



Play, Learn and Grow...Together!

Ordsall Primary School

Restrictive Interventions Policy

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Approved by: Governing Body

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Statement of intent

Ordsall Primary School is committed to providing a safe, inclusive and supportive environment in which all pupils can learn and thrive.

We recognise that behaviour is often a form of communication and that pupils may display distressed or dysregulated behaviour when they are unable to express their needs.

Our approach is rooted in:

- prevention
- de-escalation
- relational practice

Restrictive interventions, including reasonable force and seclusion, will only be used as a last resort, where necessary to keep pupils and others safe.

We are committed to:

- Minimising the need for restrictive interventions
- Using the least restrictive option for the shortest time possible
- Protecting the dignity, safety and wellbeing of all pupils

1. Legal framework

This policy has due regard to:

- Education and Inspections Act 2006 (Sections 93 & 93A)
- Schools (Recording and Reporting of Seclusion and Restraint) Regulations 2025
- Equality Act 2010
- Human Rights Act 1998
- Health and Safety at Work Act 1974
- Keeping Children Safe in Education (2025)

This policy aligns with DfE guidance: *Restrictive Interventions, including Use of Reasonable Force in Schools (April 2026)*

2. Roles and Responsibilities

Governing Body:

- Monitor use of restrictive interventions
- Review data and trends
- Ensure statutory compliance

Headteacher:

- Ensure policy implementation
- Ensure staff training
- Monitor and evaluate incidents

SENCO:

- Support staff with SEND needs
- Develop behaviour support plans
- Ensure reasonable adjustments

Staff:

- Follow policy
- Use de-escalation first
- Record and report incidents
- Act professionally and safely

3. Definitions

- **Restrictive intervention:** Any action that restricts a pupil's movement (physical or non-physical)
- **Reasonable force:** Using no more force than necessary for the least time required
- **Restraint:** Restricting movement (with or without physical contact)
- **Seclusion:** Preventing a pupil from leaving a space for safety reasons
- **Significant incident:** Any use of force beyond normal physical contact

4. Principles and Ethos

At Ordsall:

- Restrictive interventions are not used as punishment
- Staff prioritise de-escalation and prevention
- All actions must be:
 - necessary
 - proportionate
 - reasonable

Staff will always consider:

- The pupil's age, needs and vulnerabilities
- SEND, trauma or communication needs
- The impact on the pupil's dignity and wellbeing

5. Prevention and De-escalation

The school prioritises reducing the need for restrictive interventions through:

Whole-school approaches:

- Strong relationships and trust
- Clear routines and expectations
- Positive behaviour strategies (RESPECT values)
- Staff training in de-escalation and communication

In-the-moment strategies:

- Verbal de-escalation
- Adjusting environment (e.g. noise, space)
- Offering time, space or alternative tasks
- Distraction or redirection
- Supporting emotional regulation

Restrictive intervention will **not be used** where these strategies are sufficient.

6. Use of Restrictive Interventions

Staff may use reasonable force only when necessary to:

- Prevent injury to a pupil or others
- Prevent serious damage to property
- Prevent a criminal offence
- Prevent serious disruption

All interventions must be:

- Last resort
- Proportionate
- Time-limited

Staff must:

- Use the least restrictive option
- Communicate calmly where possible
- Stop as soon as risk is reduced

Unacceptable practices:

- Any use of force as punishment
- Restricting breathing or airway
- Pressure on neck, chest or abdomen
- Prolonged restraint
- Unsafe or degrading techniques

7. Seclusion

Seclusion may only be used:

- As a safety measure, not punishment
- When a pupil is at risk of harming others

Seclusion must:

- Be supervised at all times
- Take place in a safe, non-threatening environment
- End as soon as risk reduces

All incidents of seclusion must be recorded and reported.

8. Pupils with SEND

The school recognises that pupils with SEND may:

- Experience dysregulation more frequently
- Be disproportionately affected by restrictive interventions

We will:

- Identify triggers and patterns
- Use proactive strategies and reasonable adjustments
- Develop individual behaviour support plans where necessary
- Work with parents and professionals

Restrictive interventions must always take into account:

- Communication needs

- Sensory needs
- Trauma or vulnerability

9. Post-Incident Support

Following any incident:

- Pupils and staff will receive appropriate support
- First aid will be provided if required
- A restorative conversation will take place

This will include:

- What happened
- Why it happened
- What could be done differently

The aim is to:

- Repair relationships
- Learn from the incident
- Reduce future risk

10. Recording and Reporting

Recording

All significant incidents must be recorded as soon as possible (same day where possible) on CPOMS.

Records must include:

- Names of pupil(s) and staff
- Date, time, location and duration
- What happened before, during and after
- Why intervention was necessary
- Type and level of force used
- Any injuries
- Any support provided

Reporting to Parents

Parents must be informed as soon as possible (same day where possible).

Reports must include:

- Why the intervention was necessary
- What happened
- Type of force used
- Any injuries

11. Complaints

All complaints will be handled in line with the school's complaints policy.

12. Monitoring and Review

The school will:

- Analyse data on restrictive interventions
- Identify patterns and trends
- Review practice and training needs
- Ensure no disproportionate use

This policy will be reviewed annually.