



# Finlay Community School

ASPIRE

BELONG

ACHIEVE

## Restrictive Interventions (Including Positive Handling and Reasonable Force) Policy

**Responsible Body:** Full Governing Body

**Staff Leads:** Co-Headteachers / DSL

**Status:** Statutory

**Review Cycle:** Annually

**Next Review:** September 2027

**This policy should be read in conjunction with:**

Behaviour Policy

Safeguarding and Child Protection Policy

Health and Safety Policy

SEND Policy

Complaints Policy

Allegations Management Procedures

---

## 1. Introduction

This policy reflects statutory guidance effective from 1 April 2026 regarding restrictive interventions in schools.

The school is committed to maintaining a safe, respectful and inclusive environment. We prioritise early intervention, de-escalation and positive behaviour support. Restrictive interventions are used only as a last resort.

Staff have a duty of care to safeguard pupils, colleagues and visitors. Any intervention must be reasonable, proportionate and necessary.

The welfare of the child is paramount.

---

## 2. Definitions

### 2.1 Restrictive Intervention

Any action that restricts a pupil's movement, liberty or freedom to act.

This includes: - Physical restraint - Non-physical restraint - Seclusion - Reasonable force

## 2.2 Physical Restraint

The use of force to restrict a pupil's movement.

## 2.3 Non-Physical Restraint

Preventing a pupil from leaving a room or area through instruction, supervision, or positioning without physical contact.

## 2.4 Seclusion

Keeping a pupil separated from others in a room or area where they are prevented from leaving.

## 2.5 Reasonable Force

Force used that is proportionate and necessary in the circumstances to prevent harm, serious damage to property, or serious disruption to good order and discipline.

## 2.6 Significant Incident

Any incident where: - Force goes beyond appropriate everyday physical contact; or - Physical force is used to implement a non-physical restrictive intervention; or - A pupil is secluded.

All significant incidents must be recorded and reported to parents in writing.

---

# 3. Principles

The school will:

- Use restrictive interventions only as a last resort
- Prioritise prevention and de-escalation
- Apply trauma-informed approaches
- Make reasonable adjustments for pupils with SEND or disabilities
- Avoid discrimination
- Use the minimum force for the shortest time necessary - Ensure interventions are acts of care, not punishment

Restrictive interventions must never be used:

- As a punishment
  - For staff convenience
  - To enforce compliance where there is no immediate risk
- 

## 4. Prevention and De-escalation

Staff will:

- Identify triggers and early warning signs
- Use calm communication
- Offer controlled choices
- Provide time and space
- Make environments safer
- Seek support from senior staff

Individual risk assessments will be developed where appropriate.

---

## 5. Use of Physical Intervention

Physical intervention may only be used where a member of staff has reasonable grounds to believe that a pupil is:

- At risk of harming themselves or others
- At risk of serious damage to property
- Seriously disrupting good order and discipline

The following must apply:

- Minimum force necessary
  - Shortest duration possible
  - Dynamic risk assessment undertaken
-

- Preferably two trained members of staff present
- Continuous monitoring of safety
- Release as soon as safe

Only trained staff should use recognised techniques unless in an emergency.

---

## 6. Use of Seclusion

Seclusion may only be used:

- To prevent serious harm
- For the shortest time possible
- With continuous supervision
- In a safe environment

Seclusion must never be used as punishment.

Any use of seclusion is a significant incident and must be recorded and reported.

The school does not operate locked seclusion rooms.

---

## 7. Risk Assessments and Positive Handling Plans

Where pupils present foreseeable risk, a written risk assessment will be completed.

Risk assessments must:

- Identify triggers
- Outline de-escalation strategies
- Include reasonable adjustments
- Align with EHCPs where applicable
- Be co-produced with parents/carers

Risk assessments must be reviewed after any significant incident.

---

## 8. Recording and Reporting (Statutory Requirement)

The school has a legal duty to record and report all significant incidents.

### 8.1 Recording

All significant incidents must be recorded within 24 hours on CPOMS.

The record must include:

- Date, time and location
- Pupil(s) involved
- Staff involved
- Antecedents and triggers
- De-escalation strategies attempted
- Type of intervention used
- Duration
- Any injuries
- Pupil voice (where appropriate)
- Follow-up actions

### 8.2 Reporting to Parents

Parents/carers must be informed in writing as soon as practicable and normally on the same day.

Parents will receive:

- A written account of the incident
  - Details of any injury
  - Information about next steps
- 

## 9. Post-Incident Support and Debrief

Following any significant incident:

---

- A debrief will take place with staff
  - The pupil will be supported to reflect when appropriate
  - Parents will be offered discussion
  - Risk assessments will be reviewed
  - Support will be offered to staff and pupils as required.
- 

## 10. Monitoring and Equality

The Co- Headteacher will:

- Review restrictive intervention data termly
  - Monitor for disproportionality relating to protected characteristics
  - Share anonymised data with Governors
  - Data analysis will inform preventative strategies and staff training.
- 

## 11. Other Physical Contact

Appropriate physical contact is not a restrictive intervention.

This may include:

- Comforting a distressed pupil
- Congratulating a pupil
- Demonstrating PE techniques
- First aid

If force exceeds appropriate contact, the incident becomes significant and must be recorded.

---

## 12. Training

Staff will receive training in behaviour support and de-escalation.

---

Identified staff will receive accredited positive handling training with regular refreshers.

The school will maintain a register of trained staff.

---

## 13. Complaints and Allegations

Any complaints or allegations relating to restrictive interventions will be managed in line with the school's Complaints Policy and Allegations Management procedures.

---

## 14. Governance

The Governing Body will:

- Ensure compliance with statutory guidance
  - Monitor safeguarding implications
  - Review data trends
  - Ensure staff training is maintained
- 

## 15. Policy Review

This policy will be reviewed annually or sooner if legislation or guidance changes.