

Restrictive Interventions Policy

(Including Use of Reasonable Force and Seclusion) Compliant with April 2026 Statutory Guidance

Forest Skies Federation



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1. Policy Status and Legal Framework

This policy complies with statutory and non-statutory guidance including:

- Section 93 and 93A Education and Inspections Act 2006
- 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

2. Purpose

This policy provides a clear, legally compliant framework for the safe, appropriate and proportionate use of restrictive interventions across the Federation.

It ensures that pupils' rights, dignity and welfare remain paramount, while also safeguarding staff and maintaining good order.

The policy establishes:

- The circumstances in which restrictive interventions may lawfully be used

- The expectation that interventions are preventative and de-escalatory wherever possible
- Clear statutory recording and reporting procedures
- Governance oversight and monitoring arrangements
- Procedures for post-incident review and learning

The Federation is committed to minimising the need for restrictive interventions through inclusive practice, early identification of risk, relational approaches and effective behaviour support planning.

Restrictive interventions are recognised as measures of last resort, used only when necessary to prevent harm and when no less restrictive alternative is sufficient.

3. Definitions

Restrictive intervention: Any action intended to prevent, restrict or subdue the movement of a pupil's body or part of their body.

Reasonable force: The use of no more force than is necessary, for the least amount of time, to prevent injury, criminal offence, property damage or serious disorder.

Restraint: Immobilising a pupil or limiting their movement. This may occur with or without direct physical contact.

Seclusion: A non-disciplinary safety intervention involving keeping a pupil confined to a place away from others and preventing them from leaving.

Significant incident: Any incident where use of force goes beyond appropriate physical contact.

4. Principles

All decisions relating to restrictive interventions must be guided by the following core principles:

- Welfare of the child is the paramount consideration
- Interventions must be lawful, necessary and proportionate
- The least restrictive option must always be selected
- Interventions must be used for the shortest possible duration
- Force must never be used as punishment
- Respect for dignity, privacy and human rights must be maintained at all times
- Staff safety and wellbeing are integral to safeguarding

Staff must exercise professional judgement and consider medical needs, SEND status, trauma history, communication needs and environmental factors when determining whether intervention is appropriate.

5. Minimising the Use of Restrictive Interventions

The Federation actively works to reduce the likelihood of restrictive interventions through a whole-school preventative approach.

Strategies include:

- Early identification of behavioural triggers and escalation patterns
- Co-produced behaviour support plans
- Trauma-informed and relational practice
- Effective de-escalation and diffusion techniques
- Environmental adjustments to reduce sensory overload or risk
- Clear communication and restorative approaches
- Termly data review to identify patterns and disproportionate impact

Where patterns of repeat incidents are identified, individual plans will be reviewed and amended. The Federation will analyse data to identify any disproportionate use relating to pupils with SEND or protected characteristics and take corrective action where required.

9. Staff Training and Risk Assessment

The Federation adopts the Team Teach approach to behaviour support and physical intervention.

Staff identified through risk assessment as requiring training are trained in Team Teach strategies, which emphasise de-escalation, communication, personal safety and proportionate physical intervention. All staff are trained at Foundation Level 1 (6 Hour Course).

Team Teach training includes:

- Preventative and de-escalation techniques
- Dynamic risk assessment
- Safe disengagement and holding strategies
- Understanding of medical and safeguarding risks
- Post-incident repair and reflection

Training is delivered by accredited instructors and refreshed in line with Team Teach requirements.

The Headteacher monitors training compliance, ensuring appropriate staff are trained and certification remains current.

Training needs are reviewed annually and adjusted according to pupil cohort risk and identified patterns of behaviour.

Untrained staff should only intervene physically in genuine emergency situations where there is an immediate risk of serious harm.

10. Recording of Significant Use of Force (Statutory Requirement)

The school must record every significant incident involving the use of force.

Records must include:

- Names of pupil and staff involved
- Time, date, location and duration
- Whether the pupil has SEND and their SEN status
- What led up to the incident (triggers)
- De-escalation strategies attempted
- Type and degree of force used
- Why force was necessary
- Any injuries sustained
- Post-incident support provided

11. Recording of Seclusion and Non-Force Restraint (Statutory Requirement)

All incidents of seclusion and restraint without direct physical contact must be formally recorded in line with statutory requirements. This includes any intervention where a pupil's movement is restricted without direct physical holding, such as blocking exit, removal of an aid, or other non-contact restrictive measures.

Each school in The Federation maintains a bound Restrictive Intervention Record Book. This bound volume provides a secure, chronological and auditable record of all restrictive intervention incidents. Entries in the bound book are sequentially numbered and must not be altered once completed. The bound record may be supported by electronic systems; however, the bound record book serves as the formal statutory record. The book is kept within a locked drawer in the headteacher's office.

Incidents must be recorded as soon as practicable and ideally on the same day by the staff member(s) involved. Senior leaders will review and sign records to ensure completeness, accuracy and compliance.

Records must include, as a minimum:

- Names of pupil and staff involved
- Time, date, location and duration of the intervention
- Clear explanation of the reason the intervention was necessary
- Description of the nature of the seclusion or non-force restraint applied
- Details of any injuries sustained
- Post-incident support provided to the pupil and staff
- Confirmation of parental contact and method of communication

The requirement to record applies even where restrictive intervention has been anticipated within a behaviour support plan. Accurate recording supports transparency, safeguarding, reflective practice and governance oversight.

12. Reporting to Parents (Statutory Requirement)

Parents must be informed either by phone call or face to face as soon as practicable and ideally on the same day.

In addition to the written notification, where a restrictive intervention has taken place, the class teacher will make direct contact with the parent or carer either face-to-face at the end of the school day or via telephone. This ensures timely communication, supports transparency and allows immediate clarification if required.

This verbal communication must be recorded on the Restrictive Intervention record/document, including the date, time, method of contact and a brief summary of the discussion.

The restrictive intervention report must include:

- Time, date, location and duration
- Why intervention was necessary
- Type and degree of force (if applicable)
- Injuries sustained

Parents will be offered a follow-up discussion to review the incident, consider preventative strategies and amend behaviour support plans where necessary.

13. Post-Incident Support and Review

Following any significant restrictive intervention, the Federation is committed to a structured, supportive and restorative response. The immediate priority is safety; however,

once the situation has stabilised, careful follow-up is essential to promote wellbeing, repair relationships and reduce the likelihood of recurrence.

The following actions must take place:

- Any injuries must be assessed promptly and appropriate medical attention sought where required.
- Reflective conversations must be held separately with the pupil and the staff member(s) involved. These discussions should explore what happened, what the pupil was feeling, what staff observed, and how the situation escalated.
- Restorative practice is central to this process. Where appropriate, a restorative conversation or meeting will be facilitated to repair relationships, rebuild trust and support learning for all parties.
- Behaviour support plans and risk assessments must be reviewed and amended where necessary in light of the incident.
- Staff wellbeing must be monitored. Staff may be offered supervision, debriefing or additional support where required.
- Pupils who witnessed the incident should be supported where appropriate, particularly if they experienced distress.
- Patterns and triggers identified through review will inform future preventative strategies.

The purpose of post-incident review is not to apportion blame but to promote reflection, accountability, emotional regulation and continuous improvement. By embedding restorative practice within our approach, the Federation seeks to ensure that difficult incidents become opportunities for growth, learning and strengthened relationships.

14. Monitoring and Governance

The Governing Body must:

- Ensure procedures for recording and reporting are in place
- Regularly review data on restrictive interventions
- Monitor for disproportionate impact
- Ensure improvements are implemented where patterns emerge

15. Complaints and Allegations

Complaints regarding restrictive interventions will follow the school complaints procedure.

Allegations against staff will be managed in line with safeguarding procedures.