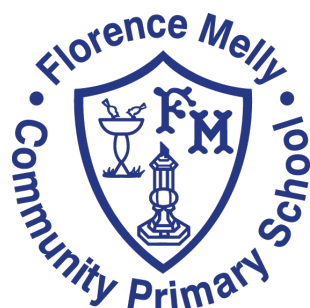


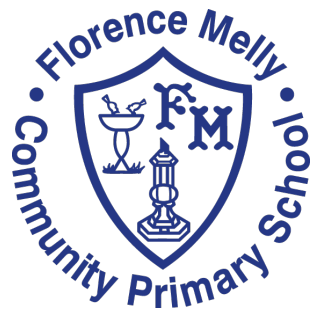


Florence Melly
Community Primary School

Restrictive Interventions (including Reasonable Force) Policy

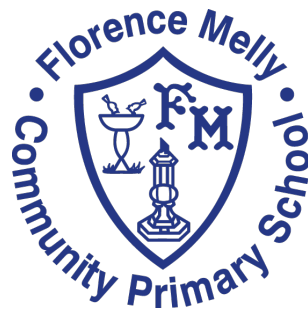
Policy Title:	Restrictive Interventions (including Reasonable Force) Policy		Date written:	January 2026
Written by:	Aaron Leach (Headteacher)		New or revised policy:	Revised (Version 2)
Implementation	Date of ratification:	Date presented to staff:	Date of renewal:	
	October 2026	September 2026	September 2029	





Policy Version Control

Date of Update	Overview of changes made	Version
September 2026	Policy updated to reflect the Department for Education's April 2026 guidance on restrictive interventions, including the use of reasonable force in schools. Amendments strengthen references to prevention and de-escalation, the lawful use of reasonable force, recording and reporting duties, support for pupils and staff following incidents, SEND and risk assessment considerations, governor oversight of incident data, and procedures for managing complaints and allegations.	V1



Restrictive Interventions (including Reasonable Force) Policy

September 2026 - Version 2

At Florence Melly Community Primary School, our priority is always to keep children and staff safe, supported and well cared for. Most behaviour concerns are managed through positive relationships, clear expectations and calm de-escalation strategies.

Very occasionally, when there is an immediate risk of harm, staff may need to step in physically to keep a child or others safe. This is known as a restrictive intervention. These situations are rare and are never used as a punishment or to force a child to comply with instructions.

Our approach reflects our commitment to safety, dignity and care for every child.

1. Purpose

This policy sets out the school's approach to the safe, lawful and proportionate use of restrictive interventions, including reasonable force, to protect pupils, staff and others from harm. It reflects the DfE statutory guidance on Restrictive Interventions, including the use of reasonable force in schools.

Restrictive interventions are only used when absolutely necessary to manage risk, and the school is committed to prevention and de-escalation wherever possible to reduce the need for such actions.

2. Definition

Restrictive interventions are actions that limit a pupil's movement, liberty or independence. They include:

- Reasonable force, such as guiding a pupil away from danger
- Physical restraint
- Seclusion - a non-disciplinary intervention where a pupil is kept away from others and prevented from leaving for the purpose of reducing an immediate risk of harm.

These interventions are distinct from everyday positive behaviour management and must not be used as punishment or to enforce compliance with school rules.

All members of school staff have a legal power to use reasonable force where necessary to prevent a pupil from:

- Injuring themselves or others;
- Committing a criminal offence;
- Damaging property; or
- Causing serious disorder.

3. Legal Framework

This policy is based on:

- DfE guidance: Restrictive interventions, including the use of reasonable force, in schools (effective 1 April 2026)
- Education and Inspections Act 2006 (as amended)
- Human Rights Act 1998
- Equality Act 2010

4. When Restrictive Interventions May Be Used

Staff may apply a restrictive intervention only when:

- There is an immediate and significant risk of harm to the pupil or others
- Other prevention and de-escalation strategies have been attempted or judged unlikely to work
- The intervention is proportionate and necessary to manage the risk

Examples of situations include preventing injury, significant disruption, self-harm or damage to property.

Restrictive interventions must never be used as a disciplinary sanction or for routine behaviour management.

5. Unacceptable Uses of Force

Restrictive interventions must never be used as punishment.

Staff must not use any technique that restricts a pupil's airway, breathing or circulation, including covering the mouth or nose, applying pressure to the neck or abdomen, or using any method likely to cause physical or psychological harm.

Where a pupil is unintentionally held on the ground, staff will seek to return the pupil to a safer position as quickly as possible.

6. Prevention and De-escalation

Our school prioritises approaches that prevent the need for restrictive interventions through:

- A positive behaviour culture and supportive relationships
- De-escalation strategies and safe communication
- Training for staff in behaviour management
- Tailored support plans for pupils with additional needs, including SEND
- Regular review of behaviour support and risk assessments

These measures reduce the likelihood of situations escalating to the point where restrictive interventions are considered necessary.

7. SEND Risk Assessments

Where pupils are known to present behaviours that may increase the likelihood of restrictive intervention being required, the school will undertake appropriate risk assessments and develop individual behaviour support and risk management plans in partnership with parents/carers and relevant professionals.

8. Recording and Reporting

From 1 April 2026, our school has a statutory duty to record and report every significant incident involving:

- The use of reasonable force
- Restraint
- Seclusion

Records must include details such as:

- Seclusion
- Pupil and staff involved
- Date, time and location
- Circumstances leading to the intervention
- De-escalation strategies attempted
- Type, duration and reason for the intervention
- Any injuries or follow-up support

Records will be made and securely stored on our CPOMS system.

The record must be made as soon as practicable, and at the latest by the end of the same school day. The school will provide written notification to parents/carers as soon as possible (usually the same day) unless doing so would cause serious harm.

The school will also ensure appropriate support is available to staff involved in restrictive intervention incidents, including debriefing opportunities, welfare support and review of risk management arrangements where necessary.

9. Communication with Parents and Carers

Parents/carers will be informed promptly about any significant restrictive intervention involving their child. Communication will include:

- What happened
- Why it was necessary
- Any actions taken afterward
- Plans for support and future risk reduction

Parents/carers are encouraged to discuss concerns and work with the school to support their child's behaviour and wellbeing.

10. Supporting Pupils After an Incident

After any restrictive intervention, staff will:

- Ensure the pupil is safe and calm
- Offer emotional support through our pastoral team and/or appropriate outside agencies
- Review individual risk and behaviour support plans
- Involve parents/carers in planning next steps

We will monitor data on incidents to identify patterns and improve practice.

11. Complaints and Allegations

Any complaint or allegation arising from the use of a restrictive intervention will be investigated in accordance with the school's Complaints Procedure, Staff Disciplinary Procedures, Child Protection and Safeguarding Policy and relevant statutory guidance.

The welfare of all pupils and staff involved will remain paramount throughout any investigation.

12. Training and Responsibilities

- All staff are expected to understand this policy and follow de-escalation and reporting procedures.
- Senior Leaders will ensure that training is provided on behaviour management, safe use of force and recording/reporting duties.
- The Governing Body will receive and review information relating to restrictive interventions, including trends, patterns, disproportionality, safeguarding concerns and the experiences of vulnerable groups such as pupils with SEND. This information will be used to evaluate practice and reduce the future use of restrictive interventions wherever possible.

This policy will be reviewed **every three years** or sooner if guidance changes.