



"Let Your Light Shine"

Frieth C.E.C. School

Restrictive Interventions, Including the Use of Reasonable Force Policy

Member of staff responsible: Headteacher

Governing body committee responsible: Premises

Reviewed: Three-year-cycle

Headteacher's signature: Martin Gosling

Chair of Governor's signature: Jill Dean

Review date: Spring 2023	signed: Martin Gosling	date: 1.3.23
Review date: Spring 2023	signed: Jill Dean	date: 1.3.23
Review date: Spring 2026	signed: Martin Gosling	date: 11.2.26
Review date: Spring 2026	signed: Jill Dean	date: 11.2.26
Review date: Spring 2029	signed:	date:
Review date: Spring 2029	signed:	date:

Introduction

This policy is informed by current Department for Education guidance, including:

Use of Reasonable Force in Schools (DfE)
Behaviour in Schools Guidance
Keeping Children Safe in Education

The term *Restrictive Intervention* is used to describe actions where a member of staff intentionally restricts a pupil's movement, liberty, or freedom of action. This includes, but is not limited to, restrictive physical intervention.

Situations involving decisions about whether to use force or restrictive intervention can occur in any school. Both using intervention and deciding not to intervene carry risks. A clear, lawful, and ethical policy is essential to minimise harm and protect pupils' rights, safety, and dignity.

2. Objectives and Principles

The Headteacher and Governing Body are responsible for maintaining the safety of pupils, staff, and visitors.

Frieth CEC School does not operate a no-contact policy and is committed to minimising the use of restrictive interventions and will ensure that any use of force is reasonable, proportionate, and lawful.

Restrictive intervention will only ever be used to prevent significant harm to the pupil or others as a last resort, when all reasonable alternatives have been exhausted or are inappropriate for the shortest possible time.

Force must never be used as a punishment, to enforce compliance, or to cause pain.

3. Definitions

Physical Contact:

Everyday contact that is appropriate and non-restrictive (e.g. guiding, prompting, comforting).

Reasonable Force:

Force used to prevent injury, serious disruption, or damage to property, where the degree of force is proportionate to the risk.

Restrictive Physical Intervention (RPI):

A specific form of restrictive intervention involving physical contact that limits a pupil's movement.

4. Minimising the Use of Restrictive Interventions (Updated)

Frieth C.E.C. School adopts a preventative and proactive approach, including:

- Trauma-informed and attachment-aware practice
- De-escalation strategies and emotional regulation support
- High-quality behaviour support and reasonable adjustments
- Individual Positive Handling Plans for pupils at foreseeable risk

Force or restriction will only be used when the risk of not intervening outweighs the risk of intervening and other strategies have failed or are not appropriate.

5. Authorisation and Training

All school staff are legally authorised to use reasonable force.

Only staff who are appropriately trained may use planned restrictive physical interventions, in line with accredited training (Team Teach).

Training includes:

- Legal framework and safeguarding
- De-escalation and positive behaviour support
- Safe, approved physical techniques understanding risk factors (including SEND, trauma and medical needs)

6. Deciding Whether to Use Restrictive Intervention

- Staff must consider:
- Seriousness of the risk
- Vulnerability of the pupil
- Potential physical and emotional impact

Particular care must be taken when a pupil has:

- SEND
- Autism or sensory processing differences
- Medical condition affecting breathing or mobility
- A known history of trauma

7. Using Restrictive Interventions Safely

When restrictive intervention is unavoidable:

- The minimum force necessary must be used
- The pupil should be told what is happening in calm, clear language
- The intervention must stop as soon as the risk has passed

The following are **not permitted**:

- Techniques that restrict breathing or circulation
- Face-down (prone) restraint
- Holding by the neck, head, or collar
- Use of pain or humiliation

8. Recording and Reporting

All incidents involving force or restrictive intervention **must be recorded**, including:

- Triggers and antecedents
- De-escalation strategies attempted
- Duration and type of intervention

Records will be reviewed to:

- Identify patterns
- Inform staff training
- Reduce future need for intervention
- Parents will be informed of significant incidents as soon as practicable.

Incidents will be recorded on CPOMS (the digital safeguarding/incident reporting system) and in a bound, numbered red book for official documentation. This dual system ensures that there's both a secure digital record and a formal paper trail, which is often required for safeguarding or regulatory purposes.

9. Post-Incident Support and Review

Following any restrictive intervention:

- Medical checks and emotional support must be offered
- A restorative conversation should take place when appropriate
- A structured post-incident review must be completed

10. Safeguarding, Complaints, and Allegations

Any allegation relating to the use of force or restrictive intervention will be managed in line with:

- Keeping Children Safe in Education
- Local Authority safeguarding procedure

Monitoring and Review

The Headteacher will report any incident to the Chair of Governors and give an annual report Premises committee on the use of force and restraint.

This policy will be reviewed alongside the School Behaviour Policy in a cycle determined by the Governing Body.

Appendix A: List of staff authorised to use force and the training they have received.

Appendix B: Example of Behaviour Plan and Risk Assessment

Appendix A: List of staff authorised to use force and the training they have received

Name	Status	Period of Authorisation	Training	Date of training
Mr Martin Gosling	Headteacher	Permanent	Team Teach	October 2022
Mrs Louise Goodchild	SENDco & Assistant Headteacher	Permanent	Team Teach	October 2022
Mrs Krisztina Tyzack	Assistant Headteacher	Permanent	Team Teach	October 2022
Philippa Armstrong	Learning Support Assistant	Permanent	Team Teach	October 2022
Rachel Palmer	Learning Support Assistant	Permanent	Team Teach	October 2022

Lucy Spencer	Learning Support Assistant	Permanent	Team Teach	October 2022
Sarah Bryan	Learning Support Assistant	Permanent	Team Teach	October 2022
Stacy Birmingham	Learning Support Assistant	Permanent	Team Teach	October 2022
Emma Spencer	Learning Support Assistant	Permanent	Team Teach	October 2022
Charlotte Crowther	Teacher	Permanent	Team Teach	October 2022
Matthew Burn	Teacher	Permanent	Team Teach	October 2022
Lorna Sparks	Teacher	Permanent	Team Teach	October 2022

Appendix B: Example of Behaviour Plan and Risk Assessment

Individual Behaviour Management Plan Frieth C.E.C. School

NAME:

D.O.B.

DATE:

STAFF INVOLVED:

TRIGGER BEHAVIOURS:

TOPOGRAPHY OF BEHAVIOUR:

PREFERRED SUPPORTIVE STRATEGIES:

DETAILED ADVICE:

PREFERRED HANDLING STRATEGIES:

DEBRIEFING PROCESS:

SIGNATURES:

School:

Parent:

Review date:

