

## Restrictive Intervention Policy

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## Purpose and scope

- 1 Alderbrook school (the “School”) 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 School adopts whole-school measures and pupil specific measures as described below.
- 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.
- 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”).
- 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 School as a disciplinary sanction.

## Legal framework

- 5 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

## Definitions

- 6 **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.
- 7 **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.
- 8 **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.
- 9 **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.

- 10 **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.
- 11 **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

## Roles and Responsibilities

- 12 The 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 School follows 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.
- 13 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.
- 14 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.

## Preventative measures and de-escalation strategies

- 15 The School implements preventative measures include fostering positive relationships, identifying triggers, and offering support mechanisms within classrooms and communal areas.
- 16 The School also uses de-escalation strategies which include:
- 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]

## Physical contact with pupils

- 17 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.
- 18 Staff should always use their judgement as to whether physical contact is appropriate, with regard to the Child Protection and Safeguarding Policy, the circumstances, including whether other adults are present, and the pupil's age.
- 19 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.

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

20 Whether it is appropriate to use a restrictive intervention depends on the individual circumstances of each situation. Staff will 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:

- 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.
- 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)
- 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.

### The use of reasonable force

21 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

### Unacceptable use of force

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

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

24 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.

### Recording requirements

25 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.

26 Where restrictive intervention is used for a significant incident, the staff member involved must document it in writing, using the MS form once they have reported the incident, as soon as practicable (and unless there is a very good reason, on the same working day) and share it with the year group team immediately.

### Reporting requirements

- 27 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:
- the pupil is aged 20 or over; or
  - doing so would be likely to result in serious harm to the pupil.
- 28 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.
- 29 The report to the parents must be made as soon as possible sharing the information logged.
- 30 Where appropriate, a follow up discussion with the parents should take place and any existing adjustments updated in light of the incident.

### Pupils with Special Educational Needs and Disabilities (SEND)

- 31 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.
- 32 The School is proactive in seeking to understand and address the needs of pupils with SEND, which includes preventing distress and managing triggers.
- 33 Where appropriate, pupil passports will be co-produced with parents and reviewed periodically after incidents or on a termly basis.
- 34 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.
- 35 Please refer to the School's SEND policy for further information about how we support pupils with SEND.

### Staff Training

- 36 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.

### Post-Incident support

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

### Monitoring and Evaluation

- 39 Data shall be collected, evaluated, and reviewed termly to monitor trends, prevent recurrence, and refine prevention practices.

40 Trustees shall review data termly in line with the Restrictive Intervention Guidance.

## Complaints

41 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

<https://forms.office.com/e/vRj8N0W7F2>

### Restrictive Interventions

There are circumstances when it is appropriate for staff in schools and colleges to use 'reasonable force' to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

Hi, Claire. When you submit this form, the owner will see your name and email address.

\* Required

1. Type of Incident: \*


- Reasonable Force - (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)
- 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)
- 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 a pupil's crutches would both be considered forms of restraint)

2. Date of incident: \*


Please input date (dd/MM/yyyy)




3. Time of incident: \*

4. Location of incident: \* 

Enter your answer

5. Student Surname: \* 

Enter your answer

6. Student Forename: \* 

Enter your answer

7. Year Group: \* 

Year 7

Year 8

Year 9

Year 10

Year 11

Year 12

Year 13

8. Names of Staff directly involved: \*

Enter your answer

9. Any relevant needs or circumstances of the student, including whether the student involved has an identified special educational need or disability and their SEN status code:

Enter your answer

10. Approximate length of the time the intervention was used: \*

Enter your answer

11. 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, what type of reasonable force was applied, the degree of force, and details of physical injuries sustained, if applicable \*

Enter your answer

12. Brief account of why the use of force was assessed as necessary in that instance \*

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

Enter your answer

## Appendix 2 – Restrictive Intervention Report Form – Notification to Parents

### 1. Intervention details

Child/Young Person's Name: \_\_\_\_\_

Date of Incident: \_\_\_\_\_

Time: \_\_\_\_\_

Approximate duration of intervention: \_\_\_\_\_

Location: \_\_\_\_\_

### 2. Reason the intervention was necessary

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### 3. Description of the intervention

Type of intervention (including specifying whether force was applied and if so what degree / level of force):

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### 4. Details of any physical injuries sustained (if applicable) and medical treatment provided

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

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