



The Federation of the Church Schools of
Shalfleet and Freshwater & Yarmouth

Together for a Brighter Future

Restrictive Intervention and Reasonable Force Policy

Approved by	CW
Portfolio	Safeguarding
Approved on	Spring 26
Review date	Spring 27
Review Cycle	1 Year

Signed _____ Date _____

Restrictive Intervention and Reasonable Force Policy

1. Purpose

The purpose of this policy is to:

- Promote a safe, calm and supportive learning environment.
- Set out the school's approach to preventing and managing challenging behaviour (please also see our Behaviour Policy).
- Clarify when and how restrictive interventions, including the use of reasonable force, may be used.
- Ensure compliance with the statutory guidance *Restrictive Interventions, Including Use of Reasonable Force, in Schools* (DfE, 2024).
- Protect the rights, dignity and wellbeing of pupils and staff.

2. Scope

This policy applies to:

- All staff employed by the school.
- Volunteers, supply staff, and visiting professionals working on site.
- All pupils on school premises or engaged in off-site school activities.

3. Principles

The school is committed to:

- Prioritising **prevention, de-escalation, and positive behaviour support**.
- Using restrictive interventions **only as a last resort**, when necessary to prevent harm.
- Ensuring any use of force is **reasonable, proportionate, and necessary**.
- Safeguarding pupils' welfare, rights and dignity at all times.
- Ensuring staff are trained, confident and supported in managing challenging situations safely.

4. Definitions

4.1 Restrictive Intervention

Any act that restricts a pupil's movement, liberty, or freedom to act. This includes:

- Physical restraint.
- Mechanical or environmental restrictions.
- Withdrawal or seclusion (as defined in statutory guidance).

4.2 Reasonable Force

Using the **minimum force necessary** to prevent a pupil from:

- Causing injury to themselves or others.
- Causing serious damage to property.
- Seriously disrupting teaching or learning (in limited circumstances).

5. Prevention and Positive Behaviour Support

The school emphasises:

- High-quality teaching and relationships.
- Clear expectations and routines.
- Early identification of pupils who may require additional support.
- Use of de-escalation strategies such as:
 - Calm verbal instructions
 - Distraction or redirection
 - Time and space to self-regulate
 - Supportive communication

Where a pupil is known to present behavioural risks, the school may create:

- An **Individual Behaviour Support Plan (IBSP)**.
- A **Risk Reduction Plan** outlining proactive and reactive strategies.

Parents/carers will be involved in developing these plans.

6. When Restrictive Intervention May Be Used

Restrictive intervention may be used **only when**:

- There is an **immediate risk of harm** to the pupil or others.
- There is a risk of **serious damage to property**.
- All other appropriate strategies have been attempted or are not feasible in the moment.

Restrictive intervention **must not** be used:

- As punishment.
- For staff convenience.
- To force compliance with instructions where no risk is present.

7. Types of Acceptable Physical Intervention

Examples include:

- Physically interposing between pupils.
- Guiding a pupil away by the arm or shoulder.
- Holding a pupil to prevent them from hitting themselves or others.
- Blocking a pupil's path to prevent unsafe movement.

Staff must **never** use:

- Pain-inducing techniques.
- Holds that restrict breathing.
- Prone or supine restraint (unless absolutely necessary to prevent immediate life-threatening harm and only by trained staff).
- Mechanical restraints (unless medically prescribed).

8. Staff Training

The school will ensure:

- Staff receive training appropriate to their role.
- Training includes de-escalation, risk assessment, and safe physical intervention.
- Only staff with accredited training may use restrictive physical interventions beyond basic guiding or blocking.

Training records will be maintained.

9. Recording and Reporting

All incidents involving restrictive intervention must be:

- Recorded in the school's behaviour or safeguarding system **on the same day** where possible.
- Reported to the Headteacher or designated senior leader.
- Communicated to parents/carers **as soon as reasonably practicable**.

Records must include:

- The reason for intervention.
- De-escalation strategies attempted.
- Type and duration of intervention.
- Any injuries or distress.
- Follow-up actions.

10. Post-Incident Support

After any restrictive intervention:

- The pupil will be offered emotional support and an opportunity to reflect.
- Staff involved will be debriefed.
- Plans will be reviewed to reduce the likelihood of recurrence.

11. Safeguarding

Use of restrictive intervention is a safeguarding matter. Staff must:

- Consider whether the incident indicates wider concerns.
- Report concerns to the Designated Safeguarding Lead.
- Follow the school's safeguarding and child protection procedures.

12. Complaints

Complaints about the use of restrictive intervention will be handled through the school's complaints procedure. Allegations of misuse will be treated as safeguarding concerns and managed accordingly.

13. Monitoring and Review

The governing body will:

- Monitor the use of restrictive interventions.
- Review patterns, frequency, and context.
- Ensure the policy remains compliant with statutory guidance.

This policy will be reviewed **annually** or sooner if guidance changes.

14. Related Policies

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

Use of Reasonable Force / Restrictive Intervention Incident Form

School Name: _____

Incident Form: Use of Reasonable Force / Restrictive Intervention

Pupil Information:

Pupil Name	
DOB	
Pupil Class	
SEND Status	
Relevant Needs / Know triggers	

Incident details:

Date of Incident	
Time of Incident	
Location	
Staff member present	

Reason for intervention:

(Describe the behaviour or risk that made intervention necessary. Include context and lead-up.)

De-escalation attempts prior to intervention:

(Record strategies used and pupil response.)

Types and degrees of force used

Technique / Action	Description & Rationale
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Duration of Intervention

Start time	
End time	
Total duration	

Injuries of health concerns

Injuries observed	
First Aid applied	

Staff involved and witnesses

Name	Role	Witness statement

Follow up actions:

- Pupil debrief completed
- Staff debrief completed
- Parent/carer informed (Date/Time: _____)
- Behaviour plan reviewed
- Risk assessment updated
- Medical check completed
- Referral to SENCO / DSL / SLT
- Other (specify): _____

Pupil view of incident

(Record in the pupil's own words where possible.)

Staff Reflections / Insights:

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Senior Leader Review

Reviewed By	
Role	
Date	

Comments / Required Actions	
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Governance Oversight (if required)

Reviewed by	
Date	
Notes	