Independent and Co-educational
Pre-Preparatory and Preparatory School

Restrictive Interventions Policy
(AS031)

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DEAN CLOSE AIRTHRIE SCHOOL

Restrictive Interventions Policy

Documents used

Government guidance on Restrictive interventions, including us of reasonable force, in schools April 2026

Section 93 of the Education and Inspections Act 2006 which states:

Power of members of staff to use force

1. *A person to whom this section applies may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following, namely:*

    a. *committing any offence,*

    b. *causing personal injury to, or damage to the property of, any person (including the pupil himself), or*

    c. *prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.*

2. *This section applies to a person who is, in relation to a pupil, a member of the staff of any school at which education is provided for the pupil.*

3. *The power conferred by subsection (1) may be exercised only where—*

    a. *the member of the staff and the pupil are on the premises of the school in question, or*

    b. *they are elsewhere and the member of the staff has lawful control or charge of the pupil concerned.*

4. *Subsection (1) does not authorise anything to be done in relation to a pupil which constitutes the giving of corporal punishment within the meaning of section 548 of EA 1996.*

5. *The powers conferred by subsection (1) are in addition to any powers exercisable apart from this section and are not to be construed as restricting what may lawfully be done apart from this section.*

6. *In this section, "offence" includes anything that would be an offence but for the operation of any presumption that a person under a particular age is incapable of committing an offence.*

Section 95 of the same act states:

"Member of the staff," in relation to a school, means—

a. *any teacher who works at the school, and*

b. *any other person who, with the authority of the head teacher, has lawful control or charge of pupils for whom education is being provided at the school.*

"Possessions," in relation to a pupil, includes any goods over which he appears to have control.

The school acknowledges its legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEND). Equality Act 2010, SEN, and Disability Code of Practice 0-25 years 2015.

DEAN CLOSE AIRTHRIE SCHOOL

RESTRICTIVE INTERVENTION POLICY

Introduction

1. The use of reasonable force should always be a last resort for teachers and support staff.

This policy aims to offer clear and precise advice to all staff on pupil restraint to avoid confusion.

Key terminology

2. There is no legal definition of 'reasonable force'. It will always depend on the circumstances. Any force used should always be the minimum needed to achieve the desired results.

3. Restrictive intervention is to prevent, restrict or subdue movement of the body or part of the body of a pupil.

4. Reasonable force is a term used in legislation which includes physical restrictive interventions. Force is usually used either to control or restrain. Reasonable means using no more force than is necessary for the least amount of time, the application will depend on the circumstances.

5. Control means 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 a classroom.

6. Seclusion is a non-disciplinary intervention that involves keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe that they will be punished if they try to leave.

7. Restraint is 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. It is typically used in more extreme circumstances for example separating fighting pupils.

How will the school try to minimise the use of restrictive interventions?

8. As a school we are committed to minimising the need to use restrictive interventions, through prevention and de-escalation:

- By sharing best practice and training in behaviour management amongst staff
- Considering how all areas of the school can be used safely though supervision such as corridors, changing rooms (off-site) and playground.
- Training of all staff in effective communication with pupils
- Working to develop positive staff and pupil relationships and trust
- Collaborating with parents to support individual pupils
- Ensure that strategies, support plans are in place to support individual pupils based on their identified needs.

- Ensure that pupils who have a disability have reasonable adjustments made to support them.
- Recording and regularly analysing data on the use of restrictive interventions to help inform future planning and training needs
- The policy will be made available to parents, staff and pupils and provided to all new parents when they join the school.

Who can use reasonable force?

9. All members of the school staff, including volunteers appointed by the school, have a legal power to use reasonable force in certain circumstances. To prevent or stop a pupil from:

- causing injury to themselves or others
- committing a criminal offence
- damaging property
- causing disorder among pupils at the school in either a teaching session or otherwise

10. All staff in the school will be trained on how to use reasonable force and/or other restrictive interventions in its safe and lawful use and in preventative strategies. (see below)

11. The school will ensure, so far as is reasonably practicable, the health, safety and welfare of its employees by carrying out risk assessments to ensure that any staff who may regularly work alongside pupils where reasonable force and/or other restrictive interventions may be required can do as safely as possible.

12. The school can give staff permission to use reasonable force to conduct a search for the following prohibited items:

a. Knives and weapons
b. Alcohol
c. Illegal drugs
d. Stolen items
e. Tobacco and cigarette papers
f. Fireworks
g. Pornographic images
h. Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

13. However, the government strongly advises schools not to search pupils when resistance is expected, but rather to call the police.

14. Educational staff are not allowed to use corporal punishment under any circumstances.

15. There is a legal duty for staff when using reasonable force to make adjustments for disabled children and pupils with special educational needs as detailed in the Human Rights Act 1998 and the Equality Act 2010.

When can reasonable force be used?

16. Factors influencing the decision whether to use reasonable force include:

a. Staff will consider if there are other less restrictive ways to manage a situation.
b. Staff will assess if a restrictive intervention is likely to reduce the relevant risks or whether it may escalate the situation further.
c. The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used.
d. Where staff will consult with other staff to understand if there are broader risks in the environment.

17. Use force only when necessary to resolve the incident:

- Use your voice first: verbal instructions should be given before and during any physical intervention.
- this should be the least amount of force required, lasting for the shortest practicable time.
- the purpose should be restraint and the reduction of risk.
- Do not strike blows or retaliate against pupils: to do so would exceed your authorisation to intervene and create a significant risk of an allegation of assault being made.
- if the intervention is escalating staff will consider their approach and attempt an alternative strategy
- staff will consider the pupil's overall welfare and look to maintain the pupil's dignity.
- staff where possible will look to calmly and clearly explain to the pupil what is happening, why and what the pupil needs to do.
- staff will consider the personal circumstances of the pupil such as medical conditions, special education needs, their age, and size and consider any implications in relation to the Equality Act 2010

18. **Seclusion**

a. Involves keeping a pupil confined to a place away from others and being prevented from leaving where the pupil is not acting with intent.
b. Should only be used as a safety measure to protect others from harm when a pupil is experiencing elevated levels of emotional or behavioural dysregulation.
c. It will not be implemented by staff through threat of punishment.
d. The place should be safe and not feel threatening or intimidating to the pupil.
e. The pupil will be supervised at all times.
f. As soon as the immediate risk of harm has been reduced, the pupil will be allowed to leave.
g. An incident involving the use of seclusion will be recorded and reported as detailed in recording and reporting section in the policy.

Pupil and Staff Support after an incident of restrictive intervention

19. The school will evaluate all incidents involving the use of restrictive intervention as soon as is practicable after the event, this will include:

- why was a restrictive intervention used?
- the impact on pupil; any pupils that may have witnessed the incident; staff and the whole school community and what support they may need.
- any patterns or trends that the incident may be part of
- how to avoid future incidents by amending or introducing a behaviour support plan
- consider training of staff.
- consider the personal circumstances of the pupil such as medical conditions, special education needs, and consider any implications in relation to the Equality Act 2010

Recording of an incident of restrictive intervention (appendix 1)

- All incidents will be recorded as soon as practicable; this must be no later than the same day.
- It will be recorded in separate accounts by any staff member that was involved (see appendix 1 for form)
- The form contains the names of pupil and staff directly involved.
- Any relevant needs or circumstances of pupil involved, including whether the pupil has an identified special education need or disability.
- The time, date, location, and approximate duration of the intervention
- Brief account of the incident: including what led up to the event, any triggers if known, any preventative or de-escalation strategies used, (where possible) what type of reasonable force was used, the degree of force and any physical injuries sustained.
- Brief account of why the use of force was assessed, as necessary.
- Any post-incident support e.g. medical treatment for injuries or other adverse impacts
- The pupil and/or witnesses' accounts may be recorded as well.
- It will be in writing and shared with the Designated Safeguarding Lead and Head teacher.
- The Head teacher will maintain a record of incidents which will be reviewed regularly and shared with the governing body termly.

Reporting of an incident of restrictive intervention

- All incidents must be reported to parent of the pupil, this includes carers or persons with parental responsibilities and to the local authority if it is providing accommodation for the child under section 20 of the Children Act 1989 as soon as practicable; this must be no later than the same day.
- The report will contain time, date, location, and approximate duration of the intervention. A brief account of why the intervention was assessed as necessary, what type of force

was used and the degree of force and details of any physical injuries sustained, if applicable.

- The report will be in writing via email.
- After an incident parents will be invited in for a meeting to discuss any behavioural triggers, warning signs, whether a behavioural support plan needs to be written or adapted and how the school can support the pupil and parents.

Reviews by the trustees of the data on the use of restrictive intervention

The trustees will regularly review the data on restrictive intervention to:

- identify and implement improvements to policies and practices.
- identify areas of learning and development for school leaders and staff.
- collaborate with school leaders to analyse the effectiveness of pupil support measures.
- analyse the use of restrictive interventions in relation to pupils who share protected characteristics, have SEN or other types of vulnerability.

20. **Complaints**

a. All complaints about the use of force will be thoroughly, speedily, and appropriately investigated.

b. Where a member of staff has acted within the law – that is, they have used reasonable force to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.

c. When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.

d. Suspension will not be an automatic response when a member of staff has been accused of using excessive force. The school will refer to the "Dealing with Allegations of Abuse against Teachers and Other Staff" guidance where an allegation of using excessive force is made.

e. Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.

f. If a decision is taken to suspend a teacher, the school will ensure that the teacher has access to a named contact who can provide support.

g. Trustees will always consider whether a teacher has acted within the law when reaching a decision on whether to take disciplinary action against the teacher.

h. As employers, schools and local authorities have a duty of care towards their employees. The school will provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

j. All staff must know the content of this policy particularly those who are more likely to come into physical contact with pupils.

h. Any complaints about the use of force by either a pupil or a parent will be investigated without delay and the outcomes communicated to all parties.

21. **Training for staff**

a. All staff are asked to complete the Educare module on Use of reasonable force to help them in their understanding of this.

Restrictive Intervention in EYFS

1. **Developmental appropriateness**

- Children in the EYFS are at an early stage of emotional, social, and cognitive development.
- Behaviour that may present as challenging is often a form of communication rather than intentional misconduct.
- Staff must take account of the child's age, level of understanding, communication skills, and emotional development when responding to behaviour.

2. **High threshold for physical intervention**

- Physical restrictive intervention in EYFS should be exceptional and used only where there is an immediate risk of significant harm to the child or others.
- EYFS practice should prioritise anticipation, prevention, redirection, and comfort over control.

3. **EYFS statutory framework**

In line with the EYFS Statutory Framework, providers must ensure that:

- Children are kept safe and free from harm.
- Physical intervention is never used as a punishment.
- Any physical intervention is appropriate, reasonable, and recorded.
- Staff must follow safeguarding and child protection procedures at all times.

4. **Permitted physical contact in EYFS**

Appropriate physical contact in EYFS may include:

- Guiding a child away from danger
- Comforting or reassuring a distressed child
- Preventing a child from running into an unsafe area
- Such contact should be supportive, nurturing, and proportionate, and not restrictive unless absolutely necessary.

5. **De-escalation and emotional regulation**

- Staff should use EYFS-appropriate strategies including:
- Distraction and redirection
- Calm verbal reassurance
- Use of familiar routines
- Providing a quiet, safe space with adult support
- Adults should model calm behaviour and support children to develop early self-regulation skills.

6. **SEND and reasonable adjustments**

For EYFS children with SEND, staff must:

- Make reasonable adjustments in line with the Equality Act 2010
- Use individual behaviour or support plans where appropriate
- Work closely with parents, carers, and external professionals
- Behaviour expectations and responses must be adapted to the child's developmental needs.

7. **Recording and parental communication**

Any incident involving restrictive physical intervention with an EYFS child must:

- Be recorded clearly and factually (appendix 1)
- Be shared with parents on the same day wherever possible
- Include the child's emotional response and post-incident support provided
- Parents should be involved in reviewing strategies to reduce future incidents.

Appendix 1 Restraint recording Form.

<table>
<tr><td colspan="4">Record of Positive Physical Handling/Restraint</td></tr>
<tr><td colspan="2">Pupil's name:</td><td>Any relevant needs/SEN code:</td><td>Date:</td></tr>
<tr><td>Location of Incident:</td><td colspan="2">Report compiled by:</td><td>Time:</td></tr>
<tr><td colspan="4">Antecedents (events leading up to the incident), triggers:</td></tr>
<tr><td colspan="4">Behaviour (how did the pupil respond, describe what happened):</td></tr>
<tr><td colspan="4">CONSEQUENCES (how did staff intervene, how did the pupil respond, how was the situation resolved):</td></tr>
<tr><td colspan="4">NAMES OF THOSE INVOLVED (staff and pupils):</td></tr>
<tr><td colspan="4">NAMES OF WITNESSES (staff and pupils):</td></tr>
</table>

<table>
<tr><td colspan="3">WHAT DE-ESCALATION TECHNIQUES WERE USED PRIOR TO PHYSICAL CONTROLS? (tick below):</td></tr>
<tr><td>verbal advice and support []
reassurance []
calm talking/stance []
time out directed []
time out offered []</td><td>choices/limits/consequences []
distraction []
planned to ignore []
take up time []
negotiation []</td><td>humour []
contingent touch []
transfer adult []
success reminder []
other (pls specify)</td></tr>
<tr><td colspan="3">WHY WAS THE DECISION MADE TO USE RESTRAINT?

To prevent child / young person from causing injury to him/herself? [ ]
To prevent a child / young person from causing injury to others? [ ]
To prevent a child / young person from causing damage to property? [ ]
To prevent a child / young person from causing serious disruption? [ ]
To prevent a child / young person from running away? [ ]
Other? (Please specify) []</td></tr>
<tr><td colspan="3">DESCRIPTION OF PHYSICAL RESTRAINT HOLDS USED: (Please include approx. time span of any holds):</td></tr>
<tr><td colspan="3">CHILD'S VIEWS
Report read and discussed with child Yes [] No []
Child / young person agrees with content Yes [] No []
If no, what is the child's/young person's view? / If yes, does the pupil have any comment?</td></tr>
<tr><td colspan="3">Did the child / young person suffer any injuries because of this incident?
Injury location and description:</td></tr>
<tr><td colspan="3">Post-Incident Information</td></tr>
<tr><td colspan="3">Was any post-incident support offered and given to the child / young person?
a) Debrief with adult []
b) Other (please specify) []
c) Offer declined by child / young person []</td></tr>
<tr><td colspan="3">Was any post-incident support requested by and given to member of staff / other adult?
a) Debrief with colleague []
b) Debrief with Headteacher []
c) Occupational Health Counselling []
d) Not requested []</td></tr>
<tr><td colspan="3">PARENT(S) VIEWS:</td></tr>
</table>