



Restrictive Interventions and Positive Handling Policy

Date approved: 18 March 2026

Review date: 18 March 2027

Approved by: Governing Board

Headteacher: _____

Chair of Governors: _____

Policy status

Authoritative policy aligned with DfE 'Restrictive interventions, including use of reasonable force in schools' (April 2026).

This document is the school's primary policy governing:

- Restrictive interventions
- Reasonable force
- Restraint
- Seclusion
- Recording and reporting incidents
- Staff training and safeguarding procedures

This policy supersedes any older wording relating to physical intervention or positive handling within other policies.

The Behaviour and Positive Handling Policy references this document for the legal framework governing restrictive interventions.

1. Policy statement

Beam County Primary School is committed to maintaining a safe, calm and supportive learning environment for all pupils and staff.

Restrictive interventions will only ever be used as a last resort when necessary to prevent harm. The school prioritises prevention, de-escalation and restorative approaches to behaviour.

All staff are expected to manage behaviour in line with the Behaviour and Positive Handling Policy, which promotes the school's core expectations:
Ready – Respectful – Safe.

2. Legal framework

This policy has due regard to:

- Education and Inspections Act 2006 (Section 93)
- Human Rights Act 1998
- Equality Act 2010
- Health and Safety at Work Act 1974
- Schools (Recording and Reporting of Seclusion and Restraint) Regulations 2025
- DfE: Restrictive interventions, including use of reasonable force in schools (2026)
- Keeping Children Safe in Education

This policy should be read alongside:

- Behaviour and Positive Handling Policy

- Searching, Screening and Confiscation Policy
- Child Protection and Safeguarding Policy
- SEND Policy
- Complaints Policy

3. Definitions

Restrictive intervention – any action intended to restrict a pupil’s movement.

Reasonable force – the minimum force necessary to prevent injury, damage or serious disruption.

Restraint – physical intervention which restricts movement.

Seclusion – confining a pupil away from others where they are prevented from leaving. Seclusion must only be used as a safety measure and never as punishment.

4. Preventing restrictive interventions

Beam County Primary School aims to minimise restrictive interventions through:

- strong behaviour culture
 - restorative practice
 - early identification of behavioural triggers
 - positive relationships with pupils
 - behaviour support plans
 - SEND-informed practice
 - de-escalation strategies

Staff should attempt alternatives such as:

- calm verbal instructions
- distraction
- removing stimuli
- offering space
- support from another adult

5. When restrictive interventions may be used

All members of school staff have the legal power to use reasonable force where necessary in accordance with Section 93 of the Education and Inspections Act 2006. This power applies to teachers and other authorised staff who are responsible for pupils. Any use of force must always be reasonable, proportionate and necessary in the circumstances.

Staff may use reasonable force to prevent a pupil from:

- causing injury to themselves or others
- committing a criminal offence

- damaging property
- causing serious disruption

The intervention must always be:

- necessary
- proportionate
- the least restrictive option
- used for the shortest time possible.

6. Unacceptable practice

Staff must never:

- use force as punishment
- restrict breathing or airway
- apply pressure to the neck or abdomen
- intentionally cause pain
- humiliate or degrade a pupil.

7. Seclusion

Seclusion may only be used where a pupil presents a risk of serious harm and other strategies have failed.

When seclusion is used:

- the pupil must be supervised at all times
- the space must be safe and non-threatening
- the restriction must end as soon as the risk reduces

Seclusion must never be used as a disciplinary sanction.

Behaviour management strategies such as temporary removal from the classroom or “cool off” are governed by the Behaviour Policy.

8. SEND considerations

The school recognises that pupils with SEND may be disproportionately affected by restrictive interventions.

The school will:

- identify behavioural triggers
- implement behaviour support plans
- carry out risk assessments where necessary
- work with parents and external professionals
- make reasonable adjustments.

Where a pupil presents a foreseeable risk of requiring restrictive intervention, the school will complete an individual risk assessment and behaviour support plan. These plans will be developed in collaboration with parents or carers and, where

appropriate, relevant external professionals. The plan will identify triggers, preventative strategies and agreed responses to support the pupil safely.

9. Staff training

The school will ensure staff receive training in:

- behaviour management
- de-escalation strategies
- safeguarding
- trauma-informed practice

Where appropriate staff may receive specialist training such as Team Teach.

10. Recording incidents

For the purposes of this policy, a **significant incident** includes any situation where force, restraint or seclusion has been used to prevent harm, where the intervention is prolonged, where a pupil experiences significant distress, or where any injury occurs to a pupil or member of staff. All incidents involving restrictive interventions must be recorded as soon as possible and no later than the same day.

The school uses:

All incidents involving restrictive interventions will be recorded on the school safeguarding system (CPOMS). Behaviour-related aspects of the incident will also be recorded on Go4Schools where appropriate to support behaviour monitoring.

Records will include:

- pupil and staff names
- time and location
- triggers and behaviour observed
- type of intervention used
- duration
- injuries or harm
- follow-up actions.

11. Reporting to parents

Parents or carers will be informed of significant incidents involving restraint, force or seclusion on the same day wherever possible.

Notification may be by:

- telephone call
- meeting with staff
- written communication recorded on CPOMS.

12. Post-incident review

Following an incident:

- pupils and staff will be supported
- restorative discussions will take place
- behaviour support plans may be reviewed
- patterns of incidents will be monitored by SLT.

Where appropriate, the school will review the incident with the pupil and staff involved to identify any triggers and preventative strategies to reduce the likelihood of future incidents.

13. Monitoring and governance

The Headteacher will monitor incident data termly.

The Governing Board will receive an annual report summarising:

- number of incidents
- patterns or trends
- SEND considerations
- actions taken to reduce restrictive interventions.