



Kingsway Junior School

'Developing Confident, Enthusiastic and Happy Learners!'

Restrictive Intervention Policy

Responsible committee	Governing Body
Date Reviewed	Summer 2026
Next Review	Summer 2027
Signed on behalf of the Governing Body	<i>Caroline Loison</i>
Print Name	Caroline Loison

Dignity Statement

Kingsway Junior School is committed to providing a learning environment where all children are treated with dignity and respect. As stated in the UN Convention on the Rights of the Child, all children are born with dignity, which cannot be taken away, regardless of behaviour, ability, disability, race, economic background, gender, sexuality or beliefs. Duty Bearers' protection of children's rights affords them this dignity and enables them to access education free from barriers.

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1. Introduction and purpose

On rare occasions, school staff may need to use restrictive interventions to safeguard pupils or maintain discipline within the school environment. Department of Education, *Keeping children safe in education, 2025 Statutory guidance for schools and colleges* recognises that there are circumstances where it is appropriate for staff to use reasonable force to achieve these aims and states that schools must not have a no contact policy as this can put staff and pupils at risk.

Restrictive interventions and reasonable force should only be used when they are necessary and proportionate, after de-escalation strategies have been attempted where appropriate and when there is a clear risk of serious harm to the pupil or others, or serious damage to property or to prevent disorder.

Decisions on when to use restrictive intervention is a matter of professional judgement, and any intervention or restraint should be proportionate and reasonable in the context of the perceived risk and in the pupil's best interests. This would normally be after de-escalation strategies have failed. Should such an intervention be required the school will record the details, including any injury, and contact the parent/carer on the same day to explain the circumstances involved.

2. Legislation and guidance

Section 93 of the Education and Inspections Act 2006 gives schools the power to **use reasonable force** to:

- prevent a pupil from hurting themselves or others
- prevent a pupil from causing serious damage to property
- remove a disruptive pupil from a classroom
- prevent a pupil from causing disorder among pupils during school activities, including during off-site visits
- prevent a pupil from leaving a classroom where there is a risk to their safety or the safety of others.

Section 93A of the Education and Inspection Act ("the 2006 Act"), states schools must have

procedures for recording and informing parents of significant incidents when force is used against pupils.

Additionally, 'The Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025' which requires written record where a pupil is secluded or immobilises a pupil and supplying a record to the parent as soon as possible.

Statutory guidance makes it clear that restrictive interventions and restraint cannot be used as a punishment.

Section 550ZB of the Education Act 1996 also gives schools the power to use reasonable force to carry out searches for prohibited items where the young person has not consented to the search. Prohibited items are:

- knives and weapons
- alcohol
- illegal drugs
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or likely to be used to commit an offence, cause personal injury or damage property.

[Keeping children safe in education - GOV.UK](#) published in September 2025

When conducting searches, the school will refer to the DfE [Searching, screening and confiscation in schools - GOV.UK](#). The advice document was published in July 2022, and the guidance was last updated on GOV.UK in July 2023.

The school also refers to the following government guidance for further details:

DfE Restrictive interventions, including use of reasonable force, in schools Guidance for schools in England, April 2026.

[Use of reasonable force in schools - GOV.UK](#)

3. Definitions

This policy adopts the statutory terminology from *Restrictive interventions, including reasonable force, in schools (DfE, 2026)*, including the definitions of 'restrictive intervention', 'reasonable force', 'significant incident', 'restraint' and 'seclusion'. Restrictive intervention refers to any action, physical or non-physical, that restricts a pupil's movement.

3.1 Restrictive Interventions

Restrictive interventions are used to prevent, restrict or subdue movement of the body or part of the body. This policy uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

3.2 Reasonable Force

Reasonable force refers to the broad range of actions used by staff that involve a degree of physical contact to restrain children, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.

3.3 Restraint

Restraint is a form of non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact.

3.4 Seclusion

Seclusion is a non-disciplinary intervention that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others. This could be through physical obstruction or by making the pupil believe that they will be punished if they leave.

During seclusion:

- The pupil will be secluded in a safe place that does not feel threatening or intimidating to them (such as an appropriate quiet space)
- The pupil will be supervised at all times by at least one member of staff
- As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave
- Any incident involving the use of seclusion will be recorded and reported in accordance with the procedures set out in section 14 of this policy.

3.5 Significant Incident

A significant incident is any incident where the use of force goes beyond appropriate physical contact between a member of staff and a pupil. This includes when physical force is used to implement a non-physical restrictive intervention.

3.6 Appropriate Physical Contact with Pupils

Our school does not have a 'no contact' policy. We do not grant any requests by parents/carers or staff members not to use reasonable force and/or other restrictive interventions.

There are occasions when it is entirely appropriate and proper for staff to have contact or physical intervention with children or young people; however, it is crucial that this is appropriate to their professional role and in relation to the child's individual needs. Occasions where staff may have cause to have physical intervention with a child may include:

- To comfort a child in distress (so long as this is appropriate to their age)
- For affirmation/praise
- To gently direct a child or young person
- For curricular reasons (for example in PE, Drama, etc)
- First aid and medical treatment
- In an emergency to avert danger to the child

In all situations, where physical contact between staff and children takes place, staff must consider the following:

- The child's age and level of understanding
- The child's individual characteristics and history
- The duration of contact
- The location where the contact takes place (it should not take place in private without others present)
- The purpose of the physical contact
- Physical intervention must not become a habit between a member of staff and a child. Physical intervention should always be in the child's best interest and staff must have an awareness of children and young people who may not have secure primary attachments.

4. Roles and Responsibilities

Senior leaders in schools, including governors and head teachers, ensure the following:

- There is a culture of respect and positive relationships between staff and pupils so that the need for high-level intervention is reduced.
- All staff are aware of the school policy and their powers and responsibilities regarding the use of restrictive interventions and restraint and their part in implementing this policy.
- Staff are able to use de-escalation techniques strategies in the first instance unless the situation requires an immediate physical response.
- All staff receive appropriate training in behaviour management that promotes positive relationships, including de-escalation techniques so that they are confident to deal with incidents and only use restrictive interventions where necessary.
- The school will assess any risk posed to staff and take steps to reduce these risks. Staff do not place themselves at risk when using physical restraint and are able to access medical treatment and take time off if injured.
- The use of restrictive interventions and restraint is part of an overarching strategy of behaviour management and therapeutic support within the school environment and that its use is closely aligned to the school's behaviour policies.
- Staff are aware of any agreed adjustments to the policy and procedures that are in place for individual pupils who are vulnerable due to learning and other disabilities, autism or mental health difficulties.
- Staff are supported to use restrictive interventions and restraint where this is within acceptable parameters and in line with school policies.
- Support is offered to pupils and staff involved in incidents requiring restrictive interventions and restraint.
- There is a system in place to record and monitor incidents where restrictive interventions or restraint have been used.
- The policy on restrictive interventions and restraint is reviewed at least annually and more frequently where thought appropriate.

5. Restrictive Interventions and use of reasonable force

All staff have a duty of care to pupils and have the power to use restrictive interventions and restraint where required. Its lawful use will be a defence to any related criminal prosecution or where an allegation is made against teaching staff.

Use of force must be reasonable, proportionate and necessary and restraint should only be used for as long as is needed.

Ideally, staff should not have to deal with incidents requiring restraint alone for any period of time and it is recommended that other staff attend the incident as soon as possible to reduce risk.

Where possible, before intervening, staff should warn the pupil clearly and calmly that physical force may be used to restrain them and they should be given an opportunity to comply with any instructions to avoid this.

When using restraint, staff should remain calm and continue to talk to the pupil calmly throughout to reassure them and let them know what is happening and why.

The restraint should:

- only involve the minimum of force necessary to restrict movement
- only be used temporarily until the risk has passed
- should not restrict breathing or blood supply
- should avoid bringing pupil to the ground
- should not involve any contact that may amount to a criminal offence such as assault.

The child or young person should be released slowly and safely when it is felt they are sufficiently in control of their emotions.

If the restrictive intervention appears to escalate rather than reduce the risk, staff should reassess the situation and modify or cease the intervention where safe to do so.

To ensure the welfare of pupils and to protect staff from any misplaced allegations, any physical contact between staff and pupils must be appropriate within the context of the teacher/pupil relationship, the pupils' age and the circumstances. There are many examples of appropriate positive physical contact that can be used to reassure, comfort, guide or calm a pupil.

Restrictive intervention can cover a wide variety of contact with pupils of varying degrees of intrusiveness ranging from positive handling, such as gentle guiding to physical restraint. The level of intervention and the degree of force required will be determined by the circumstances and the level of assessed risk to the pupil and others.

Generally, low-level physical contact/positive handling can be used to manage most behaviour, for example gentle contact to comfort, reassure or guide a pupil away from risk.

For younger pupils, this positive handling can be used to control the child's movements in order to keep them from harm or danger. The level of contact and force that would be acceptable to

achieve this would be like the actions that a reasonable parent would do to keep their own child safe.

In some situations, it may be necessary to use a restrictive intervention in order to hold back a pupil or control their movement, which involves restraint or the use of force. Where force is used, it must be reasonable – a proportionate response to the risk involved and used with a clear intent to prevent harm.

Reasonable force should involve “no more force than is needed” to achieve the desired outcome and should only be used for the purposes of restraining or controlling a pupil in order to safeguard pupils, stop damage to property or keep order in the classroom. What is reasonable force will be down to the professional judgement of the staff member, but any use of force must be justifiable and the paramount consideration is that any action is taken in the interests of the pupil.

Staff must never use any restraint or physical restrictive intervention that restricts a pupil’s airway, breathing or circulation, including pressure on the neck, chest or abdomen. Prone or ground-based restraint must be avoided and, if it occurs unintentionally, released immediately.

6. Using Reasonable Force to Search Pupils

The headteacher and any member of staff authorised by the headteacher have a statutory power to search a pupil or their belongings if they have reasonable grounds to suspect that the pupil may have a prohibited item (as listed in the DfE’s searching, screening and confiscation guidance) or an item banned under our school rules.

They can use reasonable force to search for prohibited items (as listed in the DfE’s searching, screening and confiscation guidance), such as knives, weapons, stolen items or illegal drugs. They cannot use reasonable force to search for items that are banned under our school rules only, such as mobile phones.

The decision to use reasonable force to carry out a search should be made carefully, on a case-by-case basis and taking into consideration the level of risk to pupils and staff.

7. Vulnerable pupils

Some pupils may exhibit challenging behaviour in response to overstimulating environments, stressful situations or an inability to communicate distress in any other way. This can make them more vulnerable to experiencing restrictive intervention and restraint and it is likely the experience will be traumatising.

The schools is mindful of pupils that may be vulnerable such as (but not limited to):

- children with special educational needs and disabilities (with or without an Education, Health and Care Plan)
- children who are experiencing mental health difficulties
- children who have experienced trauma in their lives, for example, looked after children, refugee children and unaccompanied minors, children living with domestic abuse and children with child protection plans.

Under the Equalities Act 2010, it is essential that schools can demonstrate that reasonable adjustments have been made to ensure any policy on physical intervention and restraint does not disadvantage these pupils.

Government guidance *Reducing the need for restraint and restrictive intervention* also requires schools to take steps to reduce the use of physical intervention for vulnerable children and this will be a feature of any inspection carried out by the CQC and Ofsted

<https://www.gov.uk/government/publications/reducing-the-need-for-restraint-and-restrictive-intervention>

The school will tailor its approach accordingly to avoid discrimination against these pupils.

Vulnerable pupils will be subject to the requirements set out in this policy, but the school will also need to meet the following extra requirements.

Vulnerable pupils whose behaviour is likely to increase the risk of restrictive intervention and restraint will have a risk reduction plan (RRP) in place. Pupils and parents will be fully involved in agreeing this RRP. However not all vulnerable pupils will require this.

The RRP will set out the strategies for managing challenging behaviour and will include a hierarchical response ranging from prevention, de-escalation and detailing how incidents will be dealt with.

The RRP will be based on an assessment of the pupil's particular needs and how these contribute to challenging behaviour, including any triggers for challenging behaviour and what steps can be taken to avoid these triggers and maintain a positive learning environment for the pupil.

The RRP will include any techniques for de-escalating situations and how best to manage challenging behaviour in order to avoid the use of restrictive interventions and restraint.

Staff will adapt verbal and non-verbal communication during incidents for pupils with communication needs or sensory profiles.

Forms of restraint or restrictive intervention to be used will be identified and agreed in advance and the circumstances for its use set out clearly so that pupils and parents understand the circumstances in which it will be used.

The RRP will include which staff members will be responsible for its implementation.

The RRP will also cover any transitions that a pupil may experience between services or locations as movement to unfamiliar places may be a trigger for challenging behaviour.

School may discuss approaches with parents/carers but do not need their consent to use restrictive interventions or seclusion when it is necessary, safe and lawful.

8. Planning and prevention

8.1 Whole school

In order to be alert to situations and circumstances that can lead to incidents that may require restrictive intervention and take active steps to avoid issues escalating, the school will regularly review environmental factors within the school that may lead to incidents in the school or elsewhere. The following will be considered:

- the general school environment and any potential hot-spots

- any difficulties that may arise at different times of the day, ie: breaks
- any issues around supervision of pupils
- specific environmental factors for vulnerable pupils
- specific risks related to gender, race, ethnicity, sexuality or disability
- specific risks related to gang activity
- specific risks off-site/school trips.

This will address:

- the nature of the risk and likely impact on pupils
- the likelihood of incidents
- actions and/or reasonable adjustments for vulnerable pupils
- actions to be taken to avoid incidents and reduce risk
- actions to be taken in the event of an incident in order to reduce risk to staff and pupils.

8.2 Individual pupils

All vulnerable pupils' who are at heightened risk of experiencing restrictive interventions and restraint should have an individual RRP in place.

Where a pupil requires restrictive intervention on more than one occasion, or where there is a known risk of restrictive intervention being required, the school will risk assess and create an individual RRP. This will consider the individual pupil's specific circumstances, any triggers to behaviours, and strategies or approaches that may reduce the number of incidents.

Where it is known that restrictive interventions involving force or restraint may be required in order to manage an individual pupil's behaviour this will be planned for in partnership with parents and the pupil (where appropriate) and an RRP/risk assessment put in place.

The risk assessment will consider:

- the risks to the pupil and others from their behaviour

- the risks from use of restrictive interventions
- the risks from not intervening
- the form of restrictive intervention that would be the least restrictive.

The RRP will:

- identify the triggers to the behaviour that may lead to the need to intervene or restrain
- relevant background information, such as experiences of home life or history of abuse
- detail any de-escalation techniques that should be used in the first instance to deal with incidents
- set out what forms of restrictive interventions and restraint may be used without injury to the pupil, staff member or anyone else present
- provide details of how incidents will be reviewed and who will be involved in the review.

Individual RRPs must be reviewed with the pupil and parents after any significant incident involving restrictive intervention.

Planned intervention can be viewed as positive as it demonstrates a commitment to keeping children safe and enables them to take part in the planning process.

Resources used by the school for individual pupils are as follows:

Risk reduction plans (Appendix 2)

Roots and fruits analysis (Appendix 3)

Anxiety mapping (Appendix 4)

9. Dealing with incidents

9.1 Initial consideration

Before any action is taken staff will quickly weigh up the situation and decide if intervention is needed immediately to avert risk of harm. It is for the staff member to make a professional judgement on whether the situation requires the use of restrictive interventions and the degree of force needed.

The staff member must be clear on the justification of the action and the intended outcome of intervention, for example stopping a young child from leaving the classroom to stopping an older pupil from attacking another pupil, and how the intervention is in the best interests of those involved.

Staff should also consider the risks of not intervening, for example if no intervention is made and the pupil causes serious injury to another, the school could be considered negligent in the duty of care owed to that pupil.

9.2 De-escalation

De-escalation techniques if possible, must be used in the first instance and staff should:

- make the pupil and others present aware that the staff member is taking control of the situation
- ask other pupils to leave in order to calm the situation
- send for assistance from another staff member (particularly if restraint is likely to be needed)
- remain calm and respectful and speak slowly and clearly to the pupil to give reassurance and instructions
- be aware of their tone of voice and body language
- where possible, use minimal force/positive handling to gently guide the pupil away from danger (but be aware of risk to self)
- be aware of their own emotions and avoid allowing the situation to spiral
- if the pupil is pacing, try to remain still and avoid mirroring their anxiety

- keep a respectful distance and avoid encroaching on the pupil's personal space
- give the young person options so that they have an opportunity to resolve the situation in a dignified manner
- be specific to a pupil's SEND.

De-escalation techniques can be used where there is an opportunity to do so but not in a situation where a pupil is already at risk of harm and action is needed. However, staff can continue to use many of the techniques listed above during restraint to calm and reassure the young person.

10. Recording and reporting incidents

10.1 Recording incidents

Our school has a clear process in place for recording the incidents listed above. Staff must record incidents on the paper log held securely in the Headteacher's office.

Staff must record incidents in writing, as soon as possible after the event, and should endeavour to do this on the same day. Staff should do this even if the use of restrictive interventions is agreed as part of a pupil's risk reduction plan.

Completed reports will be kept securely and retained in line with our data protection procedures.

The record includes:

- names of pupils and staff directly involved
- any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code
- time, date, location and approximate duration of the intervention
- brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained
- brief account of why the use of force was assessed as necessary in that instance

- any post-incident support, such as details of any medical treatment for injuries or other adverse impacts.

10.2 Notifying others

The head teacher must be informed of all incidents immediately to decide on what further actions are required.

The designated safeguarding lead should also be informed of incidents that may raise any safeguarding issues.

The school will notify parents of any significant use of force, seclusion or restraint as soon as practicable and ideally the same day, in writing.

Reports to parents/carers includes the following details:

- time, date, location and approximate duration of the interventions
- brief account of why the intervention was assessed as necessary in that instance
- brief account of what type of force was applied, and the degree of force
- details of any physical injuries sustained, if applicable.

For seclusion or non-physical restraint, reports will describe the nature of the restrictive intervention used and why it was assessed as necessary.

The school may also invite parents/carers to have a follow-up discussion about the incident if necessary.

The governing body will be updated regularly on the use of restrictive intervention, seclusion, restraint and significant incidents to identify patterns and ensure compliance with statutory duties. They will review data to identify any disproportionate use of restrictive interventions affecting pupils with protected characteristics, SEND or other vulnerabilities.

10.3 Support following incidents

It should be acknowledged that the use of restrictive interventions and restraint carry an inherent risk of injury to staff and pupils involved.

Use of restrictive interventions and restraint can be upsetting for pupils and staff. School will follow-up on incidents so that those involved have time and space to recover and reflect on what happened. Learning will be used to review and improve policies.

If necessary staff and pupils will receive any required medical attention.

For vulnerable pupils, staff and parents will discuss the incident and consider whether their RRP needs to be changed and what learning can be taken from the incident.

11. Monitoring and reviewing arrangements

The school will monitor and review the use of force, restrictive interventions and restraint as a means of learning from incidents to improve practice and inform risk assessments and ultimately, to avoid the need for restrictive interventions and restraint.

When reviewing incidents, the school will consider the following:

- Was the use of restrictive intervention necessary, appropriate and proportionate?
- What steps were taken to ensure that minimum reasonable force was used?
- Have the incidents needing restrictive intervention increased/decreased?
- Are vulnerable pupils over-represented in the numbers and if so, why? Is the school confident that vulnerable pupils are not being discriminated against by policy and procedures?
- Was the length of time restrictive intervention used kept to a minimum?
- Could alternative methods other than restrictive intervention be used?
- What steps were taken to ensure that restrictive intervention used causes a minimum of pain or distress?
- What steps were taken following restrictive intervention for the pupil and the staff involved?

- Were there separate debriefing sessions for both pupils and members of staff who have been involved in the intervention? What were the antecedents, consequences and alternative courses of action?

This policy will be reviewed annually by the Headteacher and Senior Leadership Team.

At every review, this policy will be approved by the Full Governing Body.

The governing board will regularly review and interrogate data on the use of restrictive interventions in our school, including:

The frequency of incidents

The types of interventions used

Any patterns or trends, including whether there is disproportionate use of restrictive interventions in relation to pupils who share protected characteristics or have SEND

The effectiveness of our prevention and de-escalation strategies

Staff training needs

This review will help us identify where changes may be needed to practice and ensure we are continually improving our approach.

12. Staff training

All staff receive training on how to prevent the need for restrictive interventions, including how to

de-escalate situations and awareness of positive handling techniques.

Training includes:

- Understanding the legal framework and this policy
- Prevention and de-escalation strategies, including our roots and fruits approach and anxiety mapping
- Safe and lawful use of restrictive interventions
- Understanding the needs of pupils with SEND
- Recording and reporting requirements
- Post-incident support and debriefing

The training equips staff to apply restrictive interventions safely, assess proportionality under pressure, understand individual risk assessments, and comply with statutory recording and reporting duties.

13.Complaints and allegations

A clear positive handling policy, adhered to by all staff and shared with parents, should help to avoid complaints. It is unlikely to prevent all complaints, however, and a dispute about the use of force by a member of staff might lead to an investigation, either under disciplinary procedures or by the Police and/or Local Authority Designated Officer under child protection procedures.

Any complaints about the use of restrictive interventions will be handled through our school's complaints policy, which you can find on our website.

We take any allegation of inappropriate use of force and/or other restrictive interventions made against a member of staff very seriously. We will deal with allegations in line with the statutory safeguarding guidance Keeping Children Safe in Education.

14. Links with other policies

This policy links to the following policies and procedures:

- Behaviour Policy
- Child Protection and Safeguarding Policy
- Complaints Policy
- Health and Safety Policy

Appendix 1: Examples of when restrictive interventions might be appropriate

Examples of situations that may require restraint are when:

- a pupil attacks a member of staff, another pupil or pupils fighting
- a pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials, substances or objects
- a pupil is running in a corridor or on a stairway in a way in which he/she might have or cause an accident likely to injure her/himself or others
- a pupil absconding from a class or trying to leave school (NB this will only apply if a pupil could be at risk if not kept in the classroom or at school)
- a pupil persistently refuses to obey an order to leave an area
- a pupil behaves in such a way that seriously disrupts a lesson

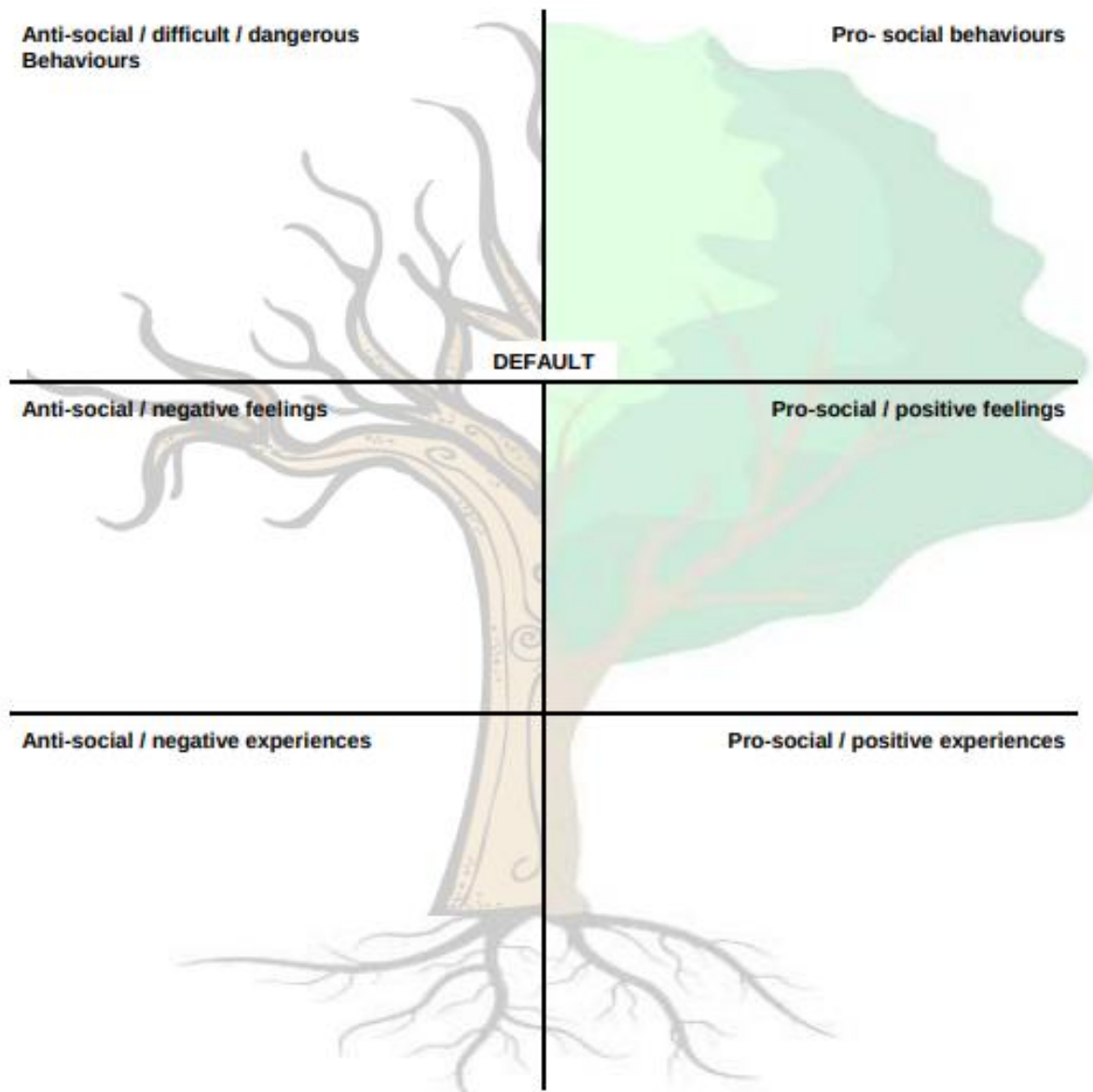
Appendix 2: Risk reduction plan

[Blank Risk Reduction Plan](#)

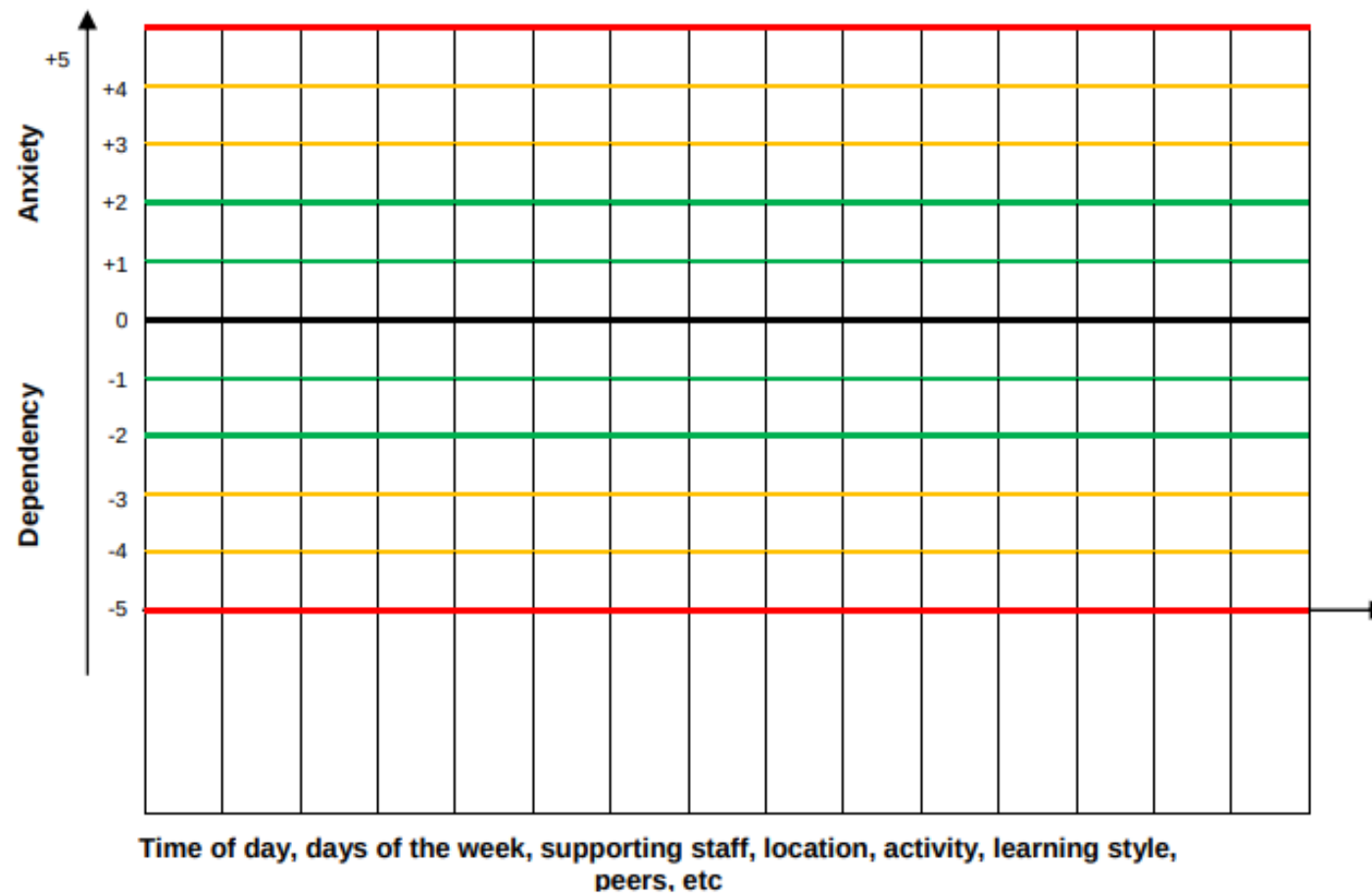
Appendix 3: Roots and Fruits Tool

Roots and Fruits

Name	
Supporting Staff	
Date	
Review Date	



Anxiety Mapping



Appendix 4: Continued

	Score	Staff/Location/Activity/Peer/Time Predict it	Evidence of action Prevent it
Raised Anxiety	+2 - +5	These items overwhelm the pupil • • • • •	Planned Differentiation required to reduce anxiety • • • • •
	+2	These items run the risk of overwhelming the pupil • • •	Monitoring needed • • •
	0		
Increased dependency	-2	These areas run the risk of developing an over reliant • • •	Monitoring needed • • •
	-2 - -5	These areas have developed an over reliance • • •	Differentiation needed to reduce this over reliance • • •