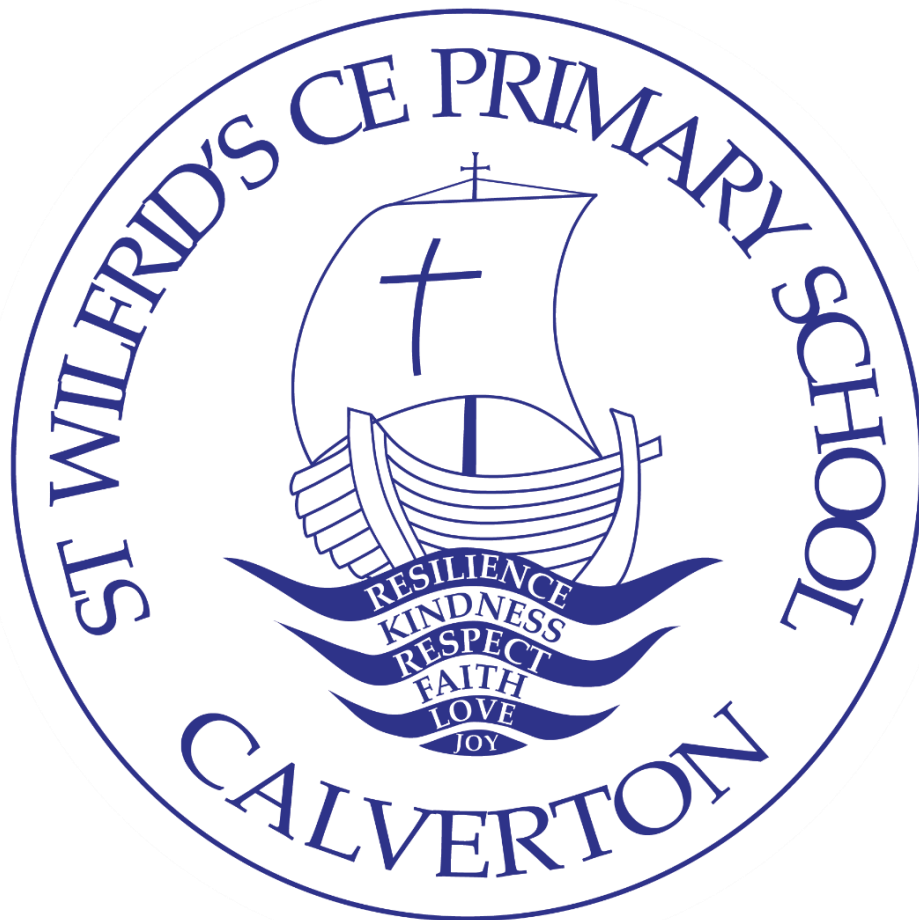




St Wilfrid's CE Primary School

Restrictive Intervention or Reasonable Force Policy

Approved:	9 th February 2026
Next Review:	Spring 2027

Statutory Compliance Statement

This policy has been developed to ensure that St Wilfrid's CE Primary School fully meets its statutory duties in relation to the use of reasonable force, restrictive physical intervention and seclusion.

It is fully aligned with and compliant with:

- Section 93 of the Education and Inspections Act 2006
- Department for Education (DfE) statutory guidance: *Use of Reasonable Force in Schools*
- DfE statutory guidance: *Restrictive Interventions, including the use of reasonable force* (effective from 1 April 2026)
- Education Act 2002 safeguarding duties
- *Keeping Children Safe in Education*
- Equality Act 2010
- Human Rights Act 1998

From 1 April 2026, schools have a legal duty to record in writing every significant incident involving the use of reasonable force, restraint or seclusion, and to report such incidents to parents or carers. This policy ensures St Wilfrid's CE Primary School meets that duty in full.

This policy reflects the DfE's clear expectation that schools prioritise prevention, de-escalation and positive behaviour support, and that any use of physical intervention is lawful, necessary, proportionate, time-limited and subject to scrutiny.

1. Purpose and Scope

This policy sets out St Wilfrid's CE Primary School's approach to the use of restrictive physical intervention, restraint, seclusion and reasonable force.

It applies to all staff, including teachers, support staff, volunteers and any authorised adults working under the school's direction.

This policy must be read alongside the Behaviour Policy, Safeguarding and Child Protection Policy, SEND and Inclusion Policy, Complaints Policy and Health and Safety Policy.

2. Definitions

Restrictive Physical Intervention / Restraint

Any direct physical contact where a member of staff intentionally uses force to restrict a pupil's movement against their will in order to prevent harm.

Seclusion

A non-disciplinary restrictive intervention in which a pupil is supervised but confined and isolated from others in a space they are not free to leave of their own will.

Seclusion is not a behaviour management strategy and may be used only in rare and exceptional circumstances to prevent immediate and serious harm.

This does NOT include:

- Appropriate physical contact during everyday school activities (e.g. PE, guiding, first aid, personal care)
- Comforting or reassuring a distressed child where this is welcomed
- Prompting or guiding movement where there is no resistance

3. Values and Ethos

Our Christian vision and Take Care ethos underpin all practice. We are committed to:

- Protecting pupils' dignity, rights and wellbeing
- Promoting inclusion and equality
- Supporting pupils to develop self-regulation and positive behaviour
- Using prevention and de-escalation as the primary response

Restrictive physical intervention is never a behaviour management strategy, punishment or means of securing compliance.

4. Prevention and Positive Behaviour Support

In line with statutory guidance, the school prioritises prevention and early intervention. Staff are expected to use:

- Clear expectations and consistent routines

- Positive relationships and role modelling
- Trauma-informed and attachment-aware practice
- Reasonable adjustments for pupils with SEND or disabilities
- De-escalation strategies including calm verbal direction, distraction, redirection, offering choices, time and space, and support from trusted adults

Further detail is set out in the Behaviour Policy and individual Positive Behaviour Support Plans.

5. Legal Framework: Reasonable Force

Under Section 93 of the Education and Inspections Act 2006, staff may use reasonable force to prevent a pupil from:

1. Committing an offence (or what would be an offence if the pupil were older)
2. Causing injury to themselves or others
3. Causing serious damage to property
4. Seriously prejudicing the maintenance of good order and discipline

Any use of force must be lawful, necessary and proportionate, taking into account:

- The seriousness and immediacy of the risk
- The pupil's age, size, understanding and individual needs
- The risks of action compared with inaction

6. When Physical Intervention or Seclusion May Be Used

Restrictive physical intervention or seclusion may be used only when:

- There is a real and immediate risk of serious harm
- Less intrusive strategies have failed or are clearly inappropriate
- The intervention is necessary to maintain safety

Intervention must stop as soon as the risk has reduced.

7. What Is Not Permitted

The following practices are never permitted:

- Use of force as punishment or discipline
- Any intervention intended to cause pain, fear, humiliation or distress
- Techniques that restrict breathing, circulation or speech
- Holding a pupil around the neck, head or collar
- Prone (face-down) restraint
- Planned or deliberate placing of a pupil on the ground

If a pupil is taken to the ground unintentionally, staff must use minimal force, reposition the pupil as soon as it is safe and record this clearly.

8. Who May Use Physical Intervention

In an emergency, reasonable force may be used by:

- Any teacher at the school
- Any authorised member of staff who has control or charge of pupils

Where intervention is foreseeable, staff should be appropriately trained and familiar with the pupil's needs. Staff are not expected to place themselves at risk.

9. Individual Planning and Risk Assessment

Where restrictive intervention or seclusion may be anticipated:

- A risk assessment and Positive Behaviour Support Plan will be in place
- Plans will clearly set out prevention strategies, de-escalation approaches and thresholds for intervention

Plans are developed with pupils (where appropriate), parents/carers and relevant professionals, and reviewed at least every 4–6 months.

10. Training and Support for Staff

The school ensures staff receive training in:

- De-escalation and positive behaviour support

- Understanding behaviour, trauma and SEND
- Legal, safeguarding and equality responsibilities

Training records are maintained by the Headteacher and safeguarding team.

11. Recording and Reporting (Statutory Duty from 1 April 2026)

11.1 Duty to Record

From 1 April 2026, every significant incident involving reasonable force, restraint or seclusion must be recorded in writing.

Records will be completed as soon as practicable and ideally on the same day.

11.2 Minimum Recording Requirements

Each record will include, as a minimum:

- Names of the pupil(s), staff involved and any witnesses
- Date, time, location and approximate duration
- What led up to the incident, including triggers and de-escalation strategies used
- The type of intervention used and how force was applied
- Why the intervention was necessary at that time
- Relevant pupil needs (SEND, disability, medical or other vulnerabilities)
- Details of any injuries or medical checks
- Post-incident actions and support provided

11.3 Systems and Reporting

- All incidents are recorded on CPOMS and using the school's Restrictive Intervention Record Form
- Records are reviewed by a senior leader as soon as reasonably possible

11.4 Informing Parents and Carers

Parents/carers must be informed as soon as practicable and usually the same day. Verbal communication will be followed by a written summary, which will be logged.

12. Post-Incident Support and Review

Following any incident:

- Pupils' physical and emotional wellbeing is checked
- Pupils are supported to reflect once calm
- Staff involved are offered debrief and support
- Relationships are repaired using restorative approaches

Plans are reviewed and updated to reduce future risk.

13. Monitoring and Governance

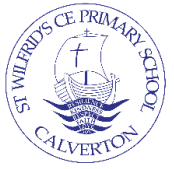
The Headteacher and Governing Body monitor incidents termly, including equality impacts and any disproportionate patterns, to ensure compliance and continual improvement.

14. Concerns, Allegations and Complaints

All concerns are managed in line with safeguarding, LADO and Complaints procedures.

15. Review

This policy is reviewed annually, or sooner if statutory guidance changes, concerns arise or a serious incident occurs.



Appendix 1

RESTRICTIVE INTERVENTION, RESTRAINT AND SECLUSION RECORD FORM

To be completed as soon as practicable and ideally on the same day following any incident involving reasonable force, restrictive physical intervention, restraint or seclusion.

This form must be used in conjunction with:

- *DfE statutory guidance: Restrictive Interventions, including the use of reasonable force (effective 1 April 2026)*
- *The School Behaviour Policy*
- *The Restrictive Intervention and Reasonable Force Policy*

All records must be reviewed by a member of the Senior Leadership Team.

Section 1 – Pupil and Context Details

Pupil name:

Class / Year Group:

Date of birth:

Identified needs (tick all that apply):

- ☐ EHCP ☐ SEND support ☐ Disability ☐ Medical condition ☐ SEMH ☐ Looked After / Previously Looked After
☐ Other:

Section 2 – Incident Details

Date of incident:

Time started:

Time ended:

Approximate duration (minutes):

Location:

Staff member(s) directly involved:

Witnesses (if known):

Section 3 – Antecedents and De-escalation

Brief factual description of what led up to the incident (including triggers):

De-escalation strategies attempted (tick as appropriate):

- ☐ Calm verbal direction ☐ Distraction / redirection ☐ Offering choices ☐ Time and space ☐ Trusted adult support ☐ SEND adjustments ☐ Other:

Section 4 – Type of Intervention Used

Physical intervention / reasonable force (tick all that apply):

- ☐ Positive physical intervention to prevent immediate harm
☐ Standing or blocking (no physical contact)
☐ Minimum contact for leading / guiding
☐ Firm holding by one adult
☐ Holding involving two or more adults
☐ Pupil taken to ground unintentionally (details below)

Duration of physical intervention (minutes):

How force was applied / body parts involved:

Section 5 – Restrictive Practice Without Physical Contact

- ☐ Directed time away from peers with staff present
☐ Relocation to another room with supervision (door unlocked)
☐ Environmental restriction (removal of peers or objects)
☐ Staff positioning to block access or exits

Section 6 – Seclusion (complete only if used)

Pupil confined alone and prevented from leaving: ☐ Yes ☐ No

Door locked or blocked: ☐ Yes ☐ No

Continuous supervision maintained: ☐ Yes ☐ No

Duration of seclusion (minutes):

Immediate risk being prevented:

Senior leader informed as soon as practicable: ☐ Yes ☐ No

Section 7 – Reason Intervention Was Required

☐ Prevent injury to pupil

☐ Prevent injury to others

☐ Prevent serious damage to property

☐ Prevent serious prejudice to good order and discipline

☐ Other:

Why the intervention was necessary and proportionate:

Section 8 – Injuries and Medical Checks

Any injuries to pupil or staff? ☐ Yes ☐ No

Details of injuries, first aid or medical attention provided:

Section 9 – Post-Incident Support

Support provided to pupil:

Support provided to staff:

Section 10 – Parental Communication

Parent / carer informed: ☐ Yes ☐ No

Date and time of contact:

Method: ☐ Phone ☐ In person ☐ Written

Written summary shared: ☐ Yes ☐ No

Follow-up meeting arranged: ☐ Yes ☐ No Date/time:

Section 11 – Senior Leader Review

Name and role of reviewing senior leader:

Review comments and learning:

Actions agreed (updates to plans, training, referrals):

Section 12 – Recording and Sign-off

Incident logged on CPOMS / MIS: ☐ Yes ☐ No

Name and role of reporting staff member:

Signature:

Date: