



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

*Together for a Brighter Future*

# Restrictive Intervention and Reasonable Force Policy

<b>Approved by</b>	<b>CW</b>
<b>Portfolio</b>	<b>Safeguarding</b>
<b>Approved on</b>	<b>Spring 26</b>
<b>Review date</b>	<b>Spring 27</b>
<b>Review Cycle</b>	<b>1 Year</b>

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:

<b>Pupil Name</b>	
<b>DOB</b>	
<b>Pupil Class</b>	
<b>SEND Status</b>	
<b>Relevant Needs / Know triggers</b>	

Incident details:

<b>Date of Incident</b>	
<b>Time of Incident</b>	
<b>Location</b>	
<b>Staff member present</b>	

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.)*

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Types and degrees of force used

<b>Technique / Action</b>	<b>Description &amp; Rationale</b>
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**Duration of Intervention**

<b>Start time</b>	
<b>End time</b>	
<b>Total duration</b>	

**Injuries of health concerns**

<b>Injuries observed</b>	
<b>First Aid applied</b>	

**Staff involved and witnesses**

<b>Name</b>	<b>Role</b>	<b>Witness statement</b>

**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.)*

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**Staff Reflections / Insights:**

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**Senior Leader Review**

<b>Reviewed By</b>	
<b>Role</b>	
<b>Date</b>	
<b>Comments / Required Actions</b>	

**Governance Oversight (if required)**

<b>Reviewed by</b>	
<b>Date</b>	
<b>Notes</b>	