

Greenvale Primary School



RESTRICTIVE INTERVENTION / REASONABLE FORCE POLICY

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Signed by Headteacher	Mrs A Allnutt
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POSITIVE BEHAVIOURAL SUPPORT, POSITIVE HANDLING AND RESTRICTIVE INTERVENTION

Objectives

At Greenvale Primary School, we are committed to maintaining the safety and wellbeing of students and staff. This policy has close links with the Behaviour for Learning Policy. It is written to explain our procedures in line with the following legislation:

- [Section 93A of the Education and Inspection Act 2006](#)
- DfE Guidance [Use of Reasonable Force in Schools](#) July 2013 (ceases 31st March 2026)
- [Restrictive Interventions, including use of reasonable force, in schools from April 2026](#)
- [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](#): advice for schools

Positive Behaviour Management

All staff and volunteers adopt a positive approach to improving behaviour in order to reward effort and application, and to build self-esteem, and promote a safe environment for students and staff. All staff work in partnership with those who know the child to help those concerned:

- Find out why this child behaves as he or she does
- Understand the factors that influence this child's behaviour
- Identify early warning signs that indicate foreseeable behaviours are developing This approach helps to ensure that early and preventative intervention is the norm. It reduces the incidence of extreme behaviours and makes sure that the use of physical intervention is rare.

What is restrictive intervention and reasonable force?

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. All members of school staff have the legal power to use reasonable force in limited circumstances.

The force used should always be the minimum needed to regain and ensure safety and control for everyone involved or present. The Positive Handling and Restrictive Intervention Policy should therefore be read in conjunction with our Behaviour for Learning policy and Safeguarding and Child Protection policy.

Restrictive interventions may include:

- Bodily contact - where the physical presence of one or more people is used to control a pupil, e.g. physically interposing between pupils; blocking a pupil's path; holding or 'shepherding' a pupil; using agreed, approved restricted holds

- Environmental – where a change is applied within the environment for example shutting a door or the use of locks or key pads to prevent access to a particular area.

In what circumstances can restrictive intervention be used?

- To prevent a pupil causing, or being at risk of causing, injury or damage to themselves or others, whether by accident, rough behaviour or by misuse of materials or objects
- To prevent a pupil committing a criminal offence
- To prevent a pupil committing deliberate serious damage or vandalism
- To prevent a pupil from attacking a member of staff or another pupil
- To prevent behaviour which is prejudicial to the maintenance of good order and discipline

The decision to use restrictive intervention will be taken in the context of the level of risk presented by the behaviour, the seriousness of the incident and the relative risks of the use of physical intervention compared with any available alternative. The use of restrictive intervention will take into account the characteristics of the pupil, including their age, gender, SEN, physical needs or disability, developmental level or cultural issues.

The Last Resort Principle

At Greenvale Primary School we pro-actively foster positive relationships and only use reasonable force when there is no realistic alternative. This means that we expect staff to make a full judgement of the situation and choose the safest alternative. When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. We expect staff to think creatively about any alternatives to physical intervention which may be effective. Incidents of reasonable force must:

- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 1 – Significant Incident – Use of Force)

There might be some situations in which the need for positive handling is immediate and where there are no equal effective alternatives (a child is about to run in the road). However, in many circumstances there are alternatives such as:

- The employment of other sanctions consistent with Greenvale Primary School's Behaviour for Learning policy
- Withdrawal of attention (audience) e.g. if an action such as damage to property is threatened
- Other techniques designed to defuse a situation, such as the avoidance of confrontation, or use of humour, in which case the incident could be dealt with later when emotions are running less high

Staff who are likely to need to use reasonable force and/or other restrictive interventions should be adequately trained in its safe and lawful use and in preventative strategies.

Seclusion

Seclusion - a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving - should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the pupil is not acting with intent. Seclusion should not be implemented by staff through threat of punishment.

A member of staff will be supervising the pupil at all times and it will be in an environment where the pupil feels safe and not threatening or intimidating. As soon as the immediate risk of harm has reduced, the pupil is allowed to leave to return to their normal class activity.

Any incident involving the use of seclusion must be recorded and reported to the DSL or Deputy DSL.

Seclusion, as defined in this policy, is not a disciplinary response to deliberate or willful misbehaviour. There are disciplinary measures that are similar, such as removal from the classroom, these measures are detailed in our Behaviour for Learning policy.

Consideration for pupils with special educational needs and/or disabilities (SEND)

Some children with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Triggers may include pain, sensory overload, unfamiliar situations or environments or feelings of fear and anxiety. In particular, pupils who are non-verbal or find verbal communication challenging may express their needs, discomfort or confusion through actions. This can lead to pupils with SEND being disproportionately subject to the use of restrictive interventions.

At Greenvale we seek to understand the underlying triggers of challenging behaviour so that they can provide proactive support, create an inclusive environment and consider the impact of school policies on pupils with SEND. We utilise staff who know individual pupils well to help identify and manage risk such as trigger points when challenging behaviour is more likely to occur, and develop proactive strategies to reduce the likelihood of restrictive interventions being used. We also work with the pupil, parents and other professionals to develop prevention and de-escalation strategies.

Depending on the circumstances, examples of strategies may include:

- removing stimuli that may be causing distress
- changing body language, facial expression, and/or tone of voice
- supporting the pupil to express their emotions before getting overwhelmed
- engaging the pupil in an activity which can help them manage their feelings of anxiety
- distracting the pupil in something that interests them or by introducing familiar objects and activities to redirect their attention

Behaviour Support Plans

Risk management is regarded as an integral part of behaviour management planning. All pupils who have been identified as presenting a risk should have a Behaviour Support Plan (**see appendix 2**). The plan details any strategies which have been found to be effective for that individual, along with any particular responses which are not recommended. If particular physical techniques have been found to be effective they should be named, along with alerts to any which have proved ineffective or which caused problems in the past. Behaviour Support Plans should be considered alongside any other planning documents which relate to

the pupil. They should take account of age, gender, level of physical, emotional and intellectual development, special need and social context.

Any Behaviour Support Plans should be reviewed with the pupil and their parent periodically and following any significant incident, so that changes can be made based on evidence of what has worked and what has not worked in practice for the individual pupil. Where a pupil has a disability, the school has a duty under the Equality Act 2010 to take reasonable steps to avoid disadvantage so that the pupil can fully participate in the education provided by the school, and that they can enjoy the other benefits, facilities and services that the school provides for pupils.

Staff

It is the policy of this school that all staff working closely with pupils are trained in the proactive and responsive positive handling strategies and to complement the behaviour management approaches and strategies reflected in the Behaviour for Learning Policy. In cases where a Positive Handling Plan is in operation, selected staff will be trained in any physical interventions to be used. These staff will be trained by the accredited provider and will be the only staff authorised to use the intervention. All teaching staff have completed training which promotes de-escalation techniques and strategies used when managing difficult or challenging behaviours.

The school will evaluate all incidents involving the use of restrictive intervention as soon as practicable after an event to understand why it was used, the impact on pupils and staff, any patterns and trends, and how the use of restrictive interventions might be avoided in future, for example by amending or introducing a behaviour support plan.

Recording and reporting the use of force

Whenever use of reasonable force is used, the incident must be recorded using the 'Significant Incident – Use of force' form. Copies of these forms are kept securely in the Inclusion Manager's Room. All staff involved in an incident should contribute to the record which should be completed as soon as practicable after the incident. The requirement to record applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan. Parents/carers must be notified as soon as practicable after the incident and no later than the same day. This is to be recorded on the form **(Appendix - 1)**. The details recorded on the forms are kept securely.

Staff should:

- Inform a member of SLT as soon as possible
- Complete the school recording form fully
- Take time to think about what actually happened and try to explain it clearly
- Complete all names in full
- Sign and date all forms

Post-Incident Support

Incidents that require use of restrictive physical interventions can be upsetting to all concerned and could result in injuries to the child or staff. After incidents have subsided, it is important to ensure that staff and children are given emotional support and basic first aid treatment for any injuries. Immediate action should, of course, be taken to ensure that medical help is accessed for any injuries that require other than basic first aid. All injuries

should be reported and recorded in accordance with school procedures. We need to consider:

- thoughts, feelings, emotions,
- emotional 'first aid'

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

Staff should follow the same guidelines as above.

Complaints and allegations

Any complaints regarding the use of restrictive interventions should be dealt with in accordance with the school's normal complaints procedure found on our website.

If an allegation regarding inappropriate use of force and/or other restrictive interventions is made against a member of staff, the matter will be dealt with in accordance with the school's Statement of Procedures for Dealing with Allegations of Abuse Against Staff.

Policy Review and Evaluation

This policy has been developed by the Headteacher. It will be reviewed annually, or when relevant national or local guidance indicates additional need.

Linked policies

Behaviour for Learning
Employee Code of Conduct
Governor Code of Conduct
Safeguarding and Child Protection
Statement of Procedures for Dealing with Allegations of Abuse Against Staff
Volunteer Code of Conduct

Appendix 1

USE OF FORCE / USE OF SECLUSION AND NON-FORCE RELATED RESTRAINT

Child's Name:		Name/s of staff involved:	
Class:		Name/s of witnesses, (staff or pupils):	
SEN or Disability:			
Date:	Time:	Approx duration of incident:	
Location of incident:			
Description of incident (see checklist before completing)			
Details of any injuries sustained including details of first aid given (staff and pupil)			
Action Taken: (Include when and how parents were informed and any follow-up action required – a copy of this form must be given to the Parent)			
Signature of staff:		Signature of any witnesses: (attach any witness statements)	
Print name and role:			

Checklist for writing a Significant Incident / Use of force report

Have you included the following?

- Full name 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 (check the code with the Inclusion Manager or office)
- 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.
- Witness accounts requested if applicable.
- Have parents been notified?
- What follow-up action is required (if applicable)

Appendix 2

Behaviour Support Plan (highlighted areas are for guidance only)

PUPIL NAME:		PUPIL DOB:	
CLASS:		YEAR GROUP:	
Date plan starts:		Staff working with the pupil:	
Date of next review:			
Any special educational needs (SEND) that may affect behaviour If the pupil has SEN that affects behaviour, the Inclusion Manager should detail them here. How does the pupil's SEN affect their behaviour? How could the school's behaviour policy be adapted to meet their needs?		Challenging behaviour What does it look like? How often does it happen? How long does it last?	
Reasons for the behaviour Consult parents/carers and the pupil (where appropriate) when filling out this box. What's going on in the pupil's life that might be causing this behaviour? Why might this behaviour happen? <ul style="list-style-type: none"> • To get attention • To avoid something • To get something tangible • To meet a sensory need 		Triggers and warning signs	
Strategies maintaining positive behaviour How do we maintain positive behaviour? What does the pupil like?		Triggers and warning signs How do we prevent an incident? <ul style="list-style-type: none"> • What to look out for 	

<ul style="list-style-type: none"> • Phrases to use • Rewards, motivators • How to respond (reminders, alternative environment) 	
<p>Reactive strategies</p> <p>How do we diffuse the situation?</p> <ul style="list-style-type: none"> • What to do and what not to do • Phrases to use • Calming techniques <p>At what stage should another member of staff be informed? Who should this be?</p>	<p>Positive handling strategies</p>
<p>Support after an incident</p> <p>How do we help the pupil reflect and learn from the incident?</p> <p>Is there anything that staff can learn about working with this pupil?</p>	
<p>Agreement:</p> <p>Parent/carer name:</p> <p>Parent/carer signature:</p> <p>Date:</p>	<p>Staff name:</p> <p>Staff signature:</p> <p>Date:</p>
<p>Behaviour plan evaluation and next steps:</p> <p>How effective is the plan?</p> <p>Record suggestions to be considered when this plan is reviewed.</p>	