

Elworth C of E Primary School



“Love God, Love Learning, Love One Another”

Matthew 22 v 36-39

Restrictive Interventions Policy

Date:	March 2026
Review Cycle:	Annually
Reviewed By:	Mrs S Roberts
Approved By:	Full Governors
Next review date:	March 2027
Nominated Governor:	Barry Pitt

'Love God, Love Learning, Love One Another.' Matt 22:36-39

At Elworth we embrace The Church of England's vision for education which is 'Deeply Christian, Serving the Common Good.' When Jesus was asked which was the greatest commandment, he responded with *'Love the Lord your God with all your heart, all your soul and all your mind' and 'Love your neighbour as yourself'* (Matt 22:36-39). These timeless words are at the heart of our vision, nurturing our community and shaping the ethos of our flourishing school.

School's theologically rooted Christian mission

At Elworth we create a stimulating and caring environment, grounded in Christian belief and practice, so that all members of our school community can flourish. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of diversity within modern Britain. We maintain that learning should be a rewarding experience for everyone; it should be enjoyable. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. Our six Christian values underpin all that we teach: Courage, Community, Perseverance, Generosity, Compassion, Friendship. Our school rules are: To be Ready, To be Responsible and To be Respectful. These are embedded in each child's mind so that they are fully prepared for living each day successfully. We aspire that all our children are a blessing beyond the school walls, beyond their families, beyond their local community, as global citizens. To achieve this the children and adults at Elworth embark on an exciting and adventurous journey together joining in with God's redemptive work in our lives and throughout the world and learn to be advocates for change.

Legal Framework and Scope

This policy has been prepared in accordance with **Section 93 of the Education and Inspections Act 2006** and the **Department for Education (DfE) guidance 'Use of Reasonable Force: Advice for Headteachers, Staff and Governing Bodies (2013, reviewed 2015)'**.

It should be read alongside other key school policies including:

- Behaviour and Relationships Policy
- Safeguarding and Child Protection Policy
- Searching, Screening and Confiscation Policy

Purpose of the Policy

Good professional relationships between staff and pupils are essential. The vast majority of pupils respond positively to our behaviour policy, and physical intervention is only used in exceptional circumstances to prevent harm.

Positive handling and the use of reasonable force will only ever be used as a last resort, when:

- A pupil is at risk of harming themselves or others;
- A pupil is causing or at risk of causing serious damage to property; or
- A pupil's behaviour is causing or is likely to cause disorder.

All staff understand their responsibilities, receive appropriate training, and act within this policy and their professional judgement.

Underpinning Values

This policy is grounded in the school's Christian values: **Courage, Community, Perseverance, Generosity, Compassion, and Friendship.**

Everyone at Elworth C of E Primary School has the right to:

- Be treated with respect and dignity;
- Learn and work in a safe environment; and
- Be protected from harm.

The school community recognises its duty of care to all pupils, including those with **Special Educational Needs (SEN)** or disabilities. **Reasonable adjustments** will always be made to meet the needs of individual pupils.

Legal Framework and Scope

This policy is prepared in accordance with Section 93 of the Education and Inspections Act 2006 and the Department for Education statutory guidance *Restrictive Interventions, including the Use of Reasonable Force, in Schools* (April 2026).

It should be read alongside the schools:

- Behaviour and Relationships Policy
- Safeguarding and Child Protection Policy
- Searching, Screening and Confiscation Policy
- SEND Policy
- Supporting Pupils with Medical Needs Policy
- Risk Assessment Policy

Purpose of the Policy

Restrictive interventions, including the use of reasonable force, are used only as a last resort to prevent immediate harm. The school prioritises de-escalation, preventative strategies, and trauma-informed practice. Staff act within this policy, their training, and their professional judgement.

Restrictive interventions may be used only when necessary to prevent:

- A pupil harming themselves or others
- Serious damage to property where this poses a risk to safety
- Behaviour likely to cause significant disorder
- A pupil leaving a safe area where doing so would place them at risk

Key Definitions

Physical Contact: Everyday appropriate contact (e.g., comfort, first aid, PE).

Physical Intervention: Limited force used to guide or redirect a pupil away from danger.

Positive Handling: A planned or unplanned response involving reasonable force to prevent harm.

Reasonable Force: The minimum force necessary, proportionate to the risk.

Restrictive Intervention: Any action that restricts a pupil's movement, liberty, or freedom to act. This includes:

- Physical restraint
- Withdrawal
- Seclusion
- Mechanical or technological restrictions
- The use of reasonable force

When Restrictive Interventions May Be Used

Staff may use reasonable force to:

- Remove a pupil from a situation where they pose a risk
- Prevent a fight or physical assault
- Prevent a pupil from leaving a safe area when at risk
- Prevent serious disruption on school premises or during off-site activities

Force must never be used as punishment or for compliance.

Prohibited Techniques

The following are strictly prohibited:

- Seated double embrace

- Double basket hold
- Nose distraction technique
- Pain-inducing techniques
- Any technique restricting breathing or impacting the airway
- Any intervention used for compliance rather than safety
- Seclusion without appropriate supervision and compliance with DfE expectations

Staff Training

All staff have the legal power to use reasonable force. The Headteacher identifies staff requiring additional training based on pupil needs and context.

Training includes:

- Legal duties and safeguarding
- De-escalation and preventative strategies
- Safe physical intervention techniques
- Trauma-informed practice
- Recording, reporting, and post-incident support

The school maintains a register of trained staff and refreshes training regularly.

Responding to Challenging Behaviour

Staff use consistent de-escalation strategies and emotion coaching, including:

- Calm verbal redirection
- Clear warnings
- Offering time, space, and regulation strategies
- Calling for assistance when needed

Restrictive intervention is used only when:

- There is an immediate risk of harm
- All other strategies have been exhausted
- It is the least restrictive option

Where possible, two staff members should be present.

Seclusion

Seclusion refers to a pupil being supervised in a room or area and prevented from leaving. Seclusion is a form of restrictive intervention and will only be used where it is necessary to prevent immediate harm and where all other de-escalation strategies have been exhausted. Any use of seclusion must be the least restrictive option, time-limited, continuously supervised, and subject to dynamic risk assessment throughout.

All incidents of seclusion will be recorded as a restrictive intervention, reviewed by a senior leader, and communicated to parents on the same day where possible. Where a pupil is known to be at risk of requiring seclusion, this will be included in their individual risk assessment and personalised plan, which will be reviewed regularly with parents and relevant professionals. Seclusion can be used without prior consent from parents where staff feel there is a level of risk/harm associated.

Seclusion must *not* be used when:

- There is no immediate risk of harm to the pupil or others.
- It is being used as a punishment, sanction, or consequence.
- It is being used to enforce compliance, obedience, or to manage low-level behaviour.
- The behaviour involves refusal, non-compliance, disruption, or avoidance of work without risk.
- The child is not being prevented from leaving (in which case it is withdrawal, not seclusion).
- There is no individual risk assessment or personalised plan for pupils with known risks (except in an unforeseen emergency).
- Staff cannot provide continuous supervision or maintain safe monitoring.
- Seclusion would increase distress, escalate behaviour, or create additional risk.
- Less restrictive strategies (de-escalation, co-regulation, offering space) have not been attempted.
- It is not the least restrictive option available to keep the child or others safe.

Seclusion can be used only when all of the following conditions are met:

- There is an immediate risk of harm to the pupil or to others.
- All de-escalation and preventative strategies have been attempted and have not reduced the risk.
- It is necessary to prevent injury and no less restrictive option would keep the child or others safe.
- The pupil is prevented from leaving *solely* to reduce the immediate risk of harm.
- The intervention is proportionate to the level of risk presented.
- The seclusion is time-limited, with staff actively reviewing whether it remains necessary.
- Continuous adult supervision is in place, with the ability to respond immediately if risk escalates.
- Dynamic risk assessment is ongoing throughout the period of seclusion.
- The use of seclusion is recorded as a restrictive intervention, reviewed by a senior leader, and communicated to parents the same day where possible.

If the child is free to leave, it is withdrawal, not seclusion.

If the child is *not* free to leave, it is seclusion — and must meet the threshold.

If the threshold is not met, staff **cannot** prevent the child from leaving a room.

Post-Incident Procedures

The wellbeing of pupils and staff is the priority.

After an incident:

- The pupil is supported to calm and regulate
- Staff record the incident on CPOMS within required timescales
- Parents are informed on the same day where possible
- A senior leader/member of pastoral team reviews the incident
- Staff and pupils receive debrief and emotional support

Records must include:

- Why the intervention was necessary
- Alternatives attempted
- Type and duration of intervention
- Staff involved
- Any injuries or distress
- Follow-up actions

Patterns are monitored for:

- Triggers
- SEND-related needs
- Safeguarding concerns
- Equality impacts
- Training requirements

SEND and Vulnerable Pupils

For pupils with known risks, the school will:

- Complete individual risk assessments
- Develop personalised plans with parents and professionals
- Identify preventative strategies and reasonable adjustments
- Review plans regularly and after incidents
- Ensure staff working with the pupil are trained and informed

Restrictive interventions must never discriminate against pupils with SEND.

Searching Pupils

Authorised staff may use reasonable force during lawful searches in line with the April 2026 guidance. Any use of force during a search must be:

- Necessary and proportionate
- Recorded and reviewed
- Communicated to parents

Monitoring and Review

The Headteacher and Governing Body review this policy annually. Governors receive regular reports on:

- Use of restrictive interventions
- Patterns and trends
- Training and competence
- Safeguarding implications