

MOORFIELD PRIMARY SCHOOL



RESTRICTIVE INTERVENTIONS POLICY (DRAFT)

(previously Care and Control Policy)

Policy written using Stockport LA Restrictive Interventions Information and Guidance Document for Schools – February 2026 Version 1.0

Term Of Staff Review:	New Policy
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Committee:	FGB
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Inspiring Creative Learners for Exciting Futures

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Statement of Intent

This policy has been supported by the Stockport MBC information and guidance document for schools 'Restrictive Interventions' February 2026. This guidance document is applicable to the whole of Stockport's Services to People Directorate and its users regardless of age, race, sex, sexual orientation, gender reassignment, marital/civil partnership status, disability, maternity/pregnancy, religion/belief, culture or status.

In line with the guidance, this policy is intended to provide information to staff members at Moorfield when considering the use of restrictive interventions (RI).

Context

It is acknowledged that the staff at Moorfield, deal on a day to day basis with children who may exhibit behaviours which may be harmful to themselves and others.

This policy and LA guidance seek to assist staff members in maintaining an environment that is conducive to meeting pupils' needs.

The right of every person to be protected from harm is recognised and for that reason, this policy and LA guidance seeks to ensure that any use of RI is necessary, proportionate, reasonable and in the best interests of the pupil.

This policy and LA guidance also recognise there are occasions when staff members may have physical contact with children and young people in ways that are entirely appropriate. There is also a need to minimise the risk to staff of false accusations of improper conduct towards a pupil and to ensure that staff members feel confident about appropriate action in very difficult circumstances.

Stockport LA recognises the constraints upon staff in this context and has issued guidance, to help staff deal with these issues upon which this policy is based.

Statutory Framework

Relevant legislation from the 2026 guidance is:

- The Education and Inspections Act 2006, especially sections 93 and 93A
- The Schools (Recording and Reporting of Seclusion and Restraint) (No.2) (England) Regulations 2025
- The Health and Safety at Work etc. Act 1974 and associated regulations
- The Human Rights Act 1998
- The Equality Act 2010

Clarification about the powers of teachers and other staff and their lawful control of children using reasonable force is given in the guidance document [Restrictive Interventions, including use of force, in schools 2026](#). **As a school, we should consult this latest guidance in conjunction with this document,** making explicit links in the appropriate policies.

Policies

Our behaviours for learning policy and safeguarding policy is known to staff, parents/carers and pupils. In these policies the use reasonable force and team teach is referred to as well as the DfE Restrictive Interventions 2026 guidance.

In the behaviours for learning policy, the circumstances in which force might be used is clear.

Our policy acknowledges our legal duty to make reasonable adjustments for children with special educational needs and disabilities (SEND).

We do not require parental consent to use force or seclusion on a pupil where it has been considered to be necessary and proportionate to do so. By taking steps to ensure staff, pupils and parents are clear about when force might be used, the school will reduce the likelihood of complaints being made when force has been used properly.

We do not have a 'no contact' policy as there is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm. As a school, Moorfield will not grant requests by parents or staff members not to use reasonable force and/or any other restrictive interventions.

By taking steps to ensure that staff, pupils and parents are clear about when force might be used, the school will reduce the likelihood of complaints being made when force has been used properly.

Duty of Care

Moorfield shares a "duty of care" to its staff and pupils within schools. The general obligation "It shall be the duty of every employer to ensure, so far as is reasonably practicable, the health, safety and welfare of all employees" - the Health and Safety at Work etc. Act 1974, specifies the employer's duty to keep its employees informed and safe.

The Children Act 1989 Annex A Section 8 (para 3b) with its guiding principle of:

"the welfare" of the child being paramount, also supports the taking of; "... any necessary action to prevent injury or serious damage to property..."

Section 3(5) states:

"A person who does not have parental responsibility for a particular child, but 'has care of' the child may (subject to the provision of this Act) do what is reasonable in all circumstances of the case for the purpose of safeguarding or promoting the child's welfare".

Whilst the Headteacher have ultimate responsibility for pupils, all staff have a duty of care and must take reasonable and appropriate steps to ensure the safety and well-being of all pupils.

Any action taken must be in the best interests of the pupil. Failure to take such action could be regarded as negligence on the part of the individual staff member.

All school staff must seek to protect the child from harm to the same extent that a parent/carer would. The duty of care is owed to the **individual child**. There is a need for staff to consider all of the circumstances surrounding a child which will be influencing presenting behaviour.

Statutory Power

All members of school staff including teachers and any other staff members the Headteacher has authorised have the statutory power to use reasonable force in certain circumstances.

To prevent or stop a pupil from:

- Causing injury to themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils at the school, whether during a teaching session or other

It is illegal to use force on a pupil for the purpose of punishment.

When considering the use of RI, any member of staff must be able to evidence that their actions were necessary, proportionate, reasonable and in the best interests of the child.

The Senior Leadership Team at Moorfield will take all reasonable steps to ensure staff members who are likely to need to use RI are adequately trained in its safe and lawful use and in preventative strategies.

Use of reasonable force to search pupils

The Headteacher and staff they authorise, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item. A member of staff can use such force as is reasonable to search for legally prohibited items, but not to search for items banned under the school rules only. Staff should refer to the [Searching, Screening and Confiscation in Schools Guidance](#) document for detailed advice on searching a pupil.

Appropriate Physical Contact

There are circumstances when it is appropriate for staff to have some physical contact with pupils which does not give rise to any question over the use of reasonable force and other restrictive interventions. This will depend on the circumstance, but examples of occasions when physical contact is generally appropriate include:

- To guide or escort pupils, such as holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school or on a school trip, or when helping a pupil to a space they have chosen to self-regulate.
- When comforting a distressed pupil.
- When a pupil is being congratulated or praised, for example a pat on the back or a handshake
- To demonstrate how to use a musical instrument
- To demonstrate exercises or techniques during PE lessons or sports coaching
- To give first aid

In assessing whether physical contact is appropriate in a given situation, the member of staff should use their judgement and have regard to:

- The school's safeguarding and child protection (or any other relevant) policy
- The applicable circumstances, such as whether there are other adults present
- The individual pupil's age
- Any other material factor, including, but not limited to whether:
 - The child has SEND or other vulnerabilities
 - Any alternative strategies that do not include physical contact can be used

Recording the use of force (statutory)

As per statutory guidance contained in Restrictive Interventions, including use of reasonable force, in schools 2026, the Governing Body of Moorfield must ensure that a procedure for recording each significant incident in which a member of staff uses force on a pupil is in place and is followed by staff. A record will be made as soon as is practicable after the incident. It will be recorded by the staff member(s) involved and they will endeavour to do this no later than the same day. The requirement to record applies even if the use of RI in certain circumstances is agreed with parents as part of a pupil's behaviour support plan.

N.B. Any person involved in an incident should contribute to the recording process.

Staff will record the following details as a minimum using **Appendix 1**:

- Names of pupil and staff directly involved
- Any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code
- Time, date, location and approximate duration of the intervention
- Brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained
- Brief account of why the use of force was assessed as necessary in that instance
- Any post-incident support, such as details of any medical treatment for injuries or other adverse impacts

Best practice demonstrates that there should be a factual description of the escalating behaviours and actions taken by staff members at each stage.

If appropriate, we will record additional details to support their evaluation of incidents to identify best practices and areas for improvement. For example, the pupil's and/or witnesses' accounts of what happened, when and how parents were notified, and what follow-up has taken place.

Reporting the use of force (statutory)

The Governing Body of Moorfield must ensure that a procedure is in place for reporting each significant use of force to the parents of the pupil involved as soon as is practicable after the incident, and they should endeavour to do this no later than the same day.

Exceptions to the requirement to report are where:

- It appears to the staff member that doing so would be likely to result in serious harm to the pupil. In this instance, the staff member must report the incident to any parent(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority within whose area the pupil is ordinarily resident.

A report of the incident made to parents will include the following details as a minimum using **Appendix 2**:

- Time, date, location 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 the degree of force
- Details of any physical injuries sustained, if applicable

The requirement to report applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan. At Moorfield we will communicate this information to parents in writing.

Best practice would include inviting parents to have a follow-up discussion about the incident where appropriate. This could involve a discussion about:

- Any behavioural triggers or warning signs of an impending incident
- Whether any agreed behaviour support plans were followed
- What de-escalation strategies were used and how effective they were

- What might be done differently in the future

We may use this information to amend any existing behaviour support plans, as needed.

Recording and reporting the use of seclusion and non-force related restraint (statutory)

The Governing Body of Moorfield must ensure that a procedure is in place for recording each seclusion and restraint incident as part of the school's duty under the schools' (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025.

As outlined in these regulations, an incident of restraint may occur with or without direct physical contact. For restraint incidents that occur without direct physical contact, for example, the removal of a walking aid, these will be recorded under the procedures outlined in this section.

A seclusion and restraint Incident will be recorded as soon as practicable after the event. This will be recorded by the staff member(s) involved and they will endeavour to do this no later than the same day. The procedure must require that a record of any such incident is made in writing as soon as is practicable after the incident. The requirement to record applies even if the use of seclusion or restraint in certain circumstances is agreed with parents as part of a pupil's behaviour support plan.

Staff will record the following details as a minimum using **Appendix 3a (seclusion) or Appendix 3b (non-force related restraint)**:

- Names of pupil and staff directly involved
- Time, date, location and approximate duration of the seclusion or restraint
- Any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code
- Brief account of why the seclusion or restraint was assessed as necessary in that instance
- Details of any physical injuries sustained, if applicable
- Any post-incident support, such as details of any medical treatment for injuries or other adverse impacts

The Governing Body of Moorfield must ensure there is a procedure for supplying a copy of the written record of the seclusion and restraint incident to parents. Parents will be informed as soon as practicable after the incident and we will endeavour to do this no later than the same day.

Exceptions to the requirement to report are where:

- It appears to the staff member that doing so would be likely to result in serious harm to the pupil. In this instance, the staff member must report the incident to any parent(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority within whose area the pupil is ordinarily resident.

A report of the seclusion or restraint made to parents will include the following details as a minimum using **Appendix 4a (seclusion) or 4b (non-force related restraint)**:

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

The requirement to report applies even if the use of seclusion or non-force related restraint in certain circumstances is agreed with parents as part of a pupil's behaviour support plan. At Moorfield we will communicate this information to parents in writing.

Best practice would include inviting parents to have a follow-up discussion about the incident where appropriate. This could involve a discussion about:

- Any behavioural triggers or warning signs of an impending incident
- Whether any agreed behaviour support plans were followed
- What de-escalation strategies were used and how effective they were
- What might be done differently in the future

We may use this information to amend any existing behaviour support plans, as needed.

In circumstances where a seclusion and restraint incident also constitutes a significant use of force, we will report this on Appendix 3a – Pupil Seclusion Report as under section 93A of the Education and Inspections Act 2006 as outlined above. The same information does not need to be reported twice.

However, if a restraint incident does not constitute a significant incident of use of force, for example, the removal of a walking aid, this must be reported on Appendix 3b – Non-Force Related Restraint Report, under the procedures outlined in this section.

Guidance for governing bodies and proprietors on using data

The Governing Body of Moorfield must take all reasonable steps to ensure that the school's procedures for recording and reporting the use of force and seclusion and restraint are complied with. The Governing Body should regularly review and interrogate data on restrictive interventions to ensure school leaders:

- Identify and implement improvements to policies and practices, particularly where approaches have been used for some time but have not been effective.
- Identify areas of learning and development for school staff, supporting specific departments and teachers to improve understanding and practice.
- Understand pupils' repeat patterns and triggers to interrogate the effectiveness of pupil support measures, share this information with teachers who work with those pupils to better support them and, where appropriate, their parents, to establish a behaviour support plan or revise an existing plan.
- Identify any disproportionate use of restrictive interventions in relation to pupils who share protected characteristics, have SEN, or other types of vulnerability. Governing bodies and proprietors should consider the limitations of data and what can be inferred from it. Analysis should be proportionate and avoid over-interpreting small subgroups of people.

Complaints and allegations

Any complaints regarding the use of restrictive interventions should be dealt with in accordance with the school's normal complaints procedure. If an allegation regarding inappropriate use of force and/or other restrictive interventions is made against a member of staff, the procedures in [Keeping Children Safe in Education \(KCSIE\)](#) should be followed. This includes the provisions regarding suspension of staff.



Restrictive Intervention (use of force) Record

Pupil name		Class	
Time	Date	Location	Approximate duration of the restrictive intervention
SEND		Yes / No	
SEN status		E (EHCP) / K (SEN Support)	
Any other relevant additional needs			
Reason for restrictive intervention			
Briefly outline the immediate risk to self or others that made the restrictive intervention a necessary last resort. Include the following: • What were the events that led up to the incident? • What were the identified or potential triggers if known? • Any preventative or de-escalation strategies used? • Why was the use of force assessed as necessary? • What type of reasonable force was applied? • What was the degree of force?			

Physical injuries sustained – pupil <i>Include location on body and severity</i>	
Physical injuries sustained – staff <i>Include location on body and severity</i>	
Physical injuries sustained – third party <i>(e.g. outside agency, parent, etc) Include location on body and severity</i>	
H&S Accident form reference number	
RIDDOR form reference number	
Post-incident support and medical care <i>Details of first aid or external medical assistance (e.g., School Nurse, GP, A&E).</i>	
Post-incident emotional support <i>Outline the steps taken to support the pupil and staff involved in the aftermath</i> Pupil Debrief/Support: <i>(e.g., Restorative conversation, sensory break, counselling referral)</i> Staff Debrief: <i>(e.g., Supervision session, review of Risk Assessment)</i>	
Follow up actions <i>Evaluation of incident to identify best practices, areas for improvement and next steps</i>	
Parent/Carer Notification Time, date, method of contact	

Form Completed By: _____

Headteacher/SLT Signature: _____

Copy for school file

CPOM

Reporting letter to parent/carers

Moorfield Primary School

Lyndhurst Avenue,
Hazel Grove,
Stockport
SK7 5HP

Telephone: 0161 483 4521

Email: admin@moorfield.stockport.sch.uk

Headteacher: Mr Paul Anderson



THANKFULNESS COMPASSION PERSEVERANCE RESPONSIBILITY

Moorfield Primary School

Date

RE: Reporting Restrictive Intervention (use of force)

Dear (Parent/Carer)

Date, time, location and approximate duration of the restrictive intervention	
Reason for restrictive intervention <i>Why was the intervention assessed as necessary?</i> <i>What type of force was applied and the degree?</i>	
Physical injuries sustained	

We understand that you may be feeling worried or upset about what has happened. Please be reassured that the safety and wellbeing of your child is always our priority and restrictive interventions are only used as a last resort in order to keep everyone safe.

For further information on restrictive interventions please refer to the school's Restrictive Intervention policy.

We would like to find a convenient time to discuss what we can do to reduce the likelihood of this happening again and find the best ways to support your child moving forward.

Please get in touch to let us know when you would be available to meet our Inclusion Team.

Yours sincerely.

Paul Anderson
Headteacher



Pupil Seclusion Record

Seclusion Room is in KS1 Building unless otherwise stated

Pupil name		Class	
Time	Date	Location	Approximate duration of the restrictive intervention
SEND		Yes / No	
SEN status		E (EHCP) / K (SEN Support)	
Any other relevant additional needs			
Reason for seclusion			
Briefly outline the immediate risk to self or others that made the seclusion a necessary last resort. Include the following: • What were the events that led up to the incident? • What were the identified or potential triggers if known? • Any preventative or de-escalation strategies used? • Was there a need for reasonable force to be used to get the child to seclusion? • What type of reasonable force was applied? • What was the degree of force?			

Physical injuries sustained – pupil <i>Include location on body and severity</i>	
Physical injuries sustained – staff <i>Include location on body and severity</i>	
Physical injuries sustained – third party <i>(e.g. outside agency, parent, etc)</i> <i>Include location on body and severity</i>	
H&S Accident form reference number	
RIDDOR form reference number	
Post-incident support and medical care <i>Details of first aid or external medical assistance (e.g., School Nurse, GP, A&E).</i>	
Post-incident emotional support <i>Outline the steps taken to support the pupil and staff involved in the aftermath</i> Pupil Debrief/Support: <i>(e.g., Restorative conversation, sensory break, counselling referral)</i> Staff Debrief: <i>(e.g., Supervision session, review of Risk Assessment)</i>	
Follow up actions <i>Evaluation of incident to identify best practices, areas for improvement and next steps</i>	
Parent/Carer Notification Time, date, method of contact	

Form Completed By: _____

Headteacher/SLT Signature: _____

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Reporting letter to parent/carers

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Non-Force Related Restraint Record

Appendix 3b



THANKFULNESS COMPASSION PERSEVERANCE RESPONSIBILITY
Moorfield Primary School

Pupil name		Class	
Time	Date	Location	Approximate duration of the restrictive intervention
SEND		Yes / No	
SEN status		E (EHCP) / K (SEN Support)	
Any other relevant additional needs			
Reason for restraint			
<i>Briefly outline the immediate risk to self or others that made the restraint a necessary last resort. Include the following:</i> <i>What were the events that led up to the incident?</i> <i>What were the identified or potential triggers if known?</i> <i>Any preventative or de-escalation strategies used?</i>			

Physical injuries sustained – pupil <i>Include location on body and severity</i>	
Physical injuries sustained – staff <i>Include location on body and severity</i>	
Physical injuries sustained – third party <i>(e.g. outside agency, parent, etc)</i> <i>Include location on body and severity</i>	
H&S Accident form reference number	
RIDDOR form reference number	
Post-incident support and medical care <i>Details of first aid or external medical assistance (e.g., School Nurse, GP, A&E).</i>	
Post-incident emotional support <i>Outline the steps taken to support the pupil and staff involved in the aftermath</i> Pupil Debrief/Support: <i>(e.g., Restorative conversation, sensory break, counselling referral)</i> Staff Debrief: <i>(e.g., Supervision session, review of Risk Assessment)</i>	
Follow up actions <i>Evaluation of incident to identify best practices, areas for improvement and next steps</i>	
Parent/Carer Notification Time, date, method of contact	

Form Completed By: _____

Headteacher/SLT Signature: _____

Copy for school file

CPOMS

Reporting letter to parent/carers

Moorfield Primary School

Lyndhurst Avenue,
Hazel Grove,
Stockport
SK7 5HP

Telephone: 0161 483 4521

Email: admin@moorfield.stockport.sch.uk

Headteacher: Mr Paul Anderson



Appendix 4a

THANKFULNESS COMPASSION PERSEVERANCE RESPONSIBILITY

Moorfield Primary School

Date

RE: Reporting Seclusion

Dear (Parent/Carer)

Date, time, location and approximate duration of the seclusion	
Reason for seclusion <i>Why was seclusion assessed as necessary?</i> <i>What type of force was applied and the degree?</i>	
Physical injuries sustained	

We understand that you may be feeling worried or upset about what has happened. Please be reassured that the safety and wellbeing of your child is always our priority and seclusion is only used as a last resort in order to keep everyone safe.

For further information on seclusion please refer to the school's Restrictive Intervention policy.

We would like to find a convenient time to discuss what we can do to reduce the likelihood of this happening again and find the best ways to support your child moving forward.

Please get in touch to let us know when you would be available to meet our Inclusion Team.

Yours sincerely.

Paul Anderson
Headteacher

Moorfield Primary School

Lyndhurst Avenue,
Hazel Grove,
Stockport
SK7 5HP

Telephone: 0161 483 4521

Email: admin@moorfield.stockport.sch.uk

Headteacher: Mr Paul Anderson



Appendix 4b

THANKFULNESS COMPASSION PERSEVERANCE RESPONSIBILITY
Moorfield Primary School

Date

RE: Reporting Non-Force Related Restraint

Dear (Parent/Carer)

Date, time, location and approximate duration of the restraint	
Reason for restraint <i>Why was the restraint assessed as necessary?</i>	
Physical injuries sustained	

We understand that you may be feeling worried or upset about what has happened. Please be reassured that the safety and wellbeing of your child is always our priority and non-force related restraint is only used as a last resort in order to keep everyone safe.

For further information on non-force related restraint, please refer to the school's Restrictive Intervention policy.

We would like to find a convenient time to discuss what we can do to reduce the likelihood of this happening again and find the best ways to support your child moving forward.

Please get in touch to let us know when you would be available to meet our Inclusion Team.

Yours sincerely.

Paul Anderson
Headteacher

Terminology

Restrictive intervention: a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This guidance uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

Reasonable force: a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances.⁴ Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

Significant incident: any incident where the use of force goes beyond appropriate physical contact between pupils and staff as described in 'Other physical contact with pupils' within this document. This includes when physical force is used to implement a non-physical restrictive intervention.

Seclusion: a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.

Restraint: a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint

The various restrictive interventions above have been defined for completeness and should not be construed as an endorsement or otherwise for their use in schools. Some will not be relevant to most schools.