



ST. ANNE'S COPP CE PRIMARY
SCHOOL, GREAT ECCLESTON



RESTRICTIVE INTERVENTIONS and USE OF REASONABLE FORCE POLICY



"Let us love, not in word, but in truth and action." (1 John 3:18)

Approved by GB: January 2026
Next review due: September 2027

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In building solid foundations for every unique individual and putting God's love at the centre of all we do, our children learn to embrace our diverse world. We encourage our children to learn universally in order to understand our heritage and roots as a village, town, region and nation. Through strong community links, our children grow in **compassion** and **understanding**, **promote justice** and possess commitment and **aspire** to make a positive difference. We offer an ambitious curriculum that ignites **curiosity** along with high personal expectations that fosters **resilience** and which enables them to flourish. Our children are easily distinguished by the **courage** they show when making brave choices and understand the importance of becoming the very best versions of themselves.

1. Policy Statement and Purpose

At St. Anne's Copp Church of England Primary School, Great Eccleston, we are committed to providing a safe, inclusive and supportive environment where all pupils are treated with dignity and respect. We believe that positive behaviour is best supported through prevention, understanding and de-escalation.

Restrictive interventions, including the use of reasonable force, are used only as a last resort, where necessary to keep pupils and staff safe.

This policy has been developed alongside DfE guidance (Restrictive interventions, including use of reasonable force, in school – April 2026) and sets out:

- When and how restrictive interventions may be used
- The preventative and de-escalation strategies we employ
- Recording, reporting and complaint procedures
- How we tailor approaches for individual pupils, particularly those with SEND

This policy has regard to statutory guidance and should be read alongside the school's Behaviour Policy, Safeguarding Policy and SEND Policy.

2. Legal Framework

This policy is informed by and complies with:

- Restrictive Interventions, Including Use of Reasonable Force in Schools (DfE)
- Education and Inspections Act 2006 (Section 93 – power to use reasonable force)
- Schools (Recording and Reporting of Seclusion and Restraint) Regulations 2025
- Equality Act 2010
- Human Rights Act 1998
- SEND Code of Practice (2015)

3. Definitions

Restrictive Intervention	Any action that restricts a pupil's movement, liberty or freedom to act independently.
Reasonable Force	Physical contact used to control or restrain a pupil where necessary, using the minimum force required for the shortest possible time.

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Seclusion	The supervised confinement of a pupil away from others for safety reasons. Seclusion is not a disciplinary sanction.
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4. When Restrictive Interventions May Be Used

Restrictive interventions may be used only when necessary to:

- Prevent injury to the pupil or others
- Prevent serious damage to property
- Prevent serious disruption where safety is at risk
- Prevent a criminal offence

They must:

- Be proportionate to the risk presented
- Be used only after less restrictive strategies have been attempted or considered
- End as soon as the risk has reduced

Restrictive interventions will never be used:

- As punishment
- To enforce compliance
- Because of staff convenience
- In a way that causes pain, humiliation or distress

5. Prevention and De-escalation Strategies

The school prioritises prevention to reduce the need for restrictive interventions. This includes:

- A positive, predictable school environment
- Clear behaviour expectations
- Strong relationships between staff and pupils
- Trauma-informed and neuro-affirming approaches
- Staff training in communication, regulation and behaviour support
- Sensory regulation strategies and movement breaks
- Individual behaviour and risk assessments where required

Staff are trained to use de-escalation techniques, including:

- Calm verbal reassurance
- Distraction and redirection
- Offering choices
- Time and space
- Reduced demands during dysregulation

6. Tailored Approaches for Pupils with SEND

We recognise that pupils with SEND may experience distress, dysregulation or behaviour linked to unmet needs. In line with the Equality Act 2010 and SEND Code of Practice, we ensure:

- Individual risk assessments where restrictive intervention may be required
- Behaviour Support Plans or Individual Handling Plans where appropriate
- Consideration of sensory, communication, emotional and environmental triggers
- Collaboration with parents, professionals and external agencies
- Regular review of strategies to reduce reliance on restrictive interventions

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Restrictive interventions are never used as a substitute for appropriate provision or support.

7. Use of Seclusion

Seclusion may be used only as a safety measure and:

- Must be supervised at all times
- Must take place in a safe, appropriate space
- Must be used for the shortest time possible
- Must never be used as a punishment

Seclusion is subject to the same recording and reporting requirements as physical restraint.

8. Recording and Reporting

In line with statutory requirements:

- All incidents involving restrictive intervention or reasonable force are recorded promptly and accurately (see Appendix 1)
- Records include:
 - Date, time and location
 - Names of pupils and staff involved
 - Reason for intervention
 - Description of the intervention
 - Duration and outcome
 - Any injuries or follow-up required

Parents/carers are informed as soon as reasonably practicable following an incident.

The Headteacher and Governing Body monitor records to:

- Identify patterns or concerns
- Reduce future incidents
- Ensure compliance and staff support

9. Complaints Procedure

Parents/carers who have concerns about the use of restrictive intervention should:

1. Raise concerns with the class teacher or SENCo
2. Escalate to the Headteacher if unresolved
3. Use the school's formal complaints procedure if necessary

All complaints are taken seriously and investigated thoroughly.

10. Staff Training and Support

- All staff are aware of this policy and receive regular training
- Staff likely to use restrictive interventions receive appropriate specialist training
- Staff wellbeing is prioritised following incidents

11. Policy Review and Communication

This policy is:

- Reviewed annually or following changes in guidance
- Shared with staff, parents and governors

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- Available on the school website

12. Conclusion

At St. Anne's Copp Church of England Primary School, Great Eccleston, restrictive interventions are used only when absolutely necessary and always within a framework of care, legality and respect. Our commitment is to reduce the need for such interventions through inclusive practice, early support and strong relationships.

Restrictive Intervention / Use of Reasonable Force – Incident Reporting Form

This form must be completed for **all incidents involving restrictive intervention, reasonable force or seclusion**, in line with statutory guidance and the school's Restrictive Interventions Policy.

Section 1: Pupil Details

- Pupil Name: _____
- Date of Birth: _____
- Year Group / Class: _____
- SEND Status: ☐ EHCP ☐ SEN Support ☐ None
- Primary Area(s) of Need (if applicable): _____

Section 2: Incident Details

- Date of Incident: _____
- Time of Incident: _____
- Location: _____
- Type of Incident:
 - ☐ Restrictive Physical Intervention
 - ☐ Reasonable Force
 - ☐ Seclusion
 - ☐ Other (please specify): _____
- Duration of Intervention (approx.): _____

Section 3: Staff Involved

- Name(s) of Staff Directly Involved: _____
- Role(s): _____

- Witnesses (staff/pupils): _____
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Section 4: Antecedents and Context

Please describe what happened immediately before the incident, including any known triggers, environmental factors, or pupil needs.

Section 5: De-escalation Strategies Used

Please outline the strategies attempted prior to the restrictive intervention (e.g. verbal reassurance, redirection, sensory support, time/space).

Section 6: Description of the Intervention

Provide a factual account of: - Why the intervention was necessary - The type of intervention used - How it was carried out - How long it lasted

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Section 7: Reason for Intervention

Tick all that apply: ☐ To prevent harm to the pupil ☐ To prevent harm to others ☐ To prevent serious damage to property ☐ To prevent serious disruption where safety was at risk ☐ Other (please specify):

Section 8: Pupil Response and Outcome

- How did the pupil respond during the intervention?

- How did the incident end?

Section 9: Injuries or Medical Attention

- Were there any injuries? ☐ Yes ☐ No
- If yes, please describe (pupil and/or staff):
- Was first aid or medical attention required? ☐ Yes ☐ No

Section 10: Follow-Up and Support

- Immediate support offered to the pupil:
- Support offered to staff:
- Any changes required to behaviour plans / risk assessments? ☐ Yes ☐ No
- If yes, please detail:

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Section 11: Parent/Carer Notification

- **Date and Time Parent/Carer Informed:** _____
- **Method of Contact:** ☐ Phone ☐ In Person ☐ Email ☐ Other
- **Name of Person Who Informed Parent/Carer:** _____
- **Summary of Information Shared:** _____

Section 12: Headteacher Review

- **Reviewed by (Headteacher):** _____
- **Date of Review:** _____
- **Is further action required?** ☐ Yes ☐ No
- **If yes, please specify (e.g. CPD, policy review, external support):** _____

Section 13: Signatures

- **Staff Completing Form:** _____ **Date:** _____
- **Headteacher Signature:** _____ **Date:** _____

Ofsted, Safeguarding and Governance Compliance Statement

This reporting form supports the school's compliance with: - Ofsted Education Inspection Framework (EIF) expectations that behaviour management is lawful, proportionate, recorded and reviewed, and that pupils feel safe and protected. - Keeping Children Safe in Education (KCSIE) requirements to identify, record and respond to safeguarding concerns, patterns of behaviour and risk. - Restrictive Interventions: Including Use of Reasonable Force in Schools (DfE) statutory guidance, including requirements for recording, reporting and leadership oversight. - SEND Code of Practice (2015), ensuring that pupils with SEND are supported through planned, reviewed and proportionate approaches.

Completion of this form enables leaders and governors to: - Monitor the frequency and nature of restrictive interventions - Identify patterns, trends or safeguarding concerns - Ensure staff practice is appropriate, trained and supported - Review the effectiveness of preventative strategies and behaviour plans

This form must be completed promptly, stored securely, and reviewed in line with safeguarding, data protection and governance requirements.

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