



ESNE 11

Restrictive Intervention and Safe Holding Policy

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Restrictive Intervention and Holding Safely

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1. Introduction

King Edwin School is committed to maintaining a safe, respectful, and supportive learning environment for all pupils and staff.

This policy outlines the circumstances in which restrictive interventions, including safe holding, may be used within the school. Restrictive interventions are used only as a last resort and solely for the purpose of preventing harm.

Restrictive intervention refers to any action that restricts a pupil's movement, liberty, or behaviour to prevent harm to themselves or others. This may include physical restraint, guiding or escorting a pupil, blocking movement, or removing a pupil from a dangerous situation.

King Edwin School prioritises positive relationships, prevention and de-escalation strategies so that the need for restrictive intervention is minimised.

Physical intervention must be used only where it is lawful, necessary and proportionate in the circumstances. It should be avoided where a less restrictive response would safely achieve the same outcome and should be used for the shortest time necessary.

This policy reflects the Department for Education guidance 'Restrictive interventions, including use of reasonable force, in schools' (April 2026), which replaced the 2013 'Use of reasonable force in schools' guidance from 1 April 2026.

You can find the full guidance here: [Use of reasonable force and other restrictive interventions guidance](#)

Legal and statutory framework: This policy should be read alongside section 93 of the Education and Inspections Act 2006; section 93A of the Education and Inspections Act 2006 in relation to recording and reporting significant uses of force; the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025; the Education (Independent School Standards) Regulations 2014, including Standards 16A and 32A; the Equality Act 2010; the Human Rights Act 1998; the Health and Safety at Work etc. Act 1974; Keeping Children Safe in Education 2026; and relevant Department for Education behaviour guidance.

2. Key Principles

Restrictive intervention will only be used where it is lawful, necessary, proportionate and the least restrictive option reasonably available. The decision must be based on the individual circumstances and level of risk, not simply on a pupil's behaviour or diagnosis.

- Be necessary to prevent harm
- Be proportionate to the level of risk presented
- Use the least restrictive option
- Be used for the shortest possible time
- Preserve the dignity and welfare of the pupil

Restrictive intervention must never be used as punishment, to force compliance, to

demonstrate authority, or for staff convenience. It must not be used where the situation can be safely managed without restriction.

3. Prevention and De-escalation

King Edwin School prioritises preventative approaches to behaviour support.

Staff should use strategies such as:

- Positive relationships and communication
- Behaviour support plans
- Calm communication and reassurance
- Environmental adjustments
- Restorative approaches
- Individual risk assessments

Restrictive intervention should only occur when these strategies have been unsuccessful or when immediate action is required to prevent harm.

4. Team Teach Approach

King Edwin School uses the Team Teach framework to support behaviour management, prevention, de-escalation and safe physical intervention. Any training provider or techniques used must be consistent with current DfE guidance and the law. Staff must only use techniques for which they are appropriately trained and authorised by the school.

The full team teach framework can be found at: [Home - Team Teach](#)

5. Physical Intervention

The goal of physical intervention is safety. Physical intervention should use the minimum amount of force necessary, for the shortest time necessary, with the aim of reducing risk and de-escalating the situation.

Physical intervention may include non-restrictive physical contact, such as guiding or escorting a pupil away from danger, and restrictive physical intervention where movement is limited to prevent harm. Ordinary physical contact, such as first aid, comforting a distressed pupil or helping a pupil access a space they have chosen to self-regulate, is not automatically a restrictive intervention.

6. When restrictive intervention may be used.

Restrictive intervention may be used where, in the circumstances, it is necessary and reasonable to prevent or stop a pupil from:

- Causing injury to themselves or another person
- Committing a criminal offence

- Damaging property
- Causing disorder among pupils at the school, whether during a teaching session or otherwise

7. Seclusion

Seclusion means keeping a pupil confined in a place away from others and preventing them from leaving, otherwise than as a disciplinary penalty. It may only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. The pupil must be supervised at all times, the environment must be safe and non-threatening, and the pupil must be allowed to leave as soon as the immediate risk has reduced. Any seclusion incident must be recorded and reported in accordance with this policy and the statutory requirements.

Monitoring Welfare of a pupil during restrictive intervention

During any restrictive intervention staff must continuously monitor breathing, distress and general welfare. Staff must never use a hold that restricts the pupil's airway, breathing or circulation, including pressure to the neck, throat, chest or abdomen or covering the mouth or nose. Restraint on the ground should be avoided; if a pupil unintentionally comes to the ground, staff should release or reposition the hold into a safer alternative as quickly as safely possible.

8. Monitoring welfare of staff during restrictive intervention

If a member of staff sees another involved in a restrictive intervention with a young person and believes that they should be swapped or supported in some way due to reasons such as injury or being targeted, they must approach and offer to help using team teach scripted guidance.

It may be that Person 2 is aware of the need for Person 1 to be removed from the situation, and they may identify this themselves and request it. However, if this is not the case, and the person involved in carrying out the restrictive intervention does not identify this, the second person can verbally prompt that further support is available.

This is a direct instruction to the staff member to allow themselves to be helped out of the situation and replaced by another. The staff member **MUST** respond to this instruction and may do so by using phrases such as 'can you help by sitting with/holding (young person)' or can just ask 'what do you suggest' which will allow person 2 to give instructions to that effect.

9. Recording and Reporting

All incidents involving restrictive intervention, including each significant use of force and each incident of seclusion or restraint, must be recorded in writing as soon as practicable after the incident, ideally on the same day.

10. Informing Parents

Parents/carers must be informed in writing as soon as practicable after each significant use of force and each seclusion or restraint incident, and the school should endeavour to do so no later than the same day. Telephone contact may be used to make prompt contact, but it should be followed by written information.

The school must not report to a parent where the staff member considers that doing so would be likely to result in serious harm to the pupil. Where information cannot safely be provided to any parent, the incident must be reported to the local authority in whose area the pupil ordinarily resides, in accordance with the statutory requirements.

11. Debrief and Reflection

Following any significant incident, the school should evaluate the incident as soon as practicable. The pupil and staff involved should be offered separate opportunities to debrief and reflect, with consideration given to wellbeing, learning and future prevention. Where possible, the pupil debrief should be facilitated by a staff member who was not involved in the incident.

12. Training

Staff who are likely to need to use reasonable force or other restrictive interventions must receive appropriate training in safe and lawful use and preventative/de-escalation strategies. King Edwin School will determine the frequency of refresher training according to risk, staff roles, individual pupil needs and the training provider's requirements. Where Team Teach is used, staff must maintain appropriate certification and competence.

13. Accountability

Senior leaders and the proprietor are responsible for ensuring this policy is implemented effectively, that appropriate procedures for recording and reporting are in place, that staff receive appropriate training, and that restrictive intervention data is reviewed regularly.

14. Related Policies

Health and Safety
Managing Environmental Safety and Risk
Individual student risk assessment
Safeguarding policy
Equality Policy

Appendices

1. Serious Incident Form

Incident number:

Part A

King Edwin School

Significant Incident Form

All forms must be completed in writing as soon as practicable after the incident and staff should endeavour to complete them on the day. Records must be stored securely and handled in accordance with the school's data protection and safeguarding procedures. Witnesses should provide factual accounts in their own words where required.

1. Name of person reporting the incident		2. Name of young person(s) involved and Yr grp:	
3. Date of incident:	4. Time of incident:	5. Location of incident:	
6. Antecedents:			
7. Details of Incident: Be specific but detailed.			
8. De-escalation technique(s) used:			
Humour	Calm Talking	Distraction	
Reassurance	Use of Reasonable Force	Other: Please state	

	(for example TEAM Teach)	
9. Outcome:		
Follow up talk	Parental/carers contact	Exclusion
Outside agency involvement:	Referral to another agency	Other:
10. Date handed in:	11. Date received:	12. Received by:
13. Signed: (person completing the form)	14. Signed: SLT member	15. Signed: TT trainer(only if TT is used)

Incident Number:

Part B:

16. Non-restrictive physical intervention
One handed guide ☐ How long? Two handed guide ☐ How long? Two handed guide (step in\steer) ☐ How long? Friendly escort (two person) ☐ How long?
Reason the intervention was assessed as necessary (select all that apply)
• To prevent or stop injury to the pupil or another person • To prevent or stop a criminal offence • To prevent or stop damage to property • To prevent or stop disorder among pupils at the school • Other lawful safety reason (please specify)
Nature/description of restrictive physical intervention Techniques must not restrict the airway, breathing or circulation and must not involve pressure to the neck, throat, chest or abdomen or cover the mouth or nose. Any unintentional ground restraint must be ended or repositioned into a safer alternative as quickly as safely possible.
Standing: T-wrap ☐ Half shield ☐ Single elbow ☐ Figure of four ☐ How long? 10

seconds
Sitting: _T-wrap ☐ Single elbow ☐ Figure of four ☐ How long? .
View of the pupil :
17.Details of injury: (If any)
18.Any other information:

2. Restrictive Intervention Administration Process

After a restrictive intervention the following steps must take place:

Immediately after the incident

- Staff and pupil wellbeing checks
- Medical assistance provided if required
- Senior staff informed

Within the same day

- Incident recorded on CPOMS
- Serious incident form completed
- Parents or carers informed
- Debrief arranged

Following the incident

- Debrief completed with pupil
- Staff reflection completed
- Risk assessment reviewed if required

Monthly

- Incident data reviewed by senior leadership
- Training or policy updates identified if required

The following process must be followed in addition to any safeguarding, health and safety or statutory reporting requirements. Where an incident falls within more than one recording/reporting category, the school will avoid unnecessary duplication while ensuring every statutory duty is met.