

Reviewed: September 2026
Next Review Date: July 2027

Signed by:

Headteacher

Mrs Claire Jones

Date: July 2026

Co-Chairs of Governors

Mrs Joanna Potter and Mrs Danielle Smith

Date: July 2026

Euxton Primrose Hill Primary School

Restrictive Intervention and use of Reasonable Force Policy



Courage • Ambition • Respect • Excellence

Together we will make a difference

1. Introduction

Euxton Primrose Hill Primary School is committed to providing a safe, inclusive and supportive environment in which all pupils can learn, achieve and thrive. We believe that positive relationships, effective communication and early intervention are the most effective ways to promote positive behaviour and reduce the likelihood of incidents escalating.

This policy sets out the school's approach to restrictive interventions, including the lawful use of reasonable force. It reflects our commitment to safeguarding the welfare, dignity and rights of every pupil whilst ensuring the safety of pupils, staff and visitors.

Restrictive interventions will always be used as a last resort when it is necessary to prevent harm or serious disruption and when other preventative or de-escalation strategies have been unsuccessful or are not appropriate in the circumstances.

The school is committed to:

- promoting positive behaviour through consistent expectations and supportive relationships;
- minimising the need for restrictive interventions through preventative practice and effective de-escalation;
- ensuring that any restrictive intervention is lawful, necessary, proportionate and in the best interests of those involved;
- supporting pupils, families and staff following any significant incident; and
- meeting all statutory duties relating to the recording and reporting of restrictive interventions.

2. Legal Framework

This policy has been developed with regard to the following legislation and guidance:

- Education and Inspections Act 2006 (Sections 93 and 93A)
- Education Act 1996
- Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025
- Equality Act 2010
- Human Rights Act 1998
- Health and Safety at Work etc. Act 1974
- Keeping Children Safe in Education
- Behaviour in Schools
- Searching, Screening and Confiscation in Schools
- Restrictive Interventions, Including Use of Reasonable Force in Schools (Department for Education, April 2026)

This policy should be read alongside the school's:

- Behaviour Policy
- Safeguarding and Child Protection Policy
- SEND Policy
- Health and Safety Policy

- Complaints Policy
- Staff Code of Conduct

3. Purpose

The purpose of this policy is to:

- provide clear guidance for all staff on the lawful and safe use of restrictive interventions;
- ensure that restrictive interventions are used only when necessary and proportionate;
- promote positive behaviour through preventative and de-escalation strategies;
- safeguard the welfare and dignity of pupils and staff;
- ensure compliance with current legislation and Department for Education guidance;
- establish clear procedures for recording, reporting and reviewing incidents; and
- support a culture of reflection and continuous improvement.

4. Principles

At Euxton Primrose Hill Primary School we believe that:

- Every child has the right to feel safe, valued and respected.
- Positive relationships and effective behaviour support reduce the need for restrictive interventions.
- Restrictive interventions should always be a last resort.
- The least restrictive intervention should always be used for the shortest time necessary.
- Staff should act calmly, professionally and proportionately at all times.
- The dignity, wellbeing and individual needs of every pupil must remain central to decision making.
- Pupils with SEND or additional vulnerabilities may require reasonable adjustments, personalised behaviour support and alternative strategies to reduce the likelihood of restrictive interventions.
- Following any incident, the school will reflect on practice, support those involved and consider what can be learned to minimise the likelihood of future incidents.

5. Definitions

For the purposes of this policy, the following definitions apply:

Restrictive intervention

A restrictive intervention is any action that prevents, restricts or limits a pupil's movement or liberty. Restrictive interventions may be physical or non-physical and should only be used when necessary to prevent harm and when less restrictive approaches have been unsuccessful or are not appropriate.

Reasonable force

Reasonable force is the degree of force that is necessary, proportionate and appropriate to the circumstances. It should only be used for the shortest time necessary and must never be used as a punishment.

Restraint

Restraint is a restrictive intervention that limits or prevents a pupil's movement. This may involve physical contact or, in some circumstances, non-physical actions that restrict movement.

Seclusion

Seclusion is a non-disciplinary restrictive intervention where a pupil is kept away from others and prevented from leaving in order to reduce an immediate risk of harm. Seclusion will only be used as a safety measure and never as a punishment.

Significant Incident

A significant incident is any occasion where the use of force goes beyond normal or appropriate physical contact with a pupil and requires recording and reporting in accordance with statutory guidance.

De-escalation

De-escalation refers to the proactive strategies used to calm a situation, reduce anxiety and prevent behaviour from escalating to the point where restrictive intervention becomes necessary.

6. Roles and Responsibilities**Governing Board**

The Governing Board is responsible for:

- approving and reviewing this policy;
- ensuring the school complies with current legislation and statutory guidance;
- monitoring the use of restrictive interventions through anonymised reports;
- ensuring appropriate training and resources are available; and • providing appropriate challenge and support to school leaders.

Headteacher

The Headteacher is responsible for:

- implementing this policy across the school;
- ensuring staff understand their responsibilities;
- maintaining a culture where positive behaviour support and de-escalation are prioritised;
- ensuring sufficient staff receive accredited Team Teach (or equivalent) training to meet the needs of the school;
- ensuring incidents are recorded, reviewed and reported in accordance with statutory requirements;
- monitoring patterns and trends to inform future practice; and
- ensuring appropriate support is provided to pupils and staff following incidents.

Senior Leadership Team

The Senior Leadership Team will:

- support staff in managing behaviour safely and effectively;
- provide advice during and following incidents where appropriate;
- oversee the quality of recording and reporting;
- identify training needs;
- monitor behaviour data and the use of restrictive interventions; and
- ensure behaviour support plans and risk assessments are reviewed following significant incidents.

All Staff

All members of staff are responsible for:

- building positive relationships with pupils;
- following the school's Behaviour Policy;
- using preventative and de-escalation strategies wherever possible;
- acting in the best interests of pupils at all times;
- using reasonable force only when it is lawful, necessary and proportionate;
- using the least restrictive intervention for the shortest time possible; • recording and reporting incidents promptly using CPOMS; and
- participating in post-incident reviews and reflection.

All members of school staff have the legal authority to use reasonable force where necessary. However, staff should only use techniques for which they have received appropriate training wherever possible.

Parents and Carers

Parents and carers are expected to:

- work in partnership with the school to support their child's behaviour;
- share relevant information that may help the school understand behaviour or potential triggers;
- participate in the development and review of behaviour support plans where appropriate; and
- engage with the school following any significant incident.

Pupils

Pupils are encouraged and supported to:

- understand the school's behaviour expectations;
- communicate when they need help or support;
- develop strategies to regulate their emotions and behaviour; and
- contribute, where appropriate, to reviewing support following an incident.

7. Training

Euxton Primrose Hill Primary School is committed to ensuring that staff have the knowledge, confidence and skills to prevent, manage and de-escalate situations safely.

All staff will receive induction and regular updates on:

- the school's Behaviour Policy;
- this Restrictive Intervention and Use of Reasonable Force Policy;
- safeguarding responsibilities;
- positive behaviour management;
- effective de-escalation strategies; and
- the legal framework relating to reasonable force.

The Headteacher will ensure that an appropriate number of staff receive accredited **Team Teach** training (or an equivalent recognised programme) to meet the needs of the school. Training will be refreshed in accordance with the provider's recommendations and reviewed regularly to ensure the school maintains sufficient trained staff.

Team Teach-trained staff will receive additional training in:

- understanding behaviour as communication;
- proactive approaches to reducing restrictive interventions;
- safe, lawful and proportionate restrictive intervention techniques;
- supporting pupils with SEND and those who have experienced trauma;
- dynamic risk assessment; and
- post-incident recording, reporting and reflection.

Whilst Team Teach training equips staff with recognised techniques and increased confidence, **all members of school staff have the legal authority to use reasonable force where it is necessary, reasonable and proportionate** to prevent injury, serious damage to property, the commission of a criminal offence or serious disruption.

Following any significant incident, appropriate support, debriefing and reflection will be provided for both pupils and staff. Where necessary, additional training, amendments to behaviour support plans or updated risk assessments will be implemented.

8. Prevention and De-escalation

Euxton Primrose Hill Primary School believes that the most effective way to reduce the use of restrictive interventions is through high-quality relationships, consistent behaviour expectations and early intervention.

Staff will seek to prevent behaviour from escalating by:

- establishing positive, respectful relationships with pupils;
- maintaining calm, consistent and predictable routines;
- recognising early signs of distress or dysregulation;
- adapting teaching approaches where appropriate;
- making reasonable adjustments for pupils with SEND;
- providing opportunities for pupils to regulate their emotions;
- offering choices and appropriate thinking time;
- using calm verbal and non-verbal communication;
- reducing environmental triggers where possible; and

- seeking support from colleagues before behaviour escalates.

Restrictive intervention will only be considered where preventative and de-escalation strategies have not been successful or where the seriousness of the situation requires immediate action to prevent harm.

The school recognises that behaviour is often a form of communication. Staff will seek to understand the underlying causes of behaviour and respond with empathy whilst maintaining the safety of all members of the school community.

9. When Restrictive Interventions May Be Used

Euxton Primrose Hill Primary School is committed to using positive behaviour management, early intervention and de-escalation strategies to minimise the need for restrictive interventions. Restrictive interventions will only be used where it is lawful, necessary and proportionate, and where the risks of not intervening outweigh the risks associated with the intervention itself.

Staff should always consider whether there is a less restrictive way of managing the situation before deciding to intervene.

Use of Reasonable Force

All members of school staff have the legal authority to use reasonable force where it is necessary to:

- prevent a pupil from causing injury to themselves;
- prevent a pupil from causing injury to another person;
- prevent the commission of a criminal offence;
- prevent serious damage to property; or
- prevent serious disruption to the good order and discipline of the school.

Reasonable force may also be used by authorised members of staff when carrying out a lawful search for prohibited items, in accordance with current statutory guidance.

The decision to use reasonable force is a matter of professional judgement and will depend on the individual circumstances of each incident.

Before Using a Restrictive Intervention Wherever possible, staff should consider:

- whether the intervention is **necessary**;
- whether it is **proportionate** to the level of risk;
- whether a less restrictive option is available;
- the age, size, medical needs and individual circumstances of the pupil;
- whether the pupil has SEND, communication needs or other vulnerabilities;
- any known behaviour support plans or risk assessments; and
- the likely impact of the intervention on the pupil's physical and emotional wellbeing.

Where time allows, staff should seek assistance from another member of staff before intervening.

During the Intervention

If a restrictive intervention becomes necessary, staff will:

- remain calm and communicate clearly with the pupil;
- explain, where possible, why the intervention is taking place;
- use the least restrictive intervention available;
- use no more force than is necessary;
- continually assess whether the intervention remains necessary;
- stop the intervention immediately once the risk has reduced; and • preserve the dignity and privacy of the pupil wherever practicable.

Where appropriate and safe to do so, other pupils should be moved away from the immediate area to reduce distress and maintain privacy.

Unacceptable Practice

The school will never use restrictive interventions:

- as a punishment or consequence for poor behaviour;
- to secure compliance where there is no immediate risk of harm or serious disruption;
- in a manner that intentionally causes pain or distress;
- in any way that restricts a pupil's breathing or circulation;
- by applying pressure to the neck, throat, chest or abdomen;
- by covering a pupil's mouth or nose;
- in any way that unnecessarily humiliates or degrades a pupil; or
- for longer than is necessary to manage the immediate risk.

Where a pupil is unintentionally brought to the ground during an intervention, staff will seek to help them return to a safer position as quickly as it is safe to do so.

Following the Intervention

As soon as the immediate risk has passed:

- the pupil's welfare will be checked;
- medical assistance will be sought where appropriate;
- parents or carers will be informed in accordance with this policy;
- the incident will be recorded on CPOMS as soon as reasonably practicable, and wherever possible on the same day;
- staff and pupils involved will be offered an opportunity to participate in a supportive debrief; and
- behaviour support plans and risk assessments will be reviewed where appropriate to reduce the likelihood of future incidents.

Every incident will be reviewed to identify learning opportunities and to ensure that restrictive interventions remain a measure of last resort within the school's positive behaviour approach.

10. Seclusion

Seclusion is a non-disciplinary restrictive intervention involving keeping a pupil apart from others and preventing them from leaving in order to reduce an immediate risk of harm.

At Euxton Primrose Hill Primary School, seclusion will only ever be used as a **last resort** where it is necessary to protect the pupil or others from immediate harm. It will never be used:

- as a punishment;
- because a pupil has refused to follow instructions;
- for staff convenience; or
- as part of the school's behaviour sanctions.

Where seclusion is considered necessary:

- the environment will be safe, suitable and non-threatening;
- the pupil will be supervised continuously by a member of staff;
- staff will continue to communicate calmly and reassuringly with the pupil where appropriate;
- the pupil will be allowed to leave as soon as the immediate risk has reduced; and
- the incident will be recorded and reported in accordance with this policy and current statutory guidance.

Following any incident involving seclusion, the school will review the circumstances to identify preventative strategies that may reduce the likelihood of future incidents.

11. Pupils with SEND, Behaviour Support Plans and Risk Assessments

The school recognises that some pupils with Special Educational Needs and Disabilities (SEND) or other vulnerabilities may experience greater levels of anxiety, distress or dysregulation and may therefore require additional support.

Behaviour should always be understood within the context of the individual child's needs. Staff will seek to identify the underlying causes of behaviour and respond using strategies that promote safety, dignity and inclusion.

Where appropriate, the school will work in partnership with parents, carers and relevant professionals to develop Behaviour Support Plans and individual Risk Assessments. These may include:

- known triggers and early warning signs;
- preferred communication strategies;
- reasonable adjustments;
- successful de-escalation approaches;
- sensory or environmental adaptations;
- agreed calming strategies;
- roles and responsibilities of staff; and
- circumstances where increased physical support may be necessary to maintain safety.

Behaviour Support Plans will be reviewed regularly and following any significant incident to ensure they continue to meet the needs of the pupil.

The existence of a Behaviour Support Plan does not automatically justify the use of restrictive intervention. Staff must always make a professional judgement based on the circumstances at the time and use the least restrictive option available.

The school is committed to ensuring that pupils with SEND are not placed at a disadvantage and will make reasonable adjustments in accordance with the Equality Act 2010.

12. Recording and Reporting

The school recognises its statutory responsibilities for recording and reporting significant incidents involving restrictive interventions.

All significant incidents involving the use of reasonable force, seclusion or other restrictive interventions will be recorded on **CPOMS** as soon as reasonably practicable and, wherever possible, before the end of the same school day.

Records will include, as a minimum:

- the names of the pupil and staff involved;
- the date, time, location and approximate duration of the incident;
- any relevant needs or vulnerabilities of the pupil, including SEND where applicable;
- the events leading up to the incident;
- any known triggers;
- preventative and de-escalation strategies used;
- why the intervention was considered necessary;
- the type of intervention used;
- the degree of force applied (where applicable);
- details of any injuries or medical treatment;
- post-incident support provided; and
- any actions agreed following review of the incident.

The Headteacher or a designated member of the Senior Leadership Team will review each incident to ensure that:

- the intervention was lawful, necessary and proportionate;
- recording requirements have been met;
- appropriate support has been provided to those involved; and
- any lessons learned are identified and acted upon.

Informing Parents

Parents or carers will be informed as soon as reasonably practicable following any significant incident involving reasonable force or seclusion and, wherever possible, on the same day.

The information shared will include:

- the date, time and location of the incident;
- why the intervention was necessary;
- the nature of the intervention used;
- details of any injuries sustained; and
- any immediate actions taken by the school.

Where appropriate, parents will be invited to meet with school staff to discuss the incident, review any Behaviour Support Plan or Risk Assessment and agree any additional strategies to support the pupil.

13. Post Incident Support

Following any restrictive intervention, the wellbeing of both the pupil and staff involved will be prioritised.

Where appropriate, the school will:

- check for injuries and seek medical attention if required;
- provide an opportunity for the pupil to talk through the incident with a trusted adult;
- support staff through a professional debrief;
- repair relationships using a restorative approach where appropriate;
- review Behaviour Support Plans and Risk Assessments;
- identify any additional support or training required; and
- consider whether any changes to practice could reduce the likelihood of similar incidents in the future.

Where other pupils have witnessed a significant incident, the school will consider whether they require reassurance or additional support.

The school views post-incident reflection as an important part of safeguarding, continuous improvement and promoting positive relationships.

14. Complaints and Allegations

Any complaint relating to the use of restrictive intervention will be managed in accordance with the school's Complaints Policy.

Where an allegation is made against a member of staff regarding the inappropriate use of reasonable force or restrictive intervention, the procedures set out in **Keeping Children Safe in Education** and the school's Safeguarding and Child Protection Policy will be followed.

The school recognises that staff who act lawfully, reasonably and proportionately should receive the full support of school leaders.

Suspension will not be an automatic response to an allegation. Decisions will be made on a case-by-case basis, taking account of statutory guidance and the welfare of both the pupil and the member of staff.

15. Monitoring and Review

The Headteacher and Governing Board will monitor the implementation of this policy through regular review of restrictive intervention records and behaviour data.

The school will analyse information to:

- identify patterns or trends;
- evaluate the effectiveness of preventative strategies;
- monitor the use of restrictive interventions across different groups of pupils;
- identify any disproportionate use involving pupils with SEND or other protected characteristics;
- inform staff training and professional development; and
- ensure that restrictive interventions remain a measure of last resort.

This policy will be reviewed annually, or sooner if there are changes to legislation, statutory guidance or school practice.

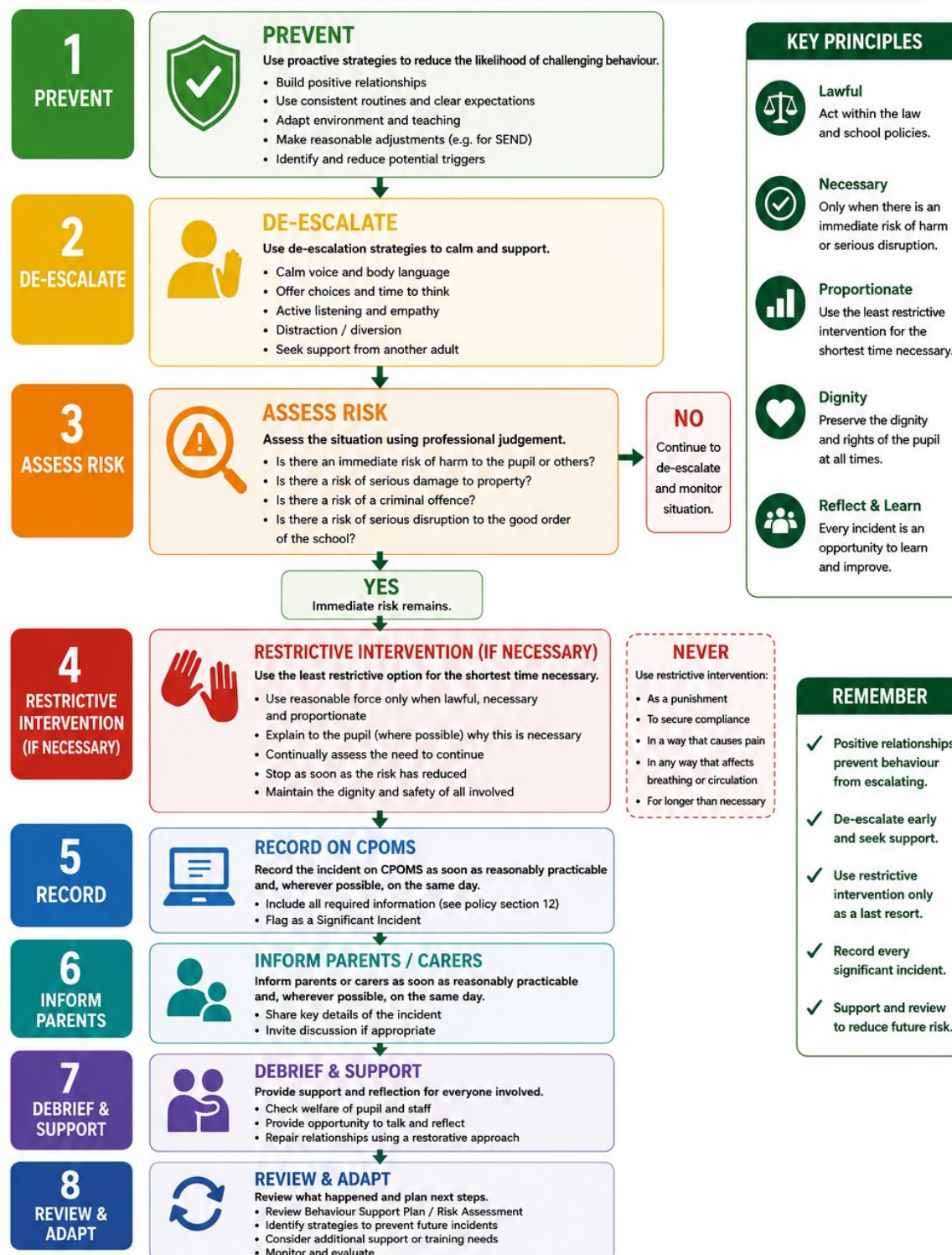
Appendix 1



Euxton Primrose Hill Primary School

RESTRICTIVE INTERVENTION DECISION-MAKING FLOWCHART

Our priority is the safety, wellbeing and dignity of all.
We use positive relationships, prevention and de-escalation wherever possible.



If you are ever unsure, seek support from a colleague or a member of the Senior Leadership Team.