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RESTRICTIVE INTERVENTION (INCLUDING USE OF REASONABLE FORCE) POLICY

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1. Introduction

At Kingdom Christian School we believe that pupils need to be safe, to know how to behave, and to know that the adults around them are able to manage them safely and confidently. Only for a very small minority of pupils will the use of physical intervention be needed. On such occasions, only acceptable forms of intervention are used.

The majority of pupils behave well and conform to the expectations of our school. We have responsibility to operate an effective behaviour policy that encompasses preventative strategies for tackling inappropriate behaviour in relation to the whole school, each class, and individual pupils.

All school staff need to feel that they can manage inappropriate behaviour, and to have an understanding of what challenging behaviours might be communicating. They need to know what options are available for managing behaviour, and they need to be free of undue worries about the risks of legal action against them if they use appropriate physical intervention. Parents need to know that their children are safe with us, and they need to be properly informed if their child is the subject of a Restrictive Intervention, including the nature of the intervention, and the rationale for its use.

2. Definition of "Restrictive Intervention"

"Restrictive Intervention" (RI) is the term used to describe interventions where the use of force to control a person's behaviour is employed using bodily contact. It refers to any instance in which a teacher or other adult authorised by the Headteacher has to use "reasonable force" to control or restrain pupils in circumstances that meet the following legally defined criteria.

- To prevent a child from committing a criminal offence *(this applies even if the child is below the age of criminal responsibility)*
- To prevent a child from injuring self or others
- To prevent or stop a child from causing serious damage to property *(including the child's own property)*
- Preventing or stopping disorder among pupils at school, whether during teaching sessions or otherwise.

Legal defense for the use of force is based on evidence that the action taken was:

- Reasonable, proportionate and necessary
- In the best interest of the young person

This document takes into account DfE Guidance on Restrictive Interventions including Use of Reasonable Force in schools April 2026
Use of reasonable force and other restrictive interventions guidance

Other Definitions

Restrictive Interventions: any action that prevents, restricts or subdues a pupil's movement (or part of the body), including physical and non-physical measures, used to reduce immediate risk of harm.

Reasonable Force: the minimum degree of physical force necessary, used for the least time, to prevent immediate risk of harm or to conduct a lawful search for a statutory prohibited item.

Restraint: a form of restrictive intervention involving the use of force to hold back, physically prevent, or otherwise restrict a pupil's movement; this includes non-physical restraint (e.g. removal of a mobility aid).

Seclusion: a non-disciplinary, time-limited safety measure in which a pupil is supervised away from others to reduce immediate risk of harm; it must never be used or threatened as punishment.

Significant incident: any use of force that goes beyond appropriate physical contact, including where the degree, duration or context of force is more than minimal.

3. When the Use of RI May Be Appropriate in Kingdom Christian School

RIs will be used when all other strategies have failed, and therefore only as a last resort. All staff should focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies. However, there are other situations when physical handling may be necessary, for example in a situation of clear danger or extreme urgency. Certain pupils may become distressed, agitated, and out of control, and need calming with a brief RI that is un-resisted after a few seconds.

The safety and well-being of all staff and pupils are important considerations. Under certain conditions this duty must be an over-riding factor.

4. Who May Use RI in Kingdom Christian School

All staff are authorised by the headteacher to have control of pupils and **must** be aware of this policy and its implications. If the headteacher has lawfully placed an adult in charge of children, then that adult will be entitled to use Restrictive Intervention.

We take the view that staff should not be expected to put themselves in danger and that removing other pupils and themselves from risky situations may be the right thing to do. We value staff efforts to rectify what can be very difficult situations and in which they exercise their duty of care for the pupils.

5. De-escalation and Prevention

Kingdom Christian School is committed to reducing the use of restrictive practices wherever possible. RI will only be used as a last resort when all reasonable preventative and de-escalation strategies have been exhausted, unless there is an immediate risk of harm.

Staff recognise that behaviour may be a form of communication. Responses will be informed by an understanding of children's developmental, emotional, SEND and trauma-related needs.

- Staff will seek to prevent behaviour escalating wherever possible.
- Positive relationships are central to behaviour management.

- Early intervention is preferred to reactive intervention.
- Restrictive Intervention will only be considered after de-escalation strategies have been attempted unless immediate danger exists.

Examples of de-escalation:

- Calm verbal reassurance
- Active listening
- Offering choices
- Diversion and distraction
- Time and space
- Reduced audience
- Change of environment
- Use of trusted adults
- Restorative approaches
- Sensory regulation strategies where appropriate

6. Planning for the Use of RI in Kingdom Christian School

Staff will use the minimum force needed to restore safety and appropriate behaviour. When considering the use of Restrictive Intervention there are components that can be judged as wrong:

- Being unnecessary.
- Being disproportionate.
- Being used as punishment.
- Causing greater harm or escalating the situation.
- Failing to consider the pupil's welfare, dignity, medical needs or SEND.

The principles relating to RI are as follows:

- RI is an act of care and control, not punishment. It is never used to force compliance with staff instructions
- RI will only be used in circumstances when one or more of the legal criteria for its use are met.
- Staff will only use it when there are good grounds for believing that immediate action is necessary and that it is in the pupil's and/or other pupils' best interests for staff to intervene physically.
- Staff will take steps in advance to avoid the need for RI through dialogue and diversion. The pupil will be warned, at their level of understanding, that RI will be used unless they cease the unacceptable behaviour.
- Staff will use the minimum force necessary to ensure safe outcomes.
- Staff will be able to show that the intervention used was a reasonable response to the incident.

- Every effort will be made to secure the presence of other staff, and these staff may act as assistants and/or witnesses.
- As soon as it is safe, the RI will be relaxed to allow the pupil to regain self-control.
- Escalation will be avoided at all costs, especially if it would make the overall situation more destructive and unmanageable.
- The age, understanding, and competence of the individual pupil will always be taken into account.
- In developing Individual Education/Behaviour Plans, consideration will be given to approaches appropriate to each pupil's circumstance.
- Procedures are in place, through the pastoral system of the school, for supporting and debriefing pupils and staff after every incident of RI, as it is essential to safeguard the emotional well-being of all involved at these times.

7. Acceptable Forms of Physical Intervention in Kingdom Christian School

There are occasions when staff will have cause to have physical intervention (PI) with pupils for a variety of reasons, for example:

- to comfort a pupil in distress (so long as this is appropriate to their age);
- to gently direct a pupil;
- for curricular reasons (for example in PE, Drama, etc);
- First aid and medical treatment
- in an emergency to avert danger to the pupil or pupils;
- in rare circumstances, when RI is warranted.

In all situations where physical contact between staff and pupils takes place, staff must consider the following:

- the pupil's age and level of understanding;
- the pupil's individual characteristics and history;
- the location where the contact takes place (it should not take place in private without others present).

8. Unacceptable uses of force:

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

9. Seclusion

Seclusion is a non-disciplinary intervention that keeps a learner confined to a place away from others and prevents them from leaving, for the safety of that learner and/or others. This could be through physical obstruction or by making the learner believe that they will be punished if they leave. For example, putting a learner into a 'holding' room until they calm down is a form of seclusion.

Seclusion is not used as a threat or punishment. Seclusion is not a disciplinary response to deliberate or willful mis-behaviour. Please see our Behaviour Policy for information on our response to mis-behaviour. Seclusion is only used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation.

During seclusion:

- The pupil will be secluded in a safe place that does not feel threatening or intimidating to them;
- The pupil will be supervised at all times, by at least 1 member of staff or 2 if identified on their EHCP;
- As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave;
- Any incident involving the use of seclusion will be recorded and reported using the template forms in the appendix.

10. Considerations for Pupils with SEND and Individual Support Needs

The school recognises the risk that pupils with SEND may be disproportionately subject to the use of restrictive interventions. The school also recognises that some pupils without SEND, including those who have experienced past trauma, may require individual support.

The school understands the importance of identifying and understanding underlying triggers of challenging behaviour in order to provide proactive, individualised support and create an inclusive environment.

Where possible, the school will utilise staff who know individual pupils well to help identify and manage risk, including recognising trigger points where challenging behaviour is more likely to occur, and developing proactive strategies to reduce the likelihood of restrictive interventions being used.

The school will work with the pupil, parents and relevant professionals to agree preventative and de-escalation strategies to reduce distress and escalation.

Where appropriate, a behaviour support plan will be agreed which outlines necessary adjustments, communication preferences and any agreed parameters for

increased physical contact. Such a plan will be reviewed regularly and after any significant incident to ensure it remains effective.

11. Developing a Positive Handling Plan in Kingdom Christian School

If a pupil is identified for whom it is felt that RI may be a likely result, then a Positive Handling Plan will be completed. This Plan will help the pupil and staff to avoid difficult situations through understanding the factors that influence the behaviour and identifying the early warning signs that indicate foreseeable behaviours that may be developing.

The plan will include:

- involving parents/carers and pupils to ensure they are clear about what specific action the school may take, when and why;
- a risk assessment to ensure staff and others act reasonably, consider the risks, and learn from what happens;
- a record to be kept in school of risk reduction options that have been examined and discounted, as well as those used;
- techniques for managing the pupil's behaviour i.e. strategies to de-escalate a conflict, and stating at which point a RI may be used;
- identifying key staff who know exactly what is expected - it is best that these staff are well known to the pupil;
- ensuring a system to summon additional support;
- identifying training needs;

The school may also need to take medical advice about the safest way to hold a child with specific medical needs.

See *Appendix A* for a *Physical Handling Plan Pro-forma*.

12. De-brief

Following an incident:

- the pupil will be supported to understand what happened;
- staff will participate in a reflective review;
- triggers and preventative strategies will be identified;
- behaviour support plans will be updated if required;
- parents/carers will be informed.

13. Recording the Use of Force

The process below outlines the procedure in place for recording each significant incident in which a member of staff uses force on a pupil; including restraint without physical contact.

Incidents must be recorded in writing as soon as practicable after the event, no later than the same day by the staff member(s) involved. The requirement to record 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 school will record the following details on the *Restrictive Intervention Record* (*Appendix B*):

- 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;
- 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;
- additional details to support their evaluation of incidents to identify best practices and areas for improvement. (For example, the pupil's and/or witnesses' accounts of what happened, when and how parents were notified, and what follow-up has taken place.)

14. Reporting Incidents to Parents

A report of the incident made to parents will be made as soon as practicable, we endeavor to do this the same day. The report 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.

In addition to any verbal discussion, we will communicate this information to parents in writing (via email).

Parents will be invited to a follow-up discussion of the incident to include;

- 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.

15. Guidance and Training for Staff

Guidance and training are essential in this area as we need to adopt the best possible practice. Such training may include information about preventative and de-escalation strategies, understanding of individual needs, and the use of restrictive interventions, including how to judge when it is appropriate to use restrictive interventions, including in situations where quick decisions are needed, and how to assess whether a particular response is reasonable under pressure.

Training in practical techniques of RI may be required for staff where there is a significant likelihood of them needing to intervene physically due to the nature of the pupil (or pupils) that they are working with. The school ensures the necessary staff have had RI training.

(NB there is no legal requirement for staff to be trained in the use of practical techniques so staff may exercise their legal right to physically intervene even if they have not had such training. However, they would still need to demonstrate that their intervention was reasonable and proportionate).

16. Governor responsibility

Our governing body regularly reviews data to:

- Identify patterns and repeat incidents.
- Identify pupils who are disproportionately subject to restrictive interventions.
- Consider protected characteristics, SEND and other vulnerabilities.
- Identify staff training needs.
- Evaluate whether existing interventions are effective.

The governing body reviews this policy in light of any updates in guidance.

17. Complaints

The school will listen to any concerns expressed by parents, or by children themselves, about the school's use of restrictive interventions and reasonable force, and any concerns will be managed in accordance with the School's Complaints Policy.
If an allegation regarding inappropriate use of force and/or other restrictive interventions is made against a member of staff, the relevant procedures set out in the school's Safeguarding and Child Protection Policy will be followed.

Version Control Table

Version	Date	Changes	Approval
1	2026	Re-branded to KCS and updated references in text. Formatting.	SO
2	Nov 2026	Added Contents Table and sections on Seclusion, Consideration for Pupils with SEND and Individual Support Needs, Recording the Use of Force and Reporting Incidents to Parents.	SO

APPENDIX A

POSTIVE HANDLING PLAN

For assessing and managing foreseeable risks for children who are likely to need Restrictive Intervention

School: **……**

Name of child: **……**

Class group: **……**

Name of teacher: **……**

Name of parents/Carers:**……**

Name of Support Service Member/s: **……**

Identification of Risk	
Describe the foreseeable risk (I.e. what specific behaviours have occurred)	
Is the risk potential or actual? (I.e. has this happened before)	
List who is affected by the risk	
Assessment of Risk	
In which situations does the risk occur?	
How likely it is that the risk will arise? (I.e. how often has it happened before?)	
If the risk arises, who is likely to be injured or hurt?	
What kinds of injuries or harm are likely to occur?	
How serious are the adverse outcomes?	

Assessment completed by: ……..

Signature: …….. Date: ……

Agreed Positive Handling Plan and School Risk Management Strategy		
Focus of measures	**Measures to be employed**	**Level of risk**
Proactive interventions to prevent risks		
Early interventions to manage risks		
Reactive interventions to respond to adverse outcomes		

Agreed by: **Date:**

…….. ……

(Parent/carer)

……..

(Child - if appropriate)

……

(Headteacher)

……

(Class teacher)

……

(Support Service Member/s)

Communication of Positive Handling Plan and School Risk Management Strategy		
Plans and strategies shared with:	**Communication Method**	**Date Actioned**

Staff Training Issues		
Identified training needs	**Training provided to meet needs**	**Date training completed**

Evaluation of Positive Handling Plan and School Risk Management Strategy		
Measures set out	**Effectiveness in supporting the child**	**Impact on risk**
Proactive interventions to prevent risks		
Early interventions to manage risks		
Reactive interventions to respond to adverse outcomes		
ACTIONS FOR THE FUTURE:		

Plans and strategies evaluated by: **Title:**

…… ……

Date:

……

APPENDIX B

RESTRICTIVE INTERVENTION RECORD
(including seclusion and non-force incidents)

Pupil Name:			
Pupil Needs: **SEND Status**			
Staff Involved:			
Date	**Time**	**Location**	**Approx Duration of the Intervention**
Brief Account, including: • **what led up to the incident** • **identified or potential triggers if known** • **any preventative or de-escalation strategies used** • **what type of reasonable force was applied and the degree of force** • **details of any physical injuries sustained**			
Brief Account of why the use of force was necessary in that instant			
Techniques used (including non-force and seclusion)			
Post-Incident Support Such as details of any medical treatment for injuries or other adverse impact			

Parents Notified When and how	
Any Actions for Follow-Up	

PLEASE PLACE THIS FORM IN THE PUPIL'S FILE.