

The Federation of Boskenwyn & Germoe Schools and Nysgerrig Kindergarten



RESTRICTIVE INTERVENTION POLICY

PURPOSE

The purpose of this policy is to set out the federation's approach to **Restrictive Interventions**, including the use of **reasonable force**, in line with the Department for Education guidance *Restrictive interventions, including the use of reasonable force in schools (DFE, effective April 2026)*.

The federation are committed to promoting positive behaviour and emotional regulation, preventing situations that may give rise to restrictive interventions, ensuring that any restrictive intervention is used **only as a last resort**, is **lawful, proportionate, necessary and time-limited**, and maintains the **safety and dignity** of all involved.

SCOPE

This policy applies to all staff working with pupils, including teachers, support staff, supply staff, volunteers and any adults authorised by the headteacher and governing body.

LEGAL FRAMEWORK

This policy is underpinned by : Section 93 of Education and inspections act 2006, DFE restrictive interventions, April 2026, Keeping children safe in education, Equality act 2010, Health and Safety at work Act 1974, Human rights act 1998.

KEY DEFINITIONS

The use of restrictive interventions, including reasonable force and seclusion, can have a significant impact on the pupils, staff members and parents involved, as well as the wider classroom. However, there are times when the use of restrictive interventions will be lawful and necessary; for example, to keep individuals and the wider school community safe. We aim to minimise the need to use restrictive interventions through early support, prevention and de-escalation strategies, and when necessary, to help staff feel more confident in knowing how to use these interventions safely, appropriately and lawfully.

Restrictive intervention – Any action that intentionally limits a pupil's movement, liberty or freedom in order to prevent harm or injury.

Restraint – the use of physical contact to hold a pupil in order to restrict movement and prevent harm, this may include force or non-force restraint. No more force than necessary and for the least amount of time; the application will depend on the circumstances.

Reasonable force – Force used to prevent injury, damage, serious disorder or criminal offence and which is proportionate to the risk. All members of school staff have a legal power to use reasonable force in certain circumstances; to prevent or stop them from causing injury or harm to themselves or others, to prevent them committing a criminal offence, to prevent them from damaging property, to prevent them causing disorder among pupils at the school.

Seclusion – The supervised confinement of a pupil away from others where they are prevented from leaving, only used to manage serious risk.

Other physical contact – guiding or escorting pupils eg holding hand when walking around school/school trip, helping them to a space to self-regulate. To comfort a distressed pupil. To congratulate or praise a pupil with a handshake or pat on the back. To coach in sport, music or PE. To give first aid.

PRINCIPLES GOVERNING USE:

Restrictive interventions:

- Are used only when there is significant risk of harm
- Are never used as a punishment, discipline or to enforce compliance
- Must be the least restrictive option available
- Must be proportionate to the risk and used for the shortest time possible
- Must prioritise safety, dignity and emotional well-being

Prevention and de-escalation:

- Positive behaviour culture
- Early identification of risk
- De-escalation strategies (talking, diverting, breathing, alternative activities)
- Individual support and risk assessments for pupils who may require additional support

RESTRICTIVE INTERVENTIONS SHOULD ONLY BE CONSIDERED WHEN DE-ESCALATION STRATEGIES HAVE FAILED OR ARE INAPPROPRIATE DUE TO IMMEDIATE RISK.

AUTHORISATION AND TRAINING

All staff have the legal power to use reasonable force. However, staff trained in reasonable force will be used **if available** at the time for physical restraint. All staff are expected to act within their competence. No member of staff is expected to place themselves at risk of serious injury.

USE OF RESTRICTIVE INTERVENTIONS

When restrictive intervention is necessary, staff must:

Use calm, clear instruction

Use the minimum force necessary

Continually monitor the pupil's safety

Cease the intervention as soon as risk reduces

Prohibited practices include:

Restricting breathing or circulation

Holding around the neck

Ground restraint unless unavoidable and proportionate

SECLUSION

Seclusion may only be used:

To manage immediate risk

With continuous supervision

For the shortest time possible

Never as a disciplinary sanction

ALL INCIDENTS OF SECLUSION MUST BE RECORDED AND REPORTED – Staff server, Seclusion folder, term, save as Child initial and date.

Procedure for reporting

REPORTING RESTRICTIVE INTERVENTION – (physical/use of force)

Schools now have a duty to record and report all **significant incidents** to the parents as soon as is practicable following the incident, they should endeavour to do this on the same day.

The written report (via email) should include the following:

- Time, date, location of incident and approximate duration of the intervention
- Brief account of why the intervention was assessed as necessary in that instance
- Brief account of what type of force was applied, and degree of force
- Details of any physical injuries sustained, if applicable

See Appendix 1 for template

The incident also needs to be logged on My Concern the title of the concern should be **Restrictive Intervention (Physical)** and should include all the details above and the following:

- Names of pupil and staff involved/witnesses
- Any relevant needs or circumstances including SEN information
- Any identified triggers and de-escalation strategies used
- Details of post-incident support
- A copy of the letter to parents attached to the My Concern log

Follow up conversations to ensure staff and pupil well-being

REPORTING RESTRICTIVE INTERVENTION - (Seclusion and non-force)

Incidents must be recorded as soon as is practicable after the event by the staff member involved on My Concern. The concern should be titled **Restrictive Intervention (Non-force)** and needs to include the following information:

- Names of pupils and staff directly involved
- Time, date, location and approximate duration of the intervention
- Any relevant needs or circumstances of the pupil, including whether the pupil has an identified special educational need or disability and their SEN code
- Brief account of why the intervention was assessed as necessary in that instance
- Details of any physical injury sustained, if applicable
- Any post incident support

Staff need to report the incident to parents verbally - A copy of the written report can be shared with them unless the school feels this will put the child at risk of serious harm.

Executive Headteacher: Paula Blackburn

Chair of Governors: Lucy Yeomans

Date policy reviewed: 7th September, 2026

Next review: September 2027

Appendix 1 – reporting restrictive intervention (physical restraint) to parents

Date;

Dear parent/carer

I am writing to inform you that today, an incident occurred at school involving your child, which required staff to use restrictive intervention to ensure their safety and the safety of others.

The intervention occurred at (time) in (location) and lasted for (3) minutes.

The intervention was assessed as necessary because (your child was putting the safety of themselves and other at risk, they were using unsafe behaviour, they were being violent to others).

We tried a variety of de-escalation strategies including (weighted blanket, talking calmly, diversion, verbal reasoning) but unfortunately none of these were successful.

We used as little force as possible for the least amount of time and no injuries were caused.

Thank you for your understanding, if you would like to discuss this in further detail then please do not hesitate to reply to this email with a suggestion of a pre-school or after-school appointment request.

Best wishes