

Restrictive Interventions Policy

(Including the Use of Reasonable Force)



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Version History

Version	Author	Approve	Date	Comment
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1. Introduction

White Woods Primary Academy Trust is committed to creating safe, calm and inclusive learning environments where every child feels a strong sense of belonging and is supported to succeed.

Our approach to behaviour is rooted in relational practice. We prioritise strong relationships, high expectations and high levels of support, enabling children to develop self-regulation and positive behaviour.

We adopt the Social Discipline Window as a core framework, working *with* children through a balance of challenge and support. When behaviour incidents occur, our focus is to teach, repair and restore relationships.

Restrictive interventions, including the use of reasonable force, are therefore used only as a **last resort** and only where necessary to prevent harm.

This policy sets out the Trust's approach and must be read alongside:

- Behaviour Policy
- Safeguarding and Child Protection Policy
- SEND Policy
- Exclusions Policy

2. Legal Framework

This policy is informed by:

- Education and Inspections Act 2006
- Equality Act 2010
- Children Act 1989 and 2004
- Human Rights Act 1998
- Keeping Children Safe in Education
- DfE Guidance (2026): Restrictive Interventions including the Use of Reasonable Force

- Schools (Recording and Reporting of Seclusion and Restraint) Regulations 2025

All members of staff have the legal power to use reasonable force to prevent a pupil from:

- causing injury to themselves or others
- committing an offence
- damaging property
- seriously disrupting good order and discipline

3. Key Principles

The use of restrictive interventions is guided by the following principles:

- Prevention is always the priority
- Restrictive interventions are used only when absolutely necessary
- Interventions must be reasonable, proportionate and time-limited
- The least restrictive option must always be used
- The dignity, safety and wellbeing of the pupil must be maintained
- Restrictive interventions must never be used as punishment

Staff must always consider:

- whether the intervention is necessary
- whether it is proportionate
- the pupil's individual needs and vulnerabilities

4. Definition of Restrictive Interventions

A restrictive intervention is any action that restricts a pupil's movement, liberty or freedom.

Physical Intervention

Use of reasonable force to prevent harm, including:

- guiding a pupil away from danger
- holding a pupil to prevent injury
- separating pupils involved in a fight

Non-Physical Restrictive Intervention

Actions that limit freedom without physical contact, including:

- directing a pupil to move to a different area
- restricting access to spaces for safety reasons

Seclusion

Seclusion is defined as confining a pupil to a space where they are prevented from leaving.

Seclusion:

- must only be used to prevent immediate harm
- must never be used as punishment
- must be continuously supervised
- must end immediately when the risk reduces
- must take place in a safe, non-threatening environment

5. Prohibited Practices

The following are strictly prohibited:

- use of force as a punishment
- any technique that restricts breathing
- pressure on the neck, chest or abdomen
- deliberate use of pain to gain compliance
- any intervention that compromises a pupil's dignity unnecessarily

If a pupil is held on the ground, staff must reposition them as quickly as possible.

6. Prevention and De-escalation

Restrictive intervention must never replace effective behaviour systems.

Across the Trust, schools prioritise:

- relational practice and connection

- clear routines and expectations
- adaptive teaching
- early identification of need
- SEND and pastoral support

De-escalation strategies include:

- calm verbal reassurance
- giving time and space to regulate
- distraction and redirection
- removing an audience
- seeking support from another adult

Restrictive intervention must only be considered when these strategies have been attempted or where there is an immediate risk of harm.

7. Relationship to Behaviour Policy

Restrictive interventions sit beyond the graduated response outlined in the Behaviour Policy.

They should only be used:

- when earlier strategies have been unsuccessful, or
- where there is an immediate risk of harm

They are not part of routine behaviour management.

8. Staff Training

Staff who may need to use restrictive interventions must receive appropriate training.

The Trust uses Team Teach approaches, which focus on:

- de-escalation
- communication
- personal safety
- safe physical intervention

Staff must only use techniques for which they are trained.

9. Pupils with SEND and Additional Needs

Some pupils may be more vulnerable due to:

- SEND
- SEMH needs
- trauma or attachment difficulties
- communication needs

Schools must:

- understand triggers and underlying needs
- work in partnership with parents and professionals
- develop behaviour support plans and risk assessments where appropriate

Restrictive interventions must not be used solely due to SEND.

10. Recording and Reporting

All incidents involving restrictive intervention must be recorded on CPOMS as soon as practicable, ideally on the same day. These should be recorded on the agreed proforma and uploaded.. The correct custom field on Arbor also needs to be ticked for the pupils involved.

Records must include:

- date, time, location and duration
- names of pupils and staff involved
- relevant pupil needs or vulnerabilities
- what led up to the incident (triggers)
- de-escalation strategies attempted
- why intervention was necessary
- type and degree of force used
- outcome of the incident
- any injuries sustained

- post-incident support provided

Parents/carers must be informed as soon as practicable, and wherever possible on the same day.

Communication should include:

- what happened
- why the intervention was necessary
- what type of force was used
- any injuries

11. Post-Incident Support

Following any incident:

- pupils must be supported to regulate
- staff must check for injury or distress
- medical attention must be sought where necessary

A restorative conversation must take place to:

- understand what happened
- repair relationships
- support future behaviour

Where incidents are repeated, schools must review:

- behaviour plans
- SEND provision
- environmental factors

12. Monitoring and Governance

School leaders must monitor the use of restrictive interventions to ensure they are:

- rare
- necessary
- proportionate

Leaders must analyse data to identify:

- patterns or trends
- repeat incidents
- training needs
- disproportionate use

The Trust Board and Local Governing Bodies will receive appropriate oversight.

13. Complaints

Any concerns regarding the use of restrictive intervention should be addressed through the Trust's Complaints Policy.

Allegations against staff will be managed in line with safeguarding procedures.

14. Policy Review

This policy will be reviewed annually or sooner if required following changes to legislation or guidance.

Appendix: Trust Response Model

Step 1 – Prevent

Relational practice, routines, adaptive teaching

Step 2 – De-escalate

Calm communication, space, redirection

Step 3 – Support

Pastoral input, restorative approaches

Step 4 – Restrictive Intervention (last resort)

Used only to prevent harm

Step 5 – Restore

Regulation, recording, communication, repair

Appendix: [Final DfE Restrictive Intervention Form](#)