

Wrockwardine Wood CE Junior School



Restrictive Interventions Policy (Including the use of reasonable force in schools) 2026-2027

Updated: C. Leck July 2026
Review Date: July 2027



“Love, Laugh, Learn.”

We will ignite the ability in all to ***‘Love, Laugh and Learn’***, recognising the extraordinary and wondrous in everything and in everyone. Our rich, varied and creative curriculum, together with our Christian values, will empower all to flourish following Jesus’s promise ***‘I have come to give life and life in all its fullness.’*** (John 10:10)

Our School Christian Values



1. The Legal Framework

The use of restrictive interventions including use of reasonable force, in schools in England is governed primarily by Section 93 of the Education and Inspections Act 2006. All members of school staff have the power to use restrictive interventions where it is necessary, proportionate and lawful. The school also has regard to the Department for Education guidance *Restrictive interventions, including use of reasonable force, in schools* (April 2026).

This policy is supported and informed by DfE Guidance: Restrictive interventions, including use of reasonable force in schools, Guidance for schools in England April 2026

2. Definition of restrictive intervention at Wrockwardine Wood C of E Junior School

Restrictive interventions are deliberate acts which prevent, restrict or subdue a pupil's movement, liberty and/or freedom to act independently. They may be physical or non-physical.

Restrictive intervention involves the use of reasonable force to prevent a pupil from injuring themselves or others, causing serious damage to property, committing an offence, or causing serious disorder. Any intervention must be reasonable, proportionate, necessary, and used for the shortest time possible.

General policy aims

Staff at Wrockwardine Wood Junior School recognise that the use of restrictive interventions is only one of the last in a range of strategies available to secure pupil safety / well-being and also to maintain good order and discipline. Our policy on restraint should therefore be read in conjunction with our Behaviour and Child Protection policies.

Specific aims of the physical intervention policy

- To protect every person in the school community from harm
- To protect all pupils against any form of physical intervention that is unnecessary, inappropriate, excessive or harmful
- To provide adequate information and training for staff so that they are clear as to what constitutes appropriate behaviour and to deal effectively with violent or potentially violent situations

Prevention and De-escalation

Wrockwardine Wood CE Junior School aims to minimise the use of restrictive interventions through:

- positive relationships
- trauma-informed practice
- behaviour support planning
- reasonable adjustments
- restorative approaches

- understanding communication, sensory and emotional needs
- de-escalation strategies

Restrictive interventions will only be used when other appropriate strategies have been unsuccessful, are inappropriate in the circumstances, or where immediate action is required to prevent harm.

3. Why use restrictive intervention?

Restrictive interventions should avert danger by preventing or deflecting a child's action or perhaps by removing a physical object, which could be used to harm him / herself or others. It is only likely to be needed if a child appears to be unable to exercise self-control of emotions and behaviour.

It is not possible to define every circumstance in which restrictive interventions would be necessary or appropriate and staff will have to exercise their own judgement in situations which arise within the above categories. Staff should always act within the School's policy on behaviour and discipline, particularly in dealing with disruptive behaviour.

Staff are aware that when they are in charge of children during the school day, or during other supervised activities, they are to take reasonable action to ensure pupils' safety and well-being.

Staff are expected to take reasonable steps to maintain safety and will be supported when making proportionate professional judgments in difficult situations. At the same time staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

Alternative strategies

There are some situations in which the need for restrictive interventions is immediate and where there are no equally effective alternatives (eg is a pupil about to run across a road). However, in many circumstances there are alternatives e.g. use of assertiveness skills such as:

- the broken record in which an instruction is repeated until the pupil complies
- use of a distracter, such as a loud whistle, to interrupt the behaviour (such as a fight) long enough for other methods of verbal control to be effective
- withdrawal of attention (audience) e.g. if an action such as damage to property is threatened
- other techniques designed to defuse the situation, such as the avoidance of confrontation, or use of humour (in these cases the incident can be dealt with later when emotions are no longer running high)
- the employment of other sanctions consistent with the School's policy on behaviour.

When might it be appropriate to use restrictive interventions?

Examples of situations that may require restraint are when:

- a pupil physically attacks a member of staff, or another pupil

- pupils fighting
- a pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials, substances or objects
- a pupil is running in a corridor or on a stairway in a way in which he/she might have or cause an accident likely to injure her/himself or others
- a pupil absconding from a class or trying to leave school (NB this will only apply if a pupil could be at risk if not kept in the classroom or at school)
- a pupil persistently refuses to obey an order to leave an area
- a pupil behaves in such a way that seriously disrupts a lesson.

Use of restrictive interventions

Restrictive interventions should be applied as an act of care and control with the intention of re- establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control. It should never take a form which could be seen as a punishment.

Under Section 93 of the Education and Inspections Act 2006, all members of school staff have the legal power to use reasonable force where necessary. The school provides SAFETY INTERVENTION TRAINING CPI training to identified staff to support safe practice. Staff who have not received CPI training should seek assistance where possible but retain the legal power to use reasonable force where an immediate response is required to prevent harm.

There are some forms of physical intervention, which may involve minimal physical contact, such as blocking a pupil's path or the staff member physically interposing him or herself between the pupil and another pupil or object. However, in some circumstances, direct physical contact may be necessary.

When restrictive interventions become necessary:

Staff must:

- Tell the pupil what they are doing and why
- Use the minimum force necessary
- Involve another member of staff if possible
- Tell the pupil what s/he must do for you to remove the restraint (this may need frequent repetition)
- Use simple and clear language
- Only apply SAFETY INTERVENTION TRAINING (CPI) techniques
- Relax your restraint in response to the pupil's compliance

Staff must not:

- use force as a punishment;
- deliberately restrict a pupil's airway, breathing or circulation;
- apply pressure to the neck, throat, face, chest or abdomen;
- use ground restraint except in exceptional circumstances involving an immediate risk of serious harm where no safer alternative is available.
- use pain-inducing techniques;

- deliberately humiliate or degrade a pupil.

The dignity, welfare and safety of the pupil must be maintained at all times

Pupils with SEND

Staff will consider whether a pupil's SEND, communication needs, sensory needs, trauma history or medical needs may be contributing to behaviours of concern.

Where there is a foreseeable risk that restrictive intervention may be required, an individual risk assessment and behaviour support plan will be developed in partnership with parents/carers and relevant professionals.

Seclusion

Wrockwardine Wood CE Junior School does not use seclusion as a disciplinary sanction. In exceptional circumstances, seclusion may be used solely as a safety measure to prevent imminent harm and will be continuously supervised, recorded and reviewed in accordance with DfE guidance.

The school will recognise seclusion as a non-disciplinary measure that may be used, in exceptional circumstances, to reduce risk and avoid the need for physical intervention when a pupil is experiencing high levels of emotional or behavioural dysregulation and is not acting with intent.

The school will ensure that seclusion is used only as a safety measure to protect the pupil or others from harm and will not use seclusion as a consequence or through the threat of punishment.

Where seclusion is used, the school will ensure that:

- The space used will be safe, suitable, and not intimidating or threatening to the pupil.
- The pupil will be appropriately supervised at all times.
- The restriction will last only for as long as the immediate risk of harm remains.
- The pupil will be allowed to leave as soon as it is safe to do so.

The school will record and report any incident involving seclusion in accordance with the procedures set out in this policy.

Seclusion will not be used as a disciplinary response to deliberate or wilful misbehaviour. The school will use appropriate disciplinary measures, such as removal from the classroom, in line with the Behaviour Policy.

Actions after an incident

Every significant incident involving the use of force will be recorded as soon as practicable, ideally on the same day, in accordance with statutory guidance.

The record will include:

- pupil name;
- date, time and location;
- antecedents leading to the incident;

- de-escalation strategies attempted;
- nature and duration of the intervention;
- staff involved and witnesses;
- outcome;
- any injuries sustained;
- follow-up actions required.
- Parents/carers will be informed of any significant incident involving the use of force as soon as practicable and normally on the same day. Information will be shared in a timely, factual and sensitive manner, and parents will be offered an opportunity to discuss the incident with school leaders.
- Parents/carers will receive a written summary of the incident and recorded actions as soon as reasonably practicable.
- The school will comply with all statutory recording and reporting duties regarding significant incidents involving force, restraint or seclusion.

Records will be reviewed by senior leaders to identify patterns, training needs and opportunities to reduce future use of restrictive interventions.

Restrictive interventions often occur in response to highly charged emotional situations and there is a clear need for debriefing after the incident, both for the staff involved and the pupil. A member of the leadership team will be informed of any incident as soon as possible and will take responsibility for making arrangements for debriefing once the situation has stabilised. An appropriate member of the teaching staff should always be involved in debriefing the pupil involved and any victims of the incident should be offered support, and their parents informed. The school will consider whether any amendments to risk assessments, behaviour support plans or reasonable adjustments are required following an incident in order to explore ways in which future incidents can be avoided. Following any restrictive intervention, consideration will be given to whether the pupil or any member of staff requires first aid, medical assessment or emotional support

All incidents are recorded immediately on CPOMs. A member of the leadership team will contact parents as soon as possible after an incident, normally on the same day, to invite them in to inform them of the actions that were taken and why, and to provide them with an opportunity to discuss it. A copy of the 'Record of Physical Intervention form' will be completed by the person who has restrained the pupil and this record will then be shared with, discussed and signed by parents. All sections of the report are completed so that in the event of any future complaint a full record is available.

4. Risk Assessments

If we become aware that a pupil is likely to behave in a disruptive way that may require the use of restrictive interventions, we will plan how to respond if the situation arises. Such planning will address:

- Management of the pupil (including preventative, de-escalation and reactive strategies, and any approved interventions that may be required)
- Involvement of parents to ensure that they are clear about the specific action the school might need to take

- Briefing of staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance)
- Identification of additional support that can be summoned if appropriate.

5. Monitoring and Oversight

The Headteacher and Governing Body will monitor the use of restrictive interventions through regular review of incident data. This will include consideration of:

- frequency of interventions;
- affected groups of pupils;
- injuries;
- effectiveness of behaviour support plans;
- training needs;
- equality implications.

The aim will be continual reduction in the need for restrictive interventions wherever possible.

6. Complaints

A parent or member of the public can make their complaint in the first instance either verbally or in writing to the headteacher. The school, if asked, will help anyone who would like assistance to set out their complaint including access to translation services where necessary.

Complainants not satisfied with the outcome of their complaint dealt with by the Headteacher should write to: -

Mrs Louise Cotton
c/o Wrockwardine Wood CE Junior School
Church Road, Trench
Telford
Shropshire
TF2 7HG

who will arrange for the complaint to be looked into by the governing body's complaints committee.

Even at this stage there is provision within the policy for the complaint to be tried to be resolved informally and the chair of governors may choose to try to do so in the first instance before formal referral to the complaints committee itself.

Appendix 1



Wrockwardine Wood CE Junior School

Record of Physical Intervention

Date of incident:		Time of incident:	
Pupil Name:		D.O.B:	
Member/s of staff involved:			
Adult witnesses to physical intervention:			
Pupil witnesses to physical intervention:			

Outline of incident leading to physical intervention:

Outline of incident of physical intervention (*including method used*):

Outcome of physical intervention:

Description of any injury sustained, and any subsequent treatment given by a first aider:

Date parent/carer was informed:		Time parent/carer was informed:	
Name of parent informed:		Informed by:	
Outline of parent/carer response:			

Description of any further enquiry/complaint or action:

Form completed by: _____

Signed: _____

Date: _____