

## **Restrictive Intervention Policy**

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| <b>Date of Policy</b>      | <b>Summer 2026</b>                                     |
| <b>Approval Body</b>       | <b>LGB</b>   |
| <b>Signed</b>              | (signed copy kept on file)<br><br>(Chair of Governors) |
| <b>Minuted</b>             | <b>18.03.26</b>  |
| <b>Date of next review</b> | <b>Spring 2029</b>                                     |

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## 1. Purpose and scope

- 1.1. Kedington Primary Academy and Steeple Bumpstead Primary School (the “Schools”) aims to foster a safe environment for all pupils and staff and seeks to minimise the need for restrictive interventions through proactive prevention and de-escalation strategies. To this end, the Schools adopt whole-school measures and pupil specific measures as described below
- 1.2. However, where it is lawful and necessary to do so, staff may use restrictive interventions, including reasonable force and seclusion, as set out in this policy. This policy sets out when and how restrictive interventions may be used lawfully and safely and the statutory duties that will apply in such circumstances.
- 1.3. This policy is based on the guidance issued by the DfE [\*Restrictive Interventions, including use of reasonable force, in Schools Guidance for Schools in England\*](#) (the “Restrictive Interventions Guidance”).
- 1.4. For the avoidance of doubt, this policy relates to restrictive interventions being used for reasons of safety. Restrictive interventions will never be used at the Schools as a disciplinary sanction.

## 2. Legal framework

This policy is based on the following legal framework:

- 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
- Children and Families Act 2014

## 3. Definitions

**Restrictive intervention:** a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This includes physical and non-physical actions aimed to restrain pupils.

**Reasonable force:** a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

**Significant incident:** any incident where the use of force goes beyond appropriate physical contact between pupils and staff as described in ‘physical contact with pupils’ below. This includes when physical force is used to implement a non-physical restrictive intervention.

**Seclusion:** a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave. Seclusion is not the same as removal from the classroom, isolation, a detention or an internal suspension. It is a safety measure used for the least amount of time possible, not a disciplinary sanction.

**Restraint:** a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides, or removing an auxiliary aid they rely on to be mobile.

**Parent:** references to parent in this policy include references to carers and includes, where relevant, a local authority providing accommodation for the pupil under section 20 of the Children Act 1989

## **4. Roles and Responsibilities**

### 4.1. The Local Governing Body

- shall ensure this policy is reviewed on a regular basis; and
- regularly review and interrogate data on restrictive interventions to maintain oversight and ensure that the Schools follow the Restrictive Intervention guidance, this will include identifying any disproportionate use of restrictive interventions in relation to pupils who share protected characteristics, have SEND or other types of vulnerability.

### 4.2. The Headteacher and Senior Leadership Team

- are responsible for staff training and the dissemination and implementation of this policy;
- will conduct risk assessments for staff likely to need to use restrictive interventions;
- will report on the use of restrictive interventions to the Governing Body/Trust.

### 4.3. School staff

- will implement restrictive interventions only when trained and authorised; and
- will record and report incidents following the procedures set out in this policy.

## **5. Preventative measures and de-escalation strategies**

5.1. The School implements preventative measures include fostering positive relationships, identifying triggers, and offering support mechanisms within classrooms and communal areas.

5.2. The School also uses de-escalation strategies which include:

For all pupils

- effective use of body language and tone of voice

- removal of stress-inducing stimuli for pupils, where identifiable
- allowing pupils time and space for emotional self-regulation, including calm spaces in every classroom
- a shared protocol for what to do if a child leaves the school site

For some children, Individual behaviour support plans which may include

- A defined calm space
- Scripts
- Guidance for what works/ what doesn't work for that child
- Guidance for specific behaviours eg if the child climbs/ tries to exit the site

## 6. Physical contact with pupils

- 6.1. There are circumstances in which it is appropriate for staff to have some physical contact with pupils which are not examples of restrictive intervention. These include giving first aid, guiding or escorting pupils, comforting a distressed pupil, a pat on the back or a handshake, demonstrating a musical instrument or exercises or techniques in PE or sports coaching.
- 6.2. Staff should always use their judgement as to whether physical contact is appropriate, with regard to the Child Protection Policy, the circumstances, including whether other adults are present, and the pupil's age.
- 6.3. For the avoidance of doubt, the above examples do not constitute restrictive interventions and are not subject to the recording and reporting duties set out in this policy.

## 7. When will it be appropriate to use a restrictive intervention?

- 7.1. Whether it is appropriate to use a restrictive intervention depends on the individual circumstances of each situation. Only trained staff should use restrictive interventions, and only where it is necessary and proportionate to do so and where the pupil's welfare has been considered. The following should be taken into account:
- 7.1.1. Is it **necessary**? Staff should consider whether there are other, more effective, less restrictive ways to manage the situation; whether it is likely to successfully reduce the relevant risk or whether it may escalate the situation further or cause more harm than the behaviour itself; and, where possible, communicate with other staff members to understand any broader risks in the environment.
- 7.1.2. Is it **proportionate**? Staff should use the least amount of force / least restrictive intervention necessary for the least amount of time required to reduce the relevant risk(s)
- 7.1.3. The **pupil's welfare**. Staff should consider all relevant considerations, which will include the impact on the pupil's overall welfare, balanced against any actions taken; seek to maintain respect for the pupil's dignity; where possible clearly and

calmly communicate to the pupil what is happening (using verbal and non-verbal strategies as appropriate); and seek to understand how the pupil is feeling.

## **8. The use of reasonable force**

8.1. Reasonable force must only be used in the circumstances set out in section 93 of the Education and Inspections Act 2006, i.e. to prevent or stop a pupil from:

- causing injury to themselves or others
- committing a criminal offence
- causing damage to property
- causing disorder among pupils at the school, whether during a teaching session or otherwise

## **9. Unacceptable use of force**

9.1. The use of force as a form of punishment is illegal.

9.2. Pupils will not be restrained in a way that affects their airway, breathing or circulation.

9.3. Staff should avoid holding a pupil on the ground as this is particularly dangerous; if this occurs staff should release their holds or re-position into a safer alternative as quickly as possible.

## **10. Recording requirements**

10.1. The School is subject to recording and reporting duties under section 93A of the Education and Inspections Act 2006 (in relation to the use of reasonable force) and the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025 (in relation to other forms of restrictive intervention – e.g. seclusion or restraint). The Restrictive Intervention Guidance sets out how these duties must be complied with on pages 14-16.

10.2. If any restrictive intervention is used, the staff member involved must document it in writing, using the form at Appendix 1 as soon as practicable (and unless there is a very good reason, on the same working day) and share it with the Head of School immediately. The form should be shared with parents and a signed copy uploaded to CPOMs along with any other relevant witness accounts of the incident.

## **11. Reporting requirements**

- The use of a restrictive intervention, including a significant incident in which force is used or a non-physical form of restraint / seclusion must be shared with the parent of the pupil involved as soon as practicable (staff should endeavour to do so on the same working day) unless doing so would be likely to result in serious harm to the pupil.

- 11.1. Where there is a risk of serious harm, the incident should be reported to any other parent where the risk of serious harm does not arise, or, if there is none, to the pupil's home local authority.
- 11.2. Where appropriate, a follow up discussion with the parents should take place and any existing behaviour plan updated in light of the incident.

## **12. Pupils with Special Educational Needs and Disabilities (SEND)**

- 12.1. The School understands that pupils with SEND may react to distressing or confusing situations in ways that put themselves or others at harm, which can lead to pupils with SEND being disproportionately subject to the use of Restrictive Interventions.
- 12.2. The School is proactive in seeking to understand and address the unique needs of pupils with SEND, which includes preventing distress and managing triggers.
- 12.3. Where appropriate, documented behaviour support plans will be co-produced with parents and reviewed periodically after incidents or on a termly basis.
- 12.4. Reasonable adjustments will be made for pupils with disabilities in line with the School's Equality Act 2010 duties and the School will use its best endeavours to meet the needs of pupils with SEN in line with the Children and Families Act 2014.
- 12.5. Please refer to the School's SEND policy for further information about how we support pupils with SEND.

## **13. Staff Training**

Staff who are deemed to be likely to need to use restrictive interventions will receive comprehensive training in assessing when and how to use restrictive intervention methods, communication and de-escalation strategies, how to support pupils after an incident and recording and reporting duties.

## **14. Post-Incident support**

- 14.1. The School will provide post-incident interventions including physical treatment for injuries and psychological/counselling services as appropriate for affected pupils and staff.
- 14.2. Follow up conversations will be held to facilitate reflection and learning and to support pupil and staff wellbeing.

## **15. Monitoring and Evaluation**

- 15.1. Data shall be collected, evaluated, and reviewed at regular intervals (e.g. termly) to monitor trends, prevent recurrence, and refine prevention practices.
- 15.2. Governors shall review data periodically in line with the Restrictive Intervention Guidance.

## **16. Complaints**

Complaints regarding misuse of restrictive interventions should be dealt with in line with the School's complaints procedure. If a concern is raised about a member of staff, it will be handled in line with the School's Child Protection Policy and the statutory guidance Keeping Children Safe in Education.

**Appendix 1 - Restrictive Intervention Record Form, including use of force**

**1. Pupil Information**

Name of pupil:

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Relevant needs or circumstances including any SEND:

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SEN status code (if applicable):

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**2. Staff Member(s) Involved**

Name(s) of staff directly involved:

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**3. Intervention Details**

Date of intervention:

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Time:

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Location:

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Approximate duration:

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**4. Incident Summary**

Brief account of the incident, including: what intervention was used, why it was judged necessary, what led up to it, identified or potential triggers and any de-escalation strategies tried.

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**5. Did the intervention involve use of force? If yes, what was the nature and degree of force used and why was it considered necessary and proportionate, taking into account the impact on the pupil's welfare.**

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**6. Were any physical injuries sustained?**

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**7. Post-Incident Support**

Details of post-incident support including medical treatment or other support and whether a follow up conversations with parents took place:

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Staff Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_