

CHBP School Federation

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Church Hill and Brunswick Park Federation

Restrictive Interventions and Reasonable Force Policy

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Person/s responsible:	Mrs E. Osabu-Matthews, Assistant Head Teacher for Inclusion

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Legal Framework and Compliance

This policy complies with the following documents and statutory guidance:

- CHBP Behaviour Policy
- CHBP School Safeguarding and Child Protection Policy
- This policy is written in accordance with the Department for Education statutory guidance “Restrictive interventions, including the use of reasonable force in schools” (DfE, 2026).
- It also reflects the guidance “Reducing the Need for Restraint and Restrictive Intervention” (DfE, 2019) and relevant safeguarding expectations outlined in Keeping Children Safe in Education.
- Reducing the need for restraint and restrictive intervention (Gov, 2019). Replaced April (2026) Restrictive interventions, including use of reasonable force, in schools (Gov, 2026)
- The Education and Inspections Act (Gov, 2006)
- The Health and Safety at Work Act (Gov, 1998)
- The Equality Act (Gov, 2010)

Aims of this Policy

Staff at the CHBP federation recognise that the use of reasonable force is only one of the strategies available to secure pupil safety/ well-being and also to maintain good order and discipline.

The aim of this policy is to ensure that staff understand how to safely and lawfully use restrictive interventions when necessary.

- Protect pupils and staff from harm
- Ensure the use of restrictive intervention is always a last resort
- Ensure staff act within the law
- Promote de-escalation and preventative strategies
- Ensure incidents are recorded, monitored and reviewed

Key Principles

The school recognises that restrictive interventions should only be used when absolutely necessary and where there is a clear risk of harm.

- Interventions must be reasonable, proportionate and necessary

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- The minimum level of force must be used
- The intervention must last only as long as necessary
- The dignity and safety of the pupil must be respected

Restrictive interventions must never be used as a punishment.

Who May Use Reasonable Force

Under Section 93 of the Education and Inspections Act 2006, all members of school staff have the legal power to use reasonable force where necessary to prevent harm or serious disruption.

This power applies to teachers and to other members of staff who have lawful control or charge of pupils, including teaching assistants, support staff and lunchtime supervisors.

Terminology

Reasonable force:

Physical contact by a member of staff on a pupil to control or restrain their actions/movements. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances. Any use of reasonable force is an example of a restrictive intervention and may or may not involve the use of restraint

Restrictive intervention:

Any planned or reactive action which limits a pupil's movement, liberty or freedom to act independently. Restrictive interventions may include use of equipment, or seclusion. Restrictive interventions may or may not involve the use of reasonable force.

Physical Restraint:

A form of restrictive intervention involving direct physical contact and force where the intention is to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. Physical restraint is a restrictive intervention involving direct physical contact intended to prevent or significantly restrict a pupil's movement in order to prevent harm. Restraint may or may not involve the use of force.

Seclusion:

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The supervised isolation of a pupil away from others in order to prevent harm from themselves or others.

Preventing the Need for Restrictive Interventions

The school prioritises preventative strategies to reduce the need for restrictive interventions.

- Positive behaviour support
- Clear expectations and routines
- Understanding pupil triggers
- Use of de-escalation strategies
- Reasonable adjustments for pupils with SEND

Individual behaviour plans and risk assessments may be developed where pupils present higher levels of risk. Where pupils have Special Educational Needs or Disabilities (SEND), including those with an Education, Health and Care Plan (EHCP), the school will consider individual risk assessments and behaviour support plans.

Preventative strategies will be developed in consultation with parents or carers and relevant professionals where appropriate.

When Reasonable Force May Be Used

Staff may use reasonable force to:

- Prevent a pupil from harming themselves
- Prevent a pupil from harming others
- Prevent serious damage to property
- Prevent a pupil committing a criminal offence
- Maintain good order and discipline

Restrictive interventions will only be used when all reasonable alternatives have been considered or attempted, unless there is an immediate risk of harm to the pupil or others.

The decision to intervene will depend on the circumstances and professional judgement of staff.

Types of Restrictive Intervention

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Non-Restrictive Physical Intervention

- Guiding a pupil
- Escorting a pupil
- Blocking a pupil's path
- Standing between pupils

Restrictive Physical Intervention

- Holding a pupil to prevent injury
- Restricting movement where harm is likely

Where possible, two members of staff should be present.

Prohibited Practices

The following practices must never be used:

- Restraint that restricts breathing
- Pressure on the neck, chest or abdomen
- Face-down restraint
- Pain-inducing techniques
- Using force as punishment

Use of Seclusion

Seclusion may only be used where it is necessary to prevent harm.

- The pupil must be continuously supervised
- The period must be as short as possible
- The pupil's welfare must be monitored throughout
- The environment must be safe and suitable
- The pupil must not be locked in a room
- The incident must be recorded
- Parents must be **informed**

Seclusion must never be used as a disciplinary sanction.

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Staff Training

Staff receive training in behaviour management, de-escalation and safe physical intervention.

The school may use recognised programmes such as Team Teach or PACB.

Staff likely to use restrictive interventions will receive appropriate training.

Procedures When Using Restrictive Interventions

Staff should where possible:

- Attempt verbal de-escalation
- Explain to the pupil what is happening
- Use the minimum force required
- Stop the intervention as soon as the risk has passed

Recording and Reporting Incidents

All incidents involving restrictive intervention must be recorded as soon as possible and on the same working day.

The record should include:

- Names of pupils and staff involved
- Date, time and location
- Duration of the intervention
- Events leading up to the incident
- De-escalation strategies attempted
- Type of intervention used
- Details of any injuries
- Whether the child has SEND / an EHCP
- Whether seclusion was used

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Informing Parents and Carers

Parents or carers will be informed as soon as reasonably practicable after the incident where restrictive intervention has been used.

The school will provide information about:

- The nature of the incident
- Why the intervention was necessary
- Any injuries sustained
- Support provided following the incident

Post-Incident Support

Following an incident the school will:

- Check the welfare of the pupil
- Check the welfare of staff involved
- Review the incident
- Consider strategies to prevent recurrence

Monitoring, Oversight and Governance

The use of restrictive interventions will be monitored by senior leaders.

- Incidents may be reviewed by safeguarding leads
- Patterns or trends will be analysed
- Information may be shared with governors

The aim is to reduce the need for restrictive interventions.

Links with Other Policies

This policy should be read alongside:

- Behaviour Policy
- Safeguarding and Child Protection Policy

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- SEND Policy
- Health and Safety Policy

Policy Review

This policy will be reviewed annually or sooner if statutory guidance changes.

Appendix A – Staff Guidance: De-escalation Strategies

Staff should always attempt to reduce the likelihood of restrictive intervention by using de-escalation strategies.

Early intervention strategies

Staff may use:

- Calm and clear verbal instructions
- Offering choices
- Giving pupils time and space to regulate
- Removing the audience or distraction
- Redirecting the pupil to another activity
- Using humour or reassurance where appropriate

Communication strategies

Staff should:

- Speak calmly and respectfully
- Use simple and clear language
- Avoid confrontation
- Avoid raising their voice unnecessarily
- Maintain appropriate distance

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Environmental strategies

Staff may:

- Remove objects that could cause harm
- Move other pupils away from the situation
- Seek support from colleagues

If restrictive intervention becomes necessary

Staff should:

- Remain calm
- Use the minimum force necessary
- Continue to communicate with the pupil
- Release the intervention as soon as the risk has passed