



Bristol Drive

Lincoln

LN6 7UE

**Use of Restrictive Interventions Policy
(including reasonable force
and seclusion)**

June 2026

This policy aims to give all members of the school community clear guidance with regard the rationale, principles, strategies and expectations of positive and safe handling of the children, when needed during behavioural intervention. This policy should be read in conjunction with the Behaviour Policy and Safeguarding Policy.

Policy Owner	SENDCo/Headteacher
Governing Body Committee	Development
Date Approved by Governors	June 2026
Next Review Date	June 2027

If any policies are out of date, this does not mean that they are invalid. Coordinating dates of renewal, with ratification at the appropriate Governors meeting, sometimes causes delays/overlaps in renewal, but the content is still appropriate and relevant.

Date	Changes
June 2026	Rewritten following new guidance – form remains unchanged

1. Aims and Scope

At Sir Francis Hill Primary School we strive to create a safe, secure and supportive environment for all pupils and staff.

There are times when the use of restrictive interventions, including reasonable force and seclusion, is lawful and necessary to keep people safe. However, we recognise that restrictive interventions can have a significant impact on pupils, staff and parents/carers. Restrictive interventions are only ever considered as a last resort once prevention and de-escalation strategies have been exhausted or where there is an immediate risk of harm.

This policy aims to:

- Minimise the need for restrictive interventions through early support, prevention and de-escalation.
- Ensure staff understand how to use restrictive interventions safely, appropriately and lawfully.
- Establish clear recording and reporting arrangements.
- Protect the safety, wellbeing and dignity of pupils and staff.
- Promote the principles set out in DfE guidance on restrictive interventions (April 2026).

2. Legislation and Guidance

This policy reflects:

- Education and Inspections Act 2006 (Section 93).
- Education Act 1996 (Sections 550ZA and 550ZB).
- Equality Act 2010.
- Human Rights Act 1998.
- Health and Safety at Work etc. Act 1974.
- Keeping Children Safe in Education.
- DfE Restrictive Interventions, Including the Use of Reasonable Force in Schools (April 2026).
- DfE Searching, Screening and Confiscation guidance.
- The Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025.

3. Definitions

Restrictive interventions are actions used to prevent, restrict or subdue movement.

Examples include:

- Staff blocking access to danger.
- Standing between pupils to prevent violence.
- Preventing a pupil leaving a supervised safe space.

Reasonable force refers to the minimum force necessary to prevent injury, damage, criminal behaviour or serious disruption. Restraint is a restrictive intervention that limits a pupil's movement. Seclusion is the

supervised confinement of a pupil away from others where they are prevented from leaving for safety reasons. A significant incident is any incident where force goes beyond ordinary physical contact.

3.1 Appropriate Physical Contact

The school does not operate a no-contact policy.

Appropriate physical contact may include:

- First aid.
- Comforting a distressed pupil.
- Guiding younger pupils safely.
- Supporting PE and practical activities.
- Personal care where required.

Staff will consider age, vulnerability, SEND, safeguarding and the availability of alternative approaches.

3.2 Seclusion

Seclusion is never used as punishment. Where necessary, designated inclusion spaces may be used as safe supervised environments. If a pupil is prevented from leaving for safety reasons, the incident will be treated as seclusion.

During seclusion:

- The pupil will be supervised continuously.
- The environment will remain safe and suitable.
- The intervention will cease as soon as risk reduces.

All incidents will be recorded, reported and reviewed.

4. Roles and Responsibilities

Governors:

- Approve and review this policy.
- Ensure recording and reporting arrangements are in place.
- Monitor anonymised data.
- Review trends and disproportionality.

Headteacher (Charlotte Hickerton):

- Oversees implementation.
- Ensures training and staffing arrangements.
- Monitors incidents.
- Ensures compliance.

DSL and SENCO (Danni Lacey):

- Oversees safeguarding and SEND considerations.
- Supports behaviour planning and risk assessments.
- Maintains oversight of records.

Staff:

- Use prevention and de-escalation strategies.
- Record incidents.
- Report incidents promptly.
- Attend training and reviews.

5. Acceptable Uses of Force

Staff may use reasonable force to:

- Prevent injury to a pupil or another person.
- Prevent serious property damage.
- Prevent criminal offences.
- Prevent serious disruption.

Any force must be necessary, proportionate and used for the shortest possible time.

6. Unacceptable Uses of Force

The following are prohibited:

- Force used as punishment.
- Techniques restricting breathing.
- Pressure to the neck, chest or abdomen.
- Degrading or humiliating treatment.
- Deliberate ground restraint except in extreme emergencies and only for the shortest possible period.

7. Using Reasonable Force to Search Pupils

The Headteacher and authorised staff may search pupils where lawful. Reasonable force may only be used where legislation permits and where necessary to search for prohibited items.

8. Prevention and De-escalation Strategies

The school prioritises prevention. Whole-school approaches include:

- Positive relationships.
- Consistent behaviour expectations.
- Trauma-informed practice.
- Staff training.
- Inclusive environments.

Individual approaches include:

- Behaviour support plans.
- Risk assessments.
- SEND support.
- Parent/carers partnership.
- Access to inclusion spaces.

De-escalation techniques include:

- Calm communication.

- Active listening.
- Empathy.
- Redirection.
- Offering choices.
- Time and space.
- Removal of an audience where appropriate.

9. Deciding When Restrictive Interventions Are Appropriate

Staff must consider necessity and proportionality.

Questions include:

- Is there immediate risk of harm?
- Have less restrictive options been attempted?
- Is the intervention likely to reduce risk?
- Is this the least restrictive option available?

Pupil dignity, welfare, communication needs and SEND needs must always be considered.

10. Considerations for Pupils with SEND

The school recognises that behaviour may communicate unmet need.

For pupils with SEND the school will:

- Identify triggers.
- Make reasonable adjustments.
- Adapt communication.
- Use proactive support strategies.
- Develop behaviour support plans.
- Complete risk assessments where appropriate.

Plans will be reviewed regularly and following significant incidents.

11. Training and Risk Assessments

Sir Francis Hill Primary School adopts the Team Teach approach.

Team Teach promotes:

- Positive relationships.
- De-escalation.
- Behaviour as communication.
- Risk reduction.
- Least restrictive practice.

Relevant staff receive Team Teach training and refresher training.

Risk assessments identify:

- Triggers.

- Early warning signs.
- Preventative strategies.
- Preferred de-escalation approaches.
- Emergency responses.

12. Recording and Reporting Arrangements

The school uses CPOMS as its secure recording system.

All incidents involving:

- Significant use of force.
- Restraint.
- Seclusion.

must be recorded as soon as possible and normally on the same day.

Staff must complete the Restrictive Intervention/Positive Handling Report Form.

The form will:

- Be reviewed by a member of SLT.
- Be uploaded to CPOMS.
- Form part of the safeguarding record.

Records will include:

- Names of pupils and staff.
- Date, time, location and duration.
- Antecedents and triggers.
- De-escalation strategies used.
- Description of intervention.
- Rationale.
- Injuries sustained.
- Medical support provided.
- Follow-up actions.
- Parent/carers communication.

12.2 Reporting to Parents/Carers

Parents/carers will normally be informed on the same day.

Information shared will include:

- What happened.
- Why intervention was necessary.
- Any injuries sustained.
- Support provided.
- Planned next steps.

Where appropriate, parents/carers will be invited to discuss preventative strategies and future support.

12.3 Post Incident Review

Following every significant incident the school will:

- Review contributing factors.
- Consider effectiveness of de-escalation strategies.
- Review risk assessments and support plans.
- Identify training needs.
- Consider how future incidents can be prevented.

Pupils and staff will be offered opportunities to reflect and receive support.

13. Complaints and Allegations

Complaints will be managed through the school's Complaints Policy. Allegations against staff will be managed in accordance with Keeping Children Safe in Education and safeguarding procedures.

14. Monitoring and Review

The Headteacher, DSL and SENCO will review incident data at least termly.

Monitoring will consider:

- Trends.
- Repeat incidents.
- SEND.
- Protected characteristics.
- Training needs.
- Effectiveness of preventative strategies.

Anonymised information will be shared with governors. This policy will be reviewed annually.

15. Links with Other Policies

- Behaviour Policy
- Child Protection and Safeguarding Policy
- SEND Policy
- Complaints Policy
- Health and Safety Policy
- Equality Policy
- Staff Code of Conduct
- Attendance Policy

Appendix 1: Recording of Positive Handling at SFH

Incident Number

Name of young person concerned:		Age:	
Names of Staff using positive handling:			
Names of any other people present:			
Name of person completing this record:			
Date:	Time:	Duration:	Location:

Details of the triggers/behaviours leading up to the use of de-escalation/positive handling.
(What were the risks and who was at risk):

De-escalation Strategies used:

Humour ☐ Verbal advice ☐ Reassurance ☐ Distraction ☐ Diversion ☐ Withdrawal ☐ Swap Adult ☐ Patience ☐ Calm ☐
Stance

Calm Voice ☐ Planned Ignoring ☐ Reminders about Consequences ☐ Success Reminders ☐ Firm Clear Directions ☐
Negotiation ☐

Please give a detailed report of which De-escalation strategies influenced the incident:

Was positive handling necessary? (Please identify the level of risk and area of risk):

Low Risk ☐ Medium Risk ☐ High Risk ☐

Risk to Self ☐ Risk to Others ☐ Risk to the Environment ☐ Significant Disruption ☐ Absconding ☐

Please describe how positive handling was in the best interest of the child and others concerned:

Positive Handling Strategy Implemented/Attempted

Single Person Intervention:

Help Hug ☐ Single Elbow ☐ Double Elbow ☐ Figure four ☐ Caring C's ☐ Block ☐

Two Person Intervention:

Single Elbow ☐ Figure Four ☐ Single elbow to seats ☐ Small person ☐ Small person to Bean Bag ☐

Checked Breathing ☐

Any Injury: Child: ☐

Others: ☐

Please list names of persons injured:

Description of any injuries:

Reflection and Risk Reduction:

What Changes to the environment and/or routine could be made to reduce the risk of future incidents?

What De-escalation strategies could I use next time to reduce the risk of using positive handling?

Views of the young persons involved: (Focus on restorative practice and rebuilding damaged relationships)

Please tick if you would like any further support following this incident: ☐

Name and Signature of the person completing this record:

Date record completed:

For Designated Monitors use only

Name and Signature of person designated to monitor records:

Date record monitored:

External Agencies informed:

Medical ☐ Social Worker ☐ Parents ☐ Police ☐ LADO ☐ LCC SEND ☐

Other Comments:
