or restrain a pupil. It must always be the minimum necessary, used for the shortest time possible, and proportionate to the risk.
- **Restraint** is a type of restrictive intervention where physical contact is used to prevent a pupil from moving.

- **Seclusion** is where a pupil is prevented from leaving a space of their own accord. Seclusion is only ever used as an immediate safety measure and never as a sanction or punishment.
- **Significant incident**
For the purposes of this policy and in line with statutory guidance issued under section 93A of the Education and Inspections Act 2006, a *significant incident* is any incident involving staff-on-pupil physical contact that **uses force and goes beyond appropriate physical contact**, including restraint. Significant incidents include (but are not limited to) situations where reasonable force is used to prevent injury, damage, criminal offences or serious disorder, and where the intervention presents a safeguarding or welfare consideration for the pupil or staff involved.

Principles (what we will always do)

- Use prevention, early support and de-escalation strategies first wherever possible.
- Use the **least restrictive** option, for the **shortest time**, and only while risk remains.
- Keep communication clear and calm, explaining (where safe and possible) what is happening and what the pupil needs to do for the intervention to stop.
- Take account of age, understanding, SEND, known trauma history, medical needs, and any reasonable adjustments identified in plans (for example, Positive Support Plans, risk assessments and EHCPs).
- **In all circumstances help must be sent for at the earliest opportunity, even when immediate intervention is necessary.**
- Act in a way that maintains the pupil's safety and dignity and minimises the risk of injury.

Using reasonable force

Reasonable force is a **last resort**. It must be proportionate to the circumstances, the minimum needed to achieve a safe outcome, and used for the shortest time possible. Wherever possible, any form of restraint will be undertaken by staff trained in positive handling techniques in line with local authority guidance.

Unacceptable practice

- Restrictive interventions must **never** be used as a punishment, to enforce compliance where there is no safety risk, or as a planned response to low-level disruption.

- We do not permit techniques or actions that could compromise breathing or circulation (including pressure to the neck, airway, chest or abdomen).
- Any use of force must stop as soon as the risk has reduced and the pupil is safe.
- Corporal punishment is forbidden and is never used or threatened.

Recording and reporting

The school will comply with statutory requirements set out in Department for Education guidance issued under section 93A of the Education and Inspections Act 2006.

The following must be recorded and reported as required:

- Every significant incident involving the use of reasonable force
- Every use of seclusion, whether or not force is used
- Any non-force restrictive intervention that presents a safeguarding or welfare concern

Records will be completed as soon as practicable following the incident and held securely in line with data protection and safeguarding requirements.

Where reasonable force has been used, the incident must be reported to the Headteacher (or a senior member of staff) and recorded as soon as possible on the school's MIS.

From **1 April 2026**, following the DfE's statutory guidance on recording and reporting each **significant incident** involving the use of force. We will:

- Record the date, time, location and approximate duration.
- Record why the intervention was necessary and what de-escalation/prevention strategies were attempted (where relevant).
- Record what type and degree of force/restriction was used and who was involved (including staff who witnessed).
- Record any injuries, medical concerns and any follow-up actions (including first aid/medical attention).
- Record any relevant SEND/vulnerability information and reasonable adjustments in place.
- Log incidents on our behaviour management system (**Bromcom**), and record any related safeguarding concerns in line with our safeguarding procedures.
- Inform parents/carers **as soon as practicable** (normally the same day), unless doing so would be likely to result in serious harm to the pupil or another person.

After an incident

- Check for injury and arrange first aid or medical attention where needed.
- Support the pupil to re-regulate and return to learning safely if possible.
- Offer an appropriate debrief for the pupil and staff involved.
- Review any relevant plans (for example, risk assessments and Positive Support Plans) to reduce the likelihood of repeat incidents.

Seclusion

Seclusion is where a pupil is prevented from leaving a space of their own accord. Seclusion is **only ever used as an immediate safety measure** where necessary to prevent serious harm and **must never be used as a sanction, punishment or for non-safety-related reasons**.

Seclusion must be:

- Used for the **shortest time possible**
- Ended as soon as the pupil is safe
- Monitored appropriately to safeguard the pupil's welfare and dignity

Recording and reporting of seclusion

In line with statutory guidance effective from 1 April 2026:

- **Every use of seclusion must be recorded**, even where no physical force is used.
- A written record will include the reason seclusion was necessary, how long it lasted, who was involved, any welfare or safeguarding concerns identified, and any follow-up actions taken.
- **Parents/carers will be informed as soon as practicable** (normally the same day).
- Where seclusion has been used, a **written account of the incident will be provided** to parents/carers, unless doing so would be likely to result in serious harm to the pupil or another person.

Children with SEND

We recognise that some pupils with SEND (and/or other vulnerabilities) may be more likely to experience distress and escalation. We will take proactive steps to reduce risk and to meet needs safely, including:

- Early identification of triggers and effective de-escalation strategies.

- Reasonable adjustments and supportive environments to promote regulation and safety.
- A written Positive Support Plan/handling plan where needed, agreed with parents/carers and the SENCO.
- Regular review (at least annually, and sooner following any serious incident) so that practice remains safe, lawful and minimised.

Staff training and support

All staff receive guidance on preventing escalation and responding safely. Staff whose roles may require physical intervention receive additional, role-specific training (including positive handling techniques) and refresher training as appropriate. We also ensure that relevant staff receive training from Price trainers.

Leadership oversight and review

- The Headteacher will ensure staff have access to appropriate guidance and training.
- Incidents will be monitored and analysed (including by pupil group) to identify patterns, inform support planning and ensure the use of restrictive interventions is minimised.
- Any concerns, complaints or allegations will be managed through the school's safeguarding and complaints procedures.

Reminder for staff: do's and don'ts

Do...

- Know the procedures within the school's guidelines for the use of physical restraint.
- Discuss these with a senior member of staff if you are unsure of any point.
- Be aware of pupils who have had physical intervention before and what happened.
- Make another adult aware early if things begin to get out of hand and restrictive intervention seems likely.
- Assess the situation before acting.
- Stay calm – do not overreact.
- Use minimal force, for minimal time.
- Report the incident to the Headteacher or a senior member of staff as soon as possible.
- Consult your Professional Association or Trade Union if you have any concerns.
- Remember your professional obligations to all pupils in your care.

Do not...

- Place yourself at risk: do not attempt to restrain a pupil who obviously carries a weapon.
- Attempt to restrain a pupil when you have lost your temper.
- Allow the situation to get out of control.
- Use excessive force.
- Use restrictive interventions as a punishment, for low-level disruption, or to enforce compliance where there is no safety risk.
- Use seclusion as a sanction or punishment.
- Place yourself at risk of allegations by being alone with a pupil without the knowledge of another member of staff – refer to guidance in the Safeguarding Handbook and ‘Guidance for Safe Working Practice for Adults Working in Education Settings’.