



St George's Church of England Infant School

Use of Restrictive Interventions Policy

Statutory

Date of Policy: 01.09.2026	Review cycle: Annually	Review date: 01.09.2027
Approved by: Head Teacher Chair of Governors	Approval date: August 2026	Policy lead: Victoria Harjette

Let your Light shine (Matthew 5v16)

The 6 Principles of Nurture:

These principles underpin all teaching and learning at St George's, ensuring that our classrooms are safe, inclusive and supportive spaces for every child to grow and thrive.

1. Children's learning is understood developmentally.
2. The classroom offers a safe and secure base.
3. Nurture is central to wellbeing and learning.
4. Language and communication are vital for connection and understanding.
5. All behaviour is communication.
6. Transitions are recognised and supported as significant moments in a child's life.

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1. Introduction and Purpose

This policy reflects the DfE's guidance on restrictive interventions, including the use of reasonable force, which came into effect on 1 April 2026.

At St George's Infant School, we are committed to creating a safe, nurturing environment where all pupils can learn and thrive. We recognise that in exceptional circumstances, staff may need to use restrictive interventions to keep pupils safe. This policy sets out our approach to minimising the need for restrictive interventions and ensuring that when they are used, they are applied safely, lawfully, and proportionately.

2. Definitions

What are restrictive interventions?

Restrictive interventions are deliberate acts to restrict a pupil's movement, liberty or freedom to act independently. They include:

- **Reasonable force:** The use of physical intervention to prevent a pupil from harming themselves or others, damaging property, or causing disorder
- **Seclusion:** A non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving

What restrictive interventions are NOT

Restrictive interventions do not include:

- Guiding a pupil by the hand or arm where the pupil is compliant
 - Comfort holds where a pupil seeks physical contact
 - Breakaway techniques used to protect staff from harm
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3. Legal Framework

All staff must act in accordance with:

- The Education and Inspections Act 2006
 - The Equality Act 2010
 - The Children Act 1989
 - DfE guidance on restrictive interventions (April 2026)
 - Our safeguarding and child protection policy
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4. When Restrictive Interventions May Be Used

Staff may use reasonable force or seclusion only when:

- A pupil is at immediate risk of harming themselves or others
- A pupil is at immediate risk of causing significant damage to property
- A pupil's behaviour is seriously disrupting good order and discipline, and other strategies have been exhausted

Restrictive interventions should **always** be:

- A last resort after other de-escalation strategies have been attempted
 - Proportionate to the circumstances and the risks presented
 - Used for the minimum time necessary
 - In the best interests of the pupil
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5. Preventative Strategies

We are committed to minimising the need for restrictive interventions through:

Proactive approaches

- Creating a positive, inclusive school culture built on mutual respect
- Implementing clear behaviour expectations and routines
- Providing high-quality teaching that meets all pupils' needs
- Identifying triggers and early warning signs for individual pupils
- Developing individual behaviour support plans for pupils who may require them
- Ensuring appropriate staff training and development

De-escalation techniques

Staff are trained to use de-escalation strategies including:

- Calm, non-threatening verbal communication

- Giving the pupil space and time
 - Offering choices and alternatives
 - Removing the audience or other pupils if safe to do so
 - Distracting or redirecting the pupil's attention
 - Using humour appropriately
 - Acknowledging feelings and showing empathy
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6. Safe Use of Restrictive Interventions

Training

Staff receive training on their responsibilities under the DfE's guidance on restrictive interventions, including reasonable force and seclusion, covering what restrictive interventions are, what to consider before using them, how to use them safely and lawfully, staff's roles and responsibilities, and how to use preventative strategies and de-escalation techniques effectively. The school is trained and uses the STEPS techniques for de-escalation techniques.

Techniques

- Only trained staff should use restrictive physical interventions
- Staff should use the minimum force necessary for the minimum time required
- Staff must avoid techniques that restrict breathing or cause pain
- Staff must be aware of any medical conditions or SEND that may affect how interventions are applied

Special considerations for pupils with SEND

We recognise that pupils with special educational needs and/or disabilities (SEND) require additional consideration regarding the safe and appropriate use of reasonable force and seclusion. Staff will:

- Consider individual needs, triggers and communication methods
 - Review individual behaviour support plans before using restrictive interventions
 - Involve parents/carers and specialists in planning for pupils who may require interventions
 - Consider whether alternative approaches might be more appropriate
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7. Recording and Reporting Requirements

Recording incidents

From 1 April 2026, it is a statutory requirement to have a procedure in place for recording and reporting to parents/carers each significant incident in which a staff member uses force on a pupil, including any incident involving the use of seclusion or restraint.

All incidents involving restrictive interventions must be recorded. The record should include:

- Date, time and location of the incident
- Names of staff and pupils involved
- Names of witnesses
- Description of the events leading up to the incident
- Description of the pupil's behaviour and what was said
- De-escalation strategies attempted before the intervention
- Type of restrictive intervention used and duration
- Description of the intervention and how it ended
- Outcome of the incident
- Any injuries sustained by pupils or staff
- Follow-up actions taken

How to record: Staff should complete our restrictive intervention on CPOMs within 24 hours of the incident and submit it to the headteacher.

Reporting to parents/carers

Parents/carers will be informed on the same day (or as soon as reasonably practicable) when a restrictive intervention has been used with their child. This will normally be done by:

- Telephone call from the headteacher or designated senior leader
- Follow-up written confirmation using our standard letter template

The communication will include:

- What happened and why the intervention was necessary
- What type of intervention was used
- Any injuries sustained
- Follow-up actions and support being provided
- An invitation to discuss the incident further if they wish

8. Post-Incident Support and Review

Immediate support

Following an incident, we will:

- Check for any injuries to pupils or staff and arrange first aid/medical attention if needed
- Provide emotional support to the pupil involved
- Provide support to other pupils who witnessed the incident
- Provide support to staff involved

Debriefing and reflection

We foster a 'culture of continuous improvement' via the use of follow-up conversations and debriefs.

Within 48 hours of an incident, we will conduct a debrief involving:

- The staff member(s) involved
- The headteacher or senior leader
- The Inclusion Co-ordinator (where appropriate)
- The pupil (when appropriate and in an age-appropriate way)

The debrief will consider:

- What led to the incident
 - Whether the intervention was necessary and proportionate
 - What worked well and what could be improved
 - Whether any changes are needed to the pupil's support plan
 - Whether any additional staff training is needed
 - Lessons learned to prevent future incidents
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9. Monitoring and Governance

Data monitoring

The headteacher will maintain a central log of all restrictive intervention incidents and will provide termly reports to the governing board including:

- Number and type of incidents
- Pupils involved (anonymised data)
- Staff involved
- Patterns or trends identified
- Actions taken to reduce future incidents

Governing board responsibilities

The governing board will monitor the data and look for disproportionate use.

The governing board will:

- Review termly reports on restrictive interventions
- Monitor for any patterns indicating disproportionate use with particular groups of pupils
- Ensure staff receive appropriate training
- Review this policy annually

- Ensure the school is meeting its statutory duties
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10. Complaints

Parents/carers who wish to raise concerns about the use of restrictive interventions should follow our complaints procedure, available on our website and from the school office.

All complaints will be taken seriously and investigated thoroughly in line with our complaints policy.

11. Related Policies

This policy should be read alongside:

- Behaviour and anti-bullying policy
- Safeguarding and child protection policy
- SEND policy
- Equality policy
- Complaints policy