



St. Lawrence Church of England
Primary School

RESTRICTIVE INTERVENTIONS POLICY

SEPTEMBER 2026

Approved by: David Oludotun Fasanya (Chair of Governors)

Last reviewed on: September 2026

Next review on: September 2027

At St. Lawrence Church of England Primary School, we are committed to providing a safe, calm and supportive environment where all pupils can learn and thrive. Our approach to behaviour is rooted in our Christian ethos, emphasising respect, dignity, compassion and reconciliation.

In line with Department for Education guidance, we aim to reduce the need for restrictive interventions through positive behaviour support, strong relationships and proactive strategies. However, there may be rare occasions where the use of reasonable force is necessary to keep pupils and staff safe.

This policy sets out the principles and procedures for the use of restrictive interventions within our school.

This policy is underpinned by Section 93 of the Education and Inspections Act 2006, which allows school staff to use reasonable force.

AIMS

To ensure that:

- All members of the school community understand the school's approach to restrictive interventions
- Restrictive interventions are used safely, proportionately and only when absolutely necessary
- Pupils' dignity, safety and wellbeing are at the centre of all decision-making
- Staff are confident, supported and trained in appropriate responses to challenging behaviour

DEFINITION

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

This may include:

- **Physical intervention** – using reasonable force to control or restrain a pupil
- **Non-physical intervention** – such as removing a pupil from a situation or blocking access to a space

The use of reasonable force refers to the use of physical contact that is reasonable, proportionate and necessary in the circumstances.

PRINCIPLES

At St. Lawrence Church of England Primary School:

- Restrictive interventions are always a last resort
- We prioritise de-escalation, communication and restorative approaches
- Any intervention must be proportionate to the risk presented
- The least restrictive option will always be used
- Pupils will be treated with dignity and respect at all times
- Interventions will never be used as a form of punishment

WHEN RESTRICTIVE INTERVENTION MAY BE USED

In line with DfE guidance, reasonable force may be used to:

- Prevent a pupil from injuring themselves or others
- Prevent serious damage to property
- Prevent a pupil from committing an offence
- Maintain good order where a pupil's behaviour presents a risk to the safety, wellbeing or education of themselves or others.

Staff must use their professional judgement to assess the situation and act appropriately.

PROACTIVE APPROACH AND PREVENTION

The most effective way to reduce the need for restrictive interventions is through proactive support. This includes:

- Strong, positive relationships between staff and pupils
- Clear and consistent behaviour expectations
- High-quality teaching and engaging lessons
- Early identification of needs, including SEND and SEMH
- Individual behaviour plans and risk assessments where appropriate
- Use of de-escalation strategies such as calm communication, distraction and offering choices

STAFF RESPONSIBILITIES

All staff have a duty of care to act in the best interests of pupils.

Staff must:

- Take reasonable steps to avoid the need for restrictive intervention
- Use de-escalation strategies wherever possible
- Only use force that is reasonable, necessary and proportionate
- Stop any intervention as soon as the risk has reduced
- Report and record all incidents of physical intervention

Where possible, staff should seek support from colleagues before a situation escalates.

Following significant incidents, a review will consider whether practice, provision or support strategies should be adapted to reduce the likelihood of recurrence.

SAFE PRACTICE

When restrictive intervention is necessary:

- Only the minimum force necessary will be used
- Techniques that restrict breathing or cause pain must never be used
- Pupils must not be restrained in a way that could cause harm or distress
- Interventions should be brief and continuously reviewed
- Consideration will always be given to the pupil's age, size, medical needs and SEND

RECORDING AND REPORTING

Any incident involving physical restrictive intervention must be recorded as soon as possible on CPOMS under the 'Restrictive Interventions' tab.

The record should include:

- The reason for the intervention
- The actions taken
- The duration of the intervention
- Any injuries or distress caused
- The views of the pupil, where appropriate

Parents and carers will be informed on the same day where a physical intervention has taken place.

Senior leaders will monitor all incidents to ensure that practice remains safe and proportionate.

SUPPORT FOR PUPILS

Following any incident involving restrictive intervention:

- The pupil will be supported to reflect on the situation
- A restorative conversation will take place where appropriate
- Any underlying needs or triggers will be considered
- Additional support or adjustments may be put in place

Our aim is always to support pupils to regulate their behaviour and develop self-control.

SUPPORT FOR STAFF

The school will ensure that:

- Staff receive appropriate training in behaviour management and de-escalation
- Where appropriate, staff will receive accredited positive handling training.
- Staff feel supported following any incident
- Opportunities are provided for reflection and professional discussion

Following significant incidents, consideration will be given to a structured debrief for staff and pupils in order to support wellbeing and reduce future risk.

SAFEGUARDING

The use of restrictive intervention is a safeguarding matter.

Any concerns about inappropriate or excessive use of force will be treated seriously and managed in line with the school's safeguarding procedures and statutory guidance, including *Keeping Children Safe in Education (KCSIE)*.

PARENTS AND CARERS

We recognise the importance of working in partnership with parents and carers.

- Parents will be informed of significant incidents involving restrictive intervention
- Where appropriate, individual plans will be developed in collaboration with families
- The school will communicate openly and transparently about behaviour and support strategies

INAPPROPRIATE USE

Restrictive intervention must never be used:

- As a punishment
- To cause pain, humiliation or distress
- In a way that compromises a pupil's dignity or safety

Any inappropriate use will be investigated and may result in disciplinary action.

EXEMPTIONS AND INDIVIDUAL PLANS

In exceptional circumstances, some pupils may require more structured interventions.

This may include:

- Pupils with SEND or SEMH needs
- Pupils with identified behaviours that present a higher level of risk

The school recognises that restrictive intervention will never replace appropriate assessment, reasonable adjustments, support or planning for pupils with SEND. In these cases, a personalised risk assessment and behaviour support plan will be developed, outlining agreed strategies and interventions.

IMPLEMENTATION AND CONSISTENCY

The school will ensure that expectations are:

- Clearly communicated to staff, pupils and parents
- Consistently applied across the school
- Regularly reviewed in line with current guidance