



## RESTRICTIVE INTERVENTIONS (INCLUDING USE OF REASONABLE FORCE) POLICY

Date Policy Reviewed	June 2026		
Date of Next Review	June 2027 (sooner in the case of changes in legislation, safeguarding guidance or school practice)		
Person(s) Responsible for Review:	Owner:	Approver:	Board Approval:
	DHP	SLT (Head)	Education and Welfare Committee (June 2026)
Related policies	Safeguarding Behaviour, Discipline and Exclusion Health and Safety SEND/Learning Support Staff Behaviour Complaints Allegation Management and Low-Level Concerns Disciplinary		

### PURPOSE

This policy sets out how The Manor Preparatory School will, where absolutely necessary, safely use restrictive interventions, including the use of reasonable force. This policy also recognises the importance of minimising the need to use restrictive interventions, such as through prevention and de-escalation.

The Manor has regard to:

- 'Restrictive interventions, including use of reasonable force, in schools' April 2026
- the 'Education and Inspections Act' 2006 [with regard to this policy, please note that sections 93 and 93A are particularly relevant]
- Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025
- the Health and Safety at Work etc. Act (1974) and associated regulations
- the Human Rights Act 1998
- the Equality Act 2010
- Independent School Standards Regulations 2014 (as amended)
- EYFS Statutory Framework 2025

The Manor recognises that restrictive interventions are safeguarding matters and must only be used:

- Lawfully
- Proportionately
- As a last resort
- For the shortest time necessary to reduce risk

Prevention, de-escalation and positive behaviour support are central to compliant practice.

## SCOPE

All members of staff at The Manor have a legal power to use reasonable force in certain circumstances.

## TERMINOLOGY

**Restrictive intervention:** a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This guidance uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

**Reasonable force:** a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

**Significant incident:** any incident where the use of force goes beyond appropriate physical contact between pupils and staff. This includes when physical force is used to implement a non-physical restrictive intervention.

**Seclusion:** a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.

**Restraint:** a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint.

The various restrictive interventions above have been defined for completeness and should not be construed as an endorsement or otherwise for their use at The Manor.

## **CORE PRINCIPLES**

In accordance with The Manor's safeguarding duties, we will ensure at all times that:

- The dignity, rights and welfare of pupils are paramount
- Restrictive interventions are never used as punishment or for compliance
- Staff prioritise de-escalation and therapeutic approaches
- Practice is transparent, recorded, and reviewed
- Parents are informed promptly of significant incidents

Using restrictive interventions for discipline or convenience breaches DfE expectations and may cause harm. There will be no corporal punishment in the school.

## **EYFS STATUTORY REQUIREMENTS (Ages 2-5)**

### **Safeguarding and Welfare Duty**

Under the EYFS Statutory Framework, providers must take all reasonable steps to ensure children are kept safe and well and must manage behaviour in an appropriate and developmentally sensitive manner.

For EYFS pupils, the school will:

- Support regulation and provide emotional support as the primary approach
- Recognise that behaviour is communication of need
- Avoid interventions that may cause distress, fear, or humiliation
- Ensure interventions are age-appropriate and proportionate

Physical intervention in EYFS will only be used where necessary to:

- Prevent injury to the child or others
- Prevent serious damage to property
- Maintain immediate safety

Staff will:

- Use minimal, gentle, and time-limited intervention
- Avoid restraint wherever possible
- Immediately comfort and support the child afterwards

Key EYFS Safeguards:

- Continuous adult supervision at all times, in line with The Manor's Supervision Policy
- Immediate emotional reassurance following incidents
- Close liaison with parents/carers
- Recording in safeguarding and behaviour logs

**LEGAL FRAMEWORK AND STATUTORY DUTIES**

All schools must have formal procedures for:

- Recording every significant use of force
- Recording seclusion and non-force restraint
- Reporting incidents to parents

The Governing Board will ensure a written record is made of each restraint or seclusion incident as soon as practicable. This duty is overseen by the Safeguarding Governor and the wider Education and Welfare Committee.

**DUTY TO MINIMISE RESTRICTIVE INTERVENTIONS**

The Manor adopts a preventative and relational approach through:

- Our positive, restorative Behaviour Policy
- Pastoral care systems
- Early intervention where concerns are identified
- An adaptive approach to teaching for all children, including those with SEND
- Use of risk assessments and Behaviour Support Plans, where appropriate
- Trauma-informed practice
- Sensory and environmental adjustments

The Manor recognise that the Department for Education emphasises proactive minimisation and a data-led review of incidents.

**LAWFUL USE OF RESTRICTIVE INTERVENTIONS**

Staff may use reasonable force only when necessary to prevent or stop a pupil from:

- Causing injury to themselves or others



- Committing a criminal offence
- Damaging property
- Causing disorder among pupils at the school, whether during a teaching session or otherwise

Any intervention must:

### **Be Necessary**

- Staff should consider whether there are other more effective, less restrictive ways to manage a situation.
- Staff should assess whether a restrictive intervention is likely to successfully reduce the relevant risks, or whether its use would escalate the situation further or cause more harm than the behaviour itself.
- Where possible, staff should communicate with other staff members to understand any broader risks in the environment.

### **Be Proportionate, Reasonable in the Circumstances and Time-Limited:**

- Staff should use the least amount of force or least restrictive intervention necessary for the least amount of time required to reduce the relevant risks.
- If the intervention itself is escalating the situation, staff should reconsider their approach and attempt an alternative strategy.
- Staff should consider the personal circumstances of the pupil such as medical conditions, special educational needs or other vulnerabilities, their characteristics such as age and size, and must consider relevant equality implications under the Equality Act 2010.

### **Consider the Pupil's Welfare:**

- Staff should consider the impact on the pupil's overall welfare, balanced against any actions taken. For example, pupils who have experienced an adverse life event, with diagnosed or undiagnosed medical conditions or sensory impairments, past trauma or neglect, communication difficulties, or other needs, may find the use of restrictive interventions particularly distressing.
- Staff should seek to maintain respect for a pupil's dignity. This may include, where possible, considering the location and environment where any intervention is used, such as in front of their peers.
- Where possible, staff should clearly and calmly communicate to the pupil what is happening, why, and explain what the pupil needs to do.



- For pupils with difficulties with speech, language and communication, or with English as an additional language, verbal and/or non-verbal strategies should be used to ensure the pupil understands what is happening and has adequate time to process information and respond.
- Staff should seek to understand how the pupil is feeling and use this information to determine whether the restrictive intervention should be, or continue to be, applied, reduced or stopped.

This list of factors is not exhaustive, and staff should also take into account other relevant considerations.

## **GRADUATED RESPONSE FRAMEWORK**

Staff at The Manor must always employ a graduated response to behaviour, as follows:

### **Stage 1 – Prevention**

- Clear routines and expectations
- Visual timetables
- Positive reinforcement
- Emotional literacy support
- Safe spaces and sensory regulation

### **Stage 2 – De-escalation**

- Calm verbal intervention
- Offering choices
- Redirection
- Giving supervised time and space to regulate (not seclusion)
- Pastoral and SEND support

### **Stage 3 – Restrictive Intervention (Last Resort)**

- Only where there is an immediate and significant risk of harm.

## **PERMITTED INTERVENTIONS**

Where absolutely necessary, staff may use reasonable force to:

- Guide or escort a pupil



- Block to prevent harm
- Remove dangerous objects
- Use approved, trained restraint techniques
- Move other pupils to safety

Interventions must stop as soon as the danger has passed.

With regard to searching pupils, the Head and any staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item. A member of staff can use such force as is reasonable to search for legally prohibited items, but not to search for items banned under the school rules only. Where necessary, staff will refer to the DfE's 'Searching, Screening and Confiscation in Schools' guidance document for detailed advice on searching a pupil.

## **PROHIBITED USES OF FORCE**

It is illegal to use force on a pupil for the purpose of punishment.

Pupils should not be restrained in a way that affects their airway, breathing or circulation, for example, by covering the mouth and/or nose, or applying pressure to the neck region or abdomen.

The use of force can be dangerous, particularly where it occurs on the ground. If a pupil is unintentionally held on the ground, staff should release their holds or re-position into a safer alternative or standing position as quickly as possible.

Where appropriate, the pupil should receive a medical assessment and treatment for any injuries as soon as possible.

Please note that for any form of restraint, including seated and standing, there is a risk of physical and psychological harm, and it should be avoided where possible.

Any pain-inducing techniques, degrading or humiliating interventions are also strictly prohibited.

## **CONSIDERATION FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES (SEND)**

The Manor recognises that pupils with SEND may be more vulnerable to restrictive interventions. We will therefore ensure:

- Reasonable adjustments in line with the Equality Act 2010
- Parent partnership and multi-agency collaboration to develop prevention and de-escalation strategies

- Therapeutic and relational approaches
- Use of individual risk assessments and Behaviour Support Plans, where necessary
- Any significant incident recording must include whether the pupil has SEND and information about their needs

Some children and young people with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Triggers may include pain, sensory overload, unfamiliar situations or environments or feelings of fear and anxiety. In particular, pupils who are non-verbal or find verbal communication challenging may express their needs, discomfort or confusion through actions. The Manor recognises that this can lead to pupils with SEND being disproportionately subject to the use of restrictive interventions.

The Manor will always seek to understand the underlying triggers of challenging behaviour so that we can provide proactive support, create an inclusive environment and consider the impact of school policies on pupils with SEND.

The Manor will utilise staff who know individual pupils well to help identify and manage risk such as trigger points when challenging behaviour is more likely to occur, and develop proactive strategies to reduce the likelihood of restrictive interventions being used.

Depending on the circumstances, examples of strategies may include:

- removing stimuli that may be causing distress
- changing body language, facial expression, and/or tone of voice
- supporting the pupil to express their emotions before getting overwhelmed
- engaging the pupil in an activity which can help them manage their feelings of anxiety
- distracting the pupil in something that interests them or by introducing familiar objects and activities to redirect their attention

### **Behaviour Support Plans for SEND Pupils**

Where appropriate, staff will work with pupils with SEND and their parents in the co-production of any necessary Behaviour Support Plans. Behaviour Support Plans should outline any adjustments, such as to address aspects of the school environment which the pupil finds challenging and ways for pupils to communicate their needs effectively.

Behaviour Support Plans should detail circumstances where it may be appropriate for staff to have increased physical contact with a pupil. This should be discussed in

conjunction with the relevant people, such as teachers, parents, the pupil, pastoral staff or health professionals, and parameters around its use stated clearly in the plan.

Where there is an identified risk, such as increased likelihood in the need to use reasonable force and/or other restrictive interventions, The Manor will ensure risk assessments are in place and where possible, mitigate risks such as through training and prevention strategies.

Whether the use of restrictive interventions is appropriate will depend on the circumstances, irrespective of whether it has been considered as part of a Behaviour Support Plan.

Any Behaviour Support Plans will be reviewed with the pupil and their parent periodically and following any significant incident, so that changes can be made based on evidence of what has worked and what has not worked in practice for the individual pupil.

Where a pupil has a disability, The Manor has a duty under the Equality Act 2010 to take reasonable steps to avoid disadvantage so that the pupil can fully participate in the education provided by the school, and that they can enjoy the other benefits, facilities and services that The Manor provides for pupils.

## **SECLUSION**

The Manor does not operate seclusion rooms.

If separation is required for safety:

- It will be supervised at all times
- It will never be used as punishment
- The pupil must be able to leave once risk reduces
- The space must not be intimidating and should be a suitable safe space

Seclusion is a safety response only and any use of seclusion will be carefully safeguarded and recorded.

## **RECORDING AND REPORTING PROCEDURES**

### **Mandatory Recording**

All significant incidents involving:

- Use of force
- Restraint (including non-contact restraint)

- Seclusion

must be recorded as soon as practicable, ideally on the same day.

### **Minimum Record Requirements**

Any significant incidents will be recorded on CPOMS using the 'Restrictive Intervention' category. All records must include:

- names of pupil and staff directly involved
- any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code
- time, date, location and approximate duration of the intervention
- brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained
- brief account of why the use of force was assessed as necessary in that instance
- any post-incident support, such as details of any medical treatment for injuries or other adverse impacts

The Deputy Head Pastoral will also maintain a separate overview of all restrictive intervention incident data, which will be reviewed at least termly by the Safeguarding Governor and/or the Education and Welfare Committee.

### **REPORTING TO PARENTS**

Parents/carers will be informed as soon as reasonably practicable, and ideally the same day, with written information provided.

Exceptions to the requirement to report are where:

- the pupil is aged 20 or over; or
- it appears to the staff member that doing so would be likely to result in serious harm to the pupil. In this instance, the staff member must report the incident to any parent(s) who it can be reported to without resulting in significant harm or, if there are none, to the DSL, who will notify the local authority within whose area the pupil is ordinarily resident.

A report of the incident made to parents should include the following details as a minimum:

- time, date, location and approximate duration of the intervention
- brief account of why the intervention was assessed as necessary in that instance
- brief account of what type of force was applied, and the degree of force
- details of any physical injuries sustained, if applicable

The requirement to report applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a pupil's Behaviour Support Plan.

The Manor will communicate this information to parents in writing. The Manor will also invite parents to have a follow-up discussion about the incident, where appropriate. This could involve a discussion about:

- any behavioural triggers or warning signs of an impending incident
- whether any agreed behaviour support plans were followed
- what de-escalation strategies were used and how effective they were
- what might be done differently in the future

The Manor may use this information to amend any existing Behaviour Support Plans, as needed.

## **POST-INCIDENT SUPPORT AND REVIEW**

Following any restrictive intervention:

- The pupil will receive emotional and pastoral support, as appropriate
- A restorative approach will be adopted
- Medical checks will be undertaken, if required
- Behaviour Support Plans and risk assessments will be reviewed, where relevant
- Deputy Head Pastoral (DSL) oversight will be recorded
- Any lessons learned will be reviewed with the Head and the Senior Leadership Team, and then communicated to staff.

## **SAFEGUARDING AND DSL OVERSIGHT**

All incidents will be treated as safeguarding matters.

The DSL will:

- Monitor incident logs and patterns
- Assess safeguarding implications
- Escalate concerns where necessary
- Report to the Governing Board
- Ensure compliance with Keeping Children Safe in Education (KCSIE)

### **STAFF TRAINING**

The Manor will ensure:

- All staff receive induction training on restrictive interventions
- Regular de-escalation and behaviour training
- Specific physical intervention training for key staff
- Annual refresher training in the key principles of this policy and The Manor's Behaviour, Discipline and Exclusion Policy.

Training on the use of restrictive interventions should equip staff to judge when it is appropriate to use restrictive interventions, including in situations where quick decisions are needed. It should also help staff understand how to assess whether their response is reasonable under pressure.

### **GOVERNOR OVERSIGHT**

The Governing Board will take all reasonable steps to ensure that The Manor's procedures for recording and reporting the use of force and seclusion and restraint are complied with.

Governors will regularly review and interrogate data on restrictive interventions to ensure that The Manor:

- identify and implement improvements to policies and practices, particularly where approaches have been used for some time but have not been effective.
- identify areas of learning and development for school staff, supporting specific departments and teachers to improve understanding and practice.
- understand pupils' repeat patterns and triggers to interrogate the effectiveness of pupil support measures, share this information with teachers who work with those pupils to better support them and, where appropriate, their parents, to establish a behaviour support plan or revise an existing plan.

- identify any disproportionate use of restrictive interventions in relation to pupils who share protected characteristics, have SEN, or other types of vulnerability.

The Governing Board will consider the limitations of data and what can be inferred from it. Analysis should be proportionate and avoid over-interpreting small subgroups of people.

## **COMPLAINTS, ALLEGATIONS AND TRANSPARENCY**

Any complaint regarding restrictive intervention will be managed in accordance with The Manor's:

- Complaints Policy
- Safeguarding Policy
- Allegation Management and Low-Level Concerns Policy
- Disciplinary Policy for Staff

The Manor will ensure full written records of all concerns, in accordance with the above policies.

## **MONITORING AND REVIEW**

The Manor will:

- Analyse incident data termly
- Identify patterns (e.g. age, SEND, context)
- Review preventative strategies
- Update risk assessments and training
- Include findings in Governing Board reports

The Manor will ensure that data is used to reduce future reliance on restrictive interventions.