

Restrictive Interventions Policy

Date Created	April 2026
Date Modified & Agreed	April 2026
Revision Due	April 2027

Change History

Version	Date	Description
1	April 2026	<ul style="list-style-type: none"> New policy. Written in response to the government's "Restrictive Interventions Including Use of Reasonable Force in Schools" guidance School's own policy

Linked Policies	Anti-bullying policy Equalities Statement Complaints Policy Whistleblowing Policy Staff Code of Conduct Home-school Agreement SEND policy Therapeutic Behaviour and Discipline policy
-----------------	--

Signatures:

Headteacher:



FRANCES BUCK

Chair of Governors:



SUSAN R. SIM

Restrictive Interventions Policy

1.0 Policy Statement and Purpose

1.1 Rationale

Inkpen Primary School is committed to providing a safe, supportive, and inclusive environment for all pupils, staff, and visitors. The welfare, dignity, and safeguarding of every individual are at the heart of our practice. This policy sets out our approach to restrictive interventions, ensuring that any use of physical intervention is lawful, necessary, proportionate, and always a last resort. We recognise our legal and moral duty to protect pupils from harm, uphold their rights, and promote positive behaviour.

The policy reflects statutory requirements under the Education Act 1996, Education and Inspections Act 2006, Equality Act 2010, Children and Families Act 2014, Health and Safety at Work Act 1974, Human Rights Act 1998, and is informed by the latest Department for Education (DfE) guidance, including "Restrictive Interventions Including the Use of Reasonable Force in Schools" (2024). It is designed to ensure compliance with Ofsted expectations, Keeping Children Safe in Education (KCSIE), and the SEND Code of Practice.

1.2 Scope

This policy applies to all staff employed by Inkpen Primary School including teaching, support, and temporary staff, volunteers, and external professionals working with pupils on school premises or during off-site activities. It covers all pupils, including those with special educational needs and disabilities (SEND), those in alternative provision, and those with identified behavioural, emotional, or mental health needs.

1.3 Policy Aims

The aims of this policy are to:

- Minimise the use of restrictive interventions by promoting positive behaviour and preventative strategies as detailed in our Therapeutic Behaviour and Discipline policy.
- Ensure that any use of restrictive intervention is lawful, necessary, proportionate, and in line with statutory guidance.
- Safeguard the welfare, dignity, and rights of all pupils and staff.
- Ensure named staff are trained, confident, and competent in the use of de-escalation and, where absolutely necessary, restrictive interventions.
- Provide clear procedures for recording, reporting, and reviewing all incidents involving restrictive interventions.
- Promote transparency, parental engagement, and multi-agency collaboration.

- Ensure compliance with all relevant legislation, statutory guidance, and best practice.

2.0 Legislative and Statutory Framework

2.1 Key Legislation

This policy is underpinned by the following legislation:

- **Education Act 1996 (Section 550A):** Establishes the legal framework for the use of reasonable force by staff in schools.
- **Education and Inspections Act 2006 (Section 93):** Provides statutory powers for teachers and authorised staff to use reasonable force to prevent pupils committing an offence, causing injury, damaging property, or causing serious disruption.
- **Children and Families Act 2014:** Sets out duties regarding safeguarding and provision for pupils with SEND.
- **Equality Act 2010:** Prohibits discrimination and requires reasonable adjustments for disabled pupils.
- **Health and Safety at Work Act 1974:** Imposes a duty to ensure the health, safety, and welfare of staff and pupils.
- **Human Rights Act 1998:** Upholds rights to dignity, protection from degrading treatment, and respect for private and family life.

2.2 Statutory Guidance and Regulatory Requirements

The policy is informed by the following statutory guidance and regulatory frameworks:

- **DfE Guidance: “Restrictive Interventions Including the Use of Reasonable Force in Schools” (2024):** Sets out expectations for lawful, proportionate, and necessary use of restrictive interventions.
- **DfE Guidance: “Use of Reasonable Force in Schools”:** Provides practical advice for school staff on the use of reasonable force.
- **DfE Guidance: “Behaviour and Discipline in Schools”:** Outlines principles for promoting good behaviour and discipline.
- **Keeping Children Safe in Education (KCSIE):** Sets out statutory safeguarding duties for schools.
- **SEND Code of Practice (2015):** Requires schools to make reasonable adjustments and provide appropriate support for pupils with SEND.
- **Ofsted Inspection Framework:** Requires schools to demonstrate effective behaviour management, safeguarding, and compliance with statutory guidance.

2.3 School's Legal Duties

Inkpen Primary School has a legal obligation to:

- Safeguard and promote the welfare of all pupils, including those with SEND and vulnerabilities.
- Ensure that restrictive interventions are only used when absolutely necessary, as a last resort, and in a manner that is proportionate and lawful.
- Make reasonable adjustments for disabled pupils and those with SEND.
- Maintain clear, accessible policies on restrictive interventions and reasonable force.
- Ensure named staff are trained and aware of their statutory powers and limitations.
- Record and report all incidents involving restrictive interventions, notify parents/carers promptly, and involve external agencies where required.
- Review the policy and practice at least annually, ensuring compliance with statutory guidance and best practice.

3.0 Definitions and Principles

3.1 Definitions

- **Restrictive Intervention:** Any intervention that restricts a pupil's movement, liberty, or freedom to act independently. This includes physical restraint, mechanical restraint, and seclusion, but in schools, primarily refers to physical interventions.
- **Reasonable Force:** The minimum degree of force necessary to prevent harm, injury, or serious disruption, in line with statutory powers and guidance.
- **Physical Restraint:** The use of physical contact to restrict a pupil's movement, with the intention of preventing harm or maintaining safety.
- **De-escalation:** Strategies and techniques used to prevent or reduce challenging behaviour and avoid the need for restrictive interventions.
- **Prohibited Practices:** Actions that are never permitted, such as corporal punishment, pain compliance, or any intervention intended to degrade or humiliate.
- **Seclusion:** a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.

3.2 Underpinning Principles

The use of restrictive interventions at Inkpen Primary School is guided by the following principles:

- **Last Resort:** Restrictive interventions are only used when all other strategies have been tried or considered and found to be ineffective or inappropriate.
- **Proportionality:** Any intervention must be the minimum necessary to achieve the desired outcome and must not be excessive.
- **Necessity:** Interventions are only used to prevent immediate harm, injury, or serious disruption, and never for punishment or compliance.
- **Dignity and Respect:** The rights and dignity of all pupils are upheld at all times, with careful consideration of their individual needs, vulnerabilities, and backgrounds.
- **Safeguarding:** The safety and welfare of pupils and staff are paramount, and all interventions are consistent with safeguarding duties.

3.3 Types of Restrictive Interventions

Permitted interventions may include:

- **Physical guidance or prompting:** Supporting a pupil to move safely, such as guiding them by the arm away from danger.
- **Physical restraint:** Holding a pupil to prevent harm, such as holding arms to stop hitting, or holding to prevent running into a road.

Prohibited interventions include:

- **Corporal punishment:** Any form of physical punishment is illegal and strictly forbidden.
- **Pain compliance techniques:** Any intervention designed to cause pain or discomfort.
- **Mechanical restraint:** Use of devices to restrict movement, unless prescribed for medical reasons.
- **Seclusion:** Forcibly isolating a pupil in a locked room or area.
- **Any intervention that is degrading, humiliating, or disproportionate.**

4.0 Prevention and Positive Behaviour Support

4.1 Preventative Strategies

Inkpen Primary School is committed to reducing the need for restrictive interventions through evidence-based preventative approaches, including:

- **Therapeutic Behaviour Approach:** Creating a positive school culture where expectations are clear, relationships are strong, and pupils are supported to develop self-regulation.
- **Trauma-Informed Practice:** Recognising the impact of trauma and adverse experiences on behaviour, and responding with empathy, understanding, and appropriate support.

- **Restorative Approaches:** Encouraging pupils to reflect on their actions, repair harm, and rebuild relationships.
- **Clear Routines and Boundaries:** Establishing consistent routines, expectations, and consequences to support positive behaviour.
- **Early Identification and Support:** Recognising early signs of distress or escalation and intervening promptly with support and adjustments.

Our Therapeutic Behaviour and Discipline policy outlines our approaches to all of the above.

4.2 De-escalation Techniques

All staff are expected to use de-escalation strategies before considering restrictive interventions. These may include:

- **Emotion Coaching** – an approach where children's feelings are labelled and validated but limits are set on the child's behaviour.
- **PACE** – using **P**layfulness, **A**cceptance, **C**uriosity and **E**mpathy to distract and support regulation
- **3 Rs** – **R**egulate, **R**elate and **R**eason in order to de-escalate a situation and support regulation
- **Scripted language** – staff use consistent language to de-escalate situations and support regulation.

Staff receive regular training in de-escalation and are supported to reflect on their practice and share effective strategies.

4.3 Individual Risk Assessments and Planning

For pupils identified as being at risk of requiring restrictive interventions (e.g., due to SEND, behavioural, emotional, or mental health needs), the school will:

- Conduct individual risk assessments, involving parents/carers and, where appropriate, the pupil.
- Develop personalised behaviour support plans, outlining triggers, preventative strategies, and agreed interventions.
- Review risk assessments and support plans regularly, especially following any incident.
- Ensure that all staff working with the pupil are aware of the plan and trained in its implementation.
- Involve external professionals (e.g., Educational Psychologist, Therapeutic Thinking Support Team, icollege, CAMHS, SEND specialists) as needed.

5.0 Use of Restrictive Interventions

5.1 Circumstances for Use

According to the “Restrictive Interventions Including Use of Reasonable Force in Schools” guidance, reasonable force may only be used when:

- A pupil's behaviour presents an immediate risk of harm to themselves or others (e.g., physical assault, self-harm, running into traffic).
- There is a risk of serious damage to property.
- A pupil is committing a criminal offence
- There is a risk of serious disruption to the learning environment that cannot be managed by other means.

Restrictive interventions must never be used as a form of punishment, for compliance, or as a substitute for appropriate support.

5.2 Authorisation and Staff Responsibilities

All teaching staff, and other staff authorised by the Headteacher, have statutory powers to use reasonable force as outlined in the Education and Inspections Act 2006. The Headteacher is responsible for ensuring that only appropriately trained staff are authorised to use restrictive interventions.

Staff responsibilities include:

- Using restrictive interventions only when absolutely necessary and in accordance with this policy.
- Applying the **minimum force necessary** for the **shortest possible time**.
- Ensuring the safety and dignity of all involved.
- Reporting and recording any incident promptly and accurately.
- Seeking support and guidance when needed.

5.3 Procedures for Use

When restrictive intervention is required, staff must:

1. **Assess the Situation:** Quickly evaluate the risks and consider all possible alternatives.
2. **Warn the Pupil:** Where possible, give a clear verbal warning and opportunity to comply.
3. **Call for Help:** If safe to do so, seek assistance from another trained member of staff.
4. **Use Minimum Force:** Apply only the force necessary to prevent harm, using approved techniques.
5. **Monitor Wellbeing:** Continuously check the pupil's physical and emotional state.

6. **End Intervention Promptly:** Release the pupil as soon as it is safe to do so.
7. **Support and Reassurance:** Offer immediate support and reassurance to the pupil and others involved.
8. **Record and Report:** Record the incident on CPOMS and notify senior staff and parents/carers as soon as possible.

Staff must never act in anger or use force beyond what is necessary. If a pupil is injured or distressed, appropriate first aid and support must be provided immediately.

5.4 Safeguarding and Welfare Considerations

Safeguarding is paramount in all situations involving restrictive interventions. Staff must:

- Consider the pupil's age, developmental stage, SEND, cultural background, and any known vulnerabilities.
- Avoid any action that could be perceived as abusive, degrading, or discriminatory.
- Ensure that interventions are trauma-informed and do not retraumatise pupils with a history of adverse experiences.
- Report any concerns about the use of force or the welfare of pupils to the Designated Safeguarding Lead (DSL) immediately.
- Work closely with parents/carers and external professionals to ensure the pupil's ongoing safety and wellbeing.

5.5 Prohibited Practices

The following practices are strictly prohibited at Inkpen Primary School:

- Any form of corporal punishment.
- Use of pain compliance techniques.
- Mechanical restraint (unless prescribed for medical reasons).
- Seclusion in a locked room or area.
- Any intervention that is degrading, humiliating, or intended to punish.
- Use of force as a threat or for compliance.
- Any action that is not in the best interests of the pupil or is contrary to statutory guidance.

6.0 Seclusion

Seclusion is a non-disciplinary intervention which involves keeping a pupil confined to a place away from others and prevented from leaving. This must only be used as a safety measure to protect other from harm when a pupil is experiencing high levels of dysregulation. In these circumstances, children might be taken to the Wellbeing room or another empty classroom within school. They will be made to feel safe in this area and be supervised by a member of staff at all times. As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave.

Any incidents involving seclusion must be reported and recorded (as below in 7.1 and 7.2).

There may be occasions where a child needs to leave the classroom for any of the following reasons:

- a movement break
- a sensory break
- to complete their work in a quieter space
- to have a restorative conversation with another member of staff
- they are at risk of dysregulation should the situation escalate

At Inkpen Primary School, we use these strategies as part of our adaptive teaching policy and our therapeutic behaviour and discipline policy to support children with additional needs. Children return quickly to the classroom following this intervention and support. This is not considered to be seclusion and does not require reporting or recording.

7.0 Incident Recording, Reporting, and Notification

7.1 Immediate Reporting

All incidents involving restrictive interventions must be reported immediately to the designated senior member of staff (e.g., Headteacher, Deputy Headteacher, Designated Safeguarding Lead). Staff must provide a factual account of the incident as soon as possible, and no later than the end of the school day.

7.2 Incident Recording

A written record of every incident must be completed on CPOMS. The record must include:

- Names of all pupils and staff involved.
- Date, time, and location of the incident.
- Antecedents (what led up to the incident).

- Description of the behaviour and risk presented.
- De-escalation strategies attempted.
- Description of the intervention used, including duration and staff involved.
- Outcome of the intervention, including any injuries or distress.
- Actions taken following the incident (e.g., support provided, parents notified).

Records are reviewed regularly by the Headteacher and Designated Safeguarding Lead to monitor patterns, identify learning, and ensure accountability.

7.3 Parental/Carer Notification

Parents/carers must be informed as soon as possible after any incident involving restrictive intervention, and always within 24 hours. Notification may be by telephone, in person, or in writing, and must include:

- A factual summary of the incident.
- The reason for the intervention.
- The outcome and any support provided.
- An opportunity for parents/carers to discuss the incident and raise any concerns.

Where appropriate, pupils will also be supported to communicate their views to parents/carers.

7.4 Reporting to External Agencies

Where an incident raises safeguarding concerns, involves significant injury, or is part of a pattern of behaviour, the school will notify the relevant external agencies, including:

- West Berkshire Safeguarding Team
- Social Care (if the pupil is subject to a Child Protection Plan or is a Child in Need)
- The Police (if a crime may have been committed)
- Other professionals involved in the pupil's care (e.g., Educational Psychologist, CAMHS)

The Headteacher and Designated Safeguarding Lead are responsible for making referrals and ensuring appropriate follow-up.

7.5 Data Protection and Confidentiality

All records relating to restrictive interventions are stored securely and confidentially, in accordance with the General Data Protection Regulation (GDPR) and the Data Protection Act 2018. Access is restricted to authorised staff and relevant professionals. Information is only shared with parents/carers and external agencies where necessary and in line with safeguarding and data protection requirements.

8.0 Post-Incident Support and Review

8.1 Support for Pupils

Following any incident involving restrictive intervention, the welfare and wellbeing of the pupil are prioritised. Support may include:

- Immediate reassurance and emotional support.
- Access to pastoral care, counselling, or other support services.
- An opportunity for the pupil to express their views and feelings about the incident, in a way that is accessible and appropriate for their age and needs.
- Involvement in reviewing their behaviour support plan and identifying ways to prevent future incidents.
- Restorative approaches to repair relationships and rebuild trust.

The school will work closely with parents/carers to ensure the pupil's ongoing wellbeing and support.

8.2 Support for Staff

Staff involved in incidents are offered support, including:

- Immediate debrief with a senior member of staff.
- Access to supervision, counselling, or occupational health services if needed.
- Opportunities to reflect on the incident, share learning, and identify additional training or support needs.
- Protection from blame or disciplinary action where interventions are lawful, proportionate, and in line with policy.

The school recognises the emotional impact that such incidents can have on staff and is committed to supporting their wellbeing.

8.3 Post-Incident Review

All incidents are reviewed promptly by the Headteacher/Acting Headteacher, Designated Safeguarding Lead, and relevant staff. The review includes:

- Analysis of antecedents, triggers, and effectiveness of de-escalation strategies.
- Involvement of the pupil (where appropriate), parents/carers, and external professionals.
- Review and update of individual risk assessments and behaviour support plans.
- Identification of any changes needed to policy, practice, or training.

The aim is to learn from incidents, prevent recurrence, and improve outcomes for all involved.

8.4 Learning and Improvement

Incident reviews are used to inform ongoing improvements in policy and practice, including:

- Updating staff training and support.
- Revising risk assessments and behaviour plans.
- Sharing learning with staff, governors, and, where appropriate, pupils and parents.
- Reporting patterns or concerns to the Governing Body/Trust Board for oversight.

The school is committed to a culture of continuous improvement, transparency, and accountability.

9.0 Training and Competence

9.1 Staff Training Requirements

All staff receive mandatory training in:

- De-escalation and positive behaviour support strategies.
- Safeguarding, trauma-informed practice, and SEND awareness.

Named staff will receive additional training in:

- The legal framework for restrictive interventions and reasonable force.
- Safe and approved physical intervention techniques, delivered by accredited providers (e.g., Team Teach, BILD).

Training is tailored to staff roles and responsibilities, with additional training for those working with high-risk pupils or in specialist settings. At Inkpen Primary School, we use Team Teach Behaviour Support Training which is delivered by Team Teach, an external agency.

9.2 Record of Training

A central training log is maintained by the School Business Manager/Headteacher], recording:

- Staff names and roles.
- Dates and content of training.
- Provider and accreditation details.
- Dates for refresher training.

Training records are monitored for compliance and reported to the Governing Body/Trust Board as part of annual policy review.

10.0 Monitoring and Review

10.1 Policy Monitoring

The implementation of this policy is monitored through:

- Regular analysis of incident records and data to identify trends, patterns, and areas for improvement.
- Feedback from staff, pupils, parents/carers, and external professionals.
- Audits of risk assessments, behaviour support plans, and staff training records.
- Review of safeguarding and SEND outcomes.

Findings are reported to the Headteacher/Acting Headteacher, Designated Safeguarding Lead, SENCO, and Governing Body/Trust Board.

10.2 Annual Review

This policy is reviewed annually by the Governing Body/Trust Board, in consultation with the Headteacher, Designated Safeguarding Lead, SENCO, staff, pupils, and parents/carers. The review takes account of:

- Changes in legislation, statutory guidance, or best practice.
- Analysis of incident data and outcomes.
- Feedback from stakeholders.
- Recommendations from Ofsted, the Local Authority, or other external bodies.

Amendments are communicated to all staff and stakeholders, and the updated policy is published on the school website.

Multi-agency collaboration is essential in complex or high-risk cases, and the school is committed to sharing information, planning jointly, and ensuring coordinated support for pupils and families.