



Positive Handling and Restrictive interventions Policy

Date of policy: Summer 2026

Date approved by Governing Body: Summer 2026

Review date: Summer 2027

Shine with the light of Jesus – Matthew 5:14-16. You are the light of the world.

1. Policy Statement

This policy outlines the approach of Brinscall St John's CE Methodist Primary School to the safe management of behaviour, including the use of reasonable force and restrictive interventions where necessary to prevent harm.

The school is committed to promoting a safe, calm and inclusive learning environment, using de-escalation and preventative strategies wherever possible, and ensuring that any restrictive intervention is lawful, proportionate and used only as a last resort.

Restrictive interventions will never be used as punishment.

The use of restrictive intervention is a safeguarding matter and all incidents will be considered within the school's safeguarding procedures.

2. Legal Framework

This policy is based on the following legislation and guidance:

- Education Act 1996
- Education and Inspections Act 2006 (Section 93 – Use of Reasonable Force)
- Children Act 1989 and 2004
- Equality Act 2010
- DfE Guidance: Restrictive Interventions in Schools (2025/2026)
- Keeping Children Safe in Education 2025
- Behaviour in Schools (DfE, 2022)
- Use of Reasonable Force – DfE guidance

3. Definitions

Restrictive Intervention – Any action that restricts a pupil's freedom of movement.

Reasonable Force – The degree of force that is proportionate and necessary to prevent harm.

Positive Handling – Supportive physical strategies used to guide or escort pupils safely.

4. Principles

The school follows these key principles:

- Prevention first
- De-escalation before intervention
- Minimum force for the shortest time
- Proportionate response
- Respect and dignity for pupils

Staff will always use the least restrictive intervention necessary to keep pupils safe.

The school recognises that pupils with special educational needs or disabilities (SEND) may be more vulnerable to situations that could lead to restrictive interventions. Where appropriate, individual risk assessments, behaviour support plans and reasonable adjustments will be implemented to minimise the need for restrictive interventions and ensure that pupils' needs are appropriately supported.

5. Prevention and De-Escalation

Staff aim to prevent incidents through positive relationships, clear expectations, consistent behaviour management and supportive communication.

Strategies may include reassurance, distraction, offering choices and giving pupils time and space to regulate their emotions.

6. When Restrictive Intervention May Be Used

Restrictive interventions may be used when a pupil:

- is at risk of harming themselves
- is at risk of harming others
- is causing serious damage to property
- is leaving a safe area and placing themselves at risk

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

7. Use of Seclusion

Seclusion is defined as keeping a pupil alone in a room or area where they cannot freely leave.

Seclusion will only be used where it is necessary to prevent serious harm to the pupil or others and where other de-escalation strategies have been unsuccessful.

Seclusion will never be used as a punishment or disciplinary sanction.

Where seclusion is used:

- the pupil will be supervised at all times
- the space used will be safe and appropriate
- the intervention will last only as long as the risk of harm remains
- the incident will be recorded and reported to parents.

8. Informing Parents and Carers

The school will inform parents or carers as soon as reasonably practicable following any significant incident involving the use of reasonable force, restraint, seclusion, or any other restrictive intervention.

The written report provided to parents will include:

- the date, time and location of the incident
- the duration of the intervention
- a brief description of the behaviour that led to the intervention
- the steps taken to de-escalate the situation prior to the intervention
- the type and level of force or restriction used
- details of any injury or follow-up action required.

This communication will normally take place on the same day as the incident or as soon as practicable afterwards.

9. Recording Restrictive Interventions

The school will record every significant incident involving the use of reasonable force, restraint, seclusion or other restrictive intervention.

Records will be completed as soon as possible after the incident and normally on the same day.

The record will include, as a minimum:

- the name of the pupil and staff involved
- the date, time, location and duration of the incident
- relevant information about the pupil's needs, including SEND where applicable
- a description of the behaviour that led to the intervention
- the de-escalation strategies attempted prior to the intervention
- the type and degree of force or restriction used
- details of any injuries or follow-up actions taken.

10. Monitoring and Oversight

The headteacher and safeguarding lead will review records of restrictive interventions on a regular basis in order to:

- identify patterns or trends
- reduce the likelihood of future incidents
- ensure that restrictive interventions are used only when necessary and proportionate
- identify training needs for staff.

Governors will receive anonymised summary information as part of safeguarding monitoring.

11. Staff Training and Support

The school will ensure that staff who may be required to use reasonable force or restrictive interventions receive appropriate training in:

- de-escalation strategies
- safe and lawful physical intervention techniques
- safeguarding procedures.

Training will be refreshed periodically and staff will receive support following any incident involving restrictive intervention.

Appendix A – Restrictive Intervention Incident Record

Date and time of incident: _____

Location of incident: _____

Name of pupil: _____

Staff involved: _____

Witnesses: _____

Behaviour leading to intervention: _____

De-escalation strategies attempted: _____

Type of intervention used: _____

Duration of intervention: _____

Injuries to pupil or staff: _____

Outcome of incident: _____

Follow-up actions: _____

Pupil name: _____

Date of assessment: _____

Known triggers: _____

Early warning signs: _____

Preferred de-escalation strategies: _____

Safe physical intervention strategies: _____

Staff responsible: _____

Review date: _____

