



Woolhampton CE Primary School Restrictive Interventions Policy

Category: Statutory	Approved by: Full Governing Body
Last Approved: March 2026	Next Approval due: March 2027
Initial Review by: Head Teacher	Formal Review by: Teaching Learning & Care Committee
Linked Policies: Behaviour Policy, Exclusion Policy, Equality Policy	

Our Christian vision

At Woolhampton CE Primary, our aim is to create a school community where everyone feels welcomed, valued, safe and has a sense of belonging. We are guided by our Christian Vision in all that we do, including the implementation of our school policies

Built on the rock of Christian faith, we work as a community to create an environment which enables all to flourish. Jesus welcomed all and we embrace diversity, celebrating our different gifts and successes. Like St Peter, we are motivated by our values, learn from our mistakes and strive for the best outcome for everyone.

"Coming together, learning to be the best we can be."

Restrictive Intervention

Our behaviour policy outlines our expectations for behaviour and how we manage this. We recognise that in some circumstances, a child's behaviour may mean that restrictive intervention is necessary to ensure the safety of everyone in our school. This policy outlines how and when restrictive practices may be used. It follows the guidance contained with the government's ['Restrictive Interventions, Including Use of Reasonable Force in Schools'](#) guidance, which came into force in April 2026. For further reference beyond this policy, please refer to this guidance.

Restrictive intervention is defined as: 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

In our school, all members of staff have a legal power to use reasonable force in certain circumstances to prevent or stop a child from:

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- Causing injury to themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils at the school

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 to a safer alternative or standing position as quickly as possible.

Acceptable Contact

There are a number of circumstances where it is appropriate for staff to have some physical contact with pupils, which does not give rise to any question over the use of reasonable force or other restrictive interventions. This will depend on the circumstances, but examples of when physical contact is appropriate include:

- To give first aid
- To guide or escort pupils, such as holding the hand of a pupil when walking around the school, or on a school trip or to help them to a space that they have chosen to access to self-regulate
- To comfort a distressed pupil
- To congratulate or praise a pupil, for example a pat on the back or a handshake
- To demonstrate how to use a musical instrument or to demonstrate exercises or techniques in P.E. lessons.

When assessing whether physical contact is appropriate in a given situation, the member of staff should use their judgement and have regard to:

- The school's safeguarding policy
- The applicable circumstances – such as whether any other adults are present
- The individual pupil's age
- Any other material factors, such as SEND or other vulnerabilities.

Restrictive Intervention in our school

Restrictive interventions will only be used where all other interventions outlined in our behaviour policy have failed; however, there may be times when school staff may need to use restrictive interventions, and they should know that this option is available to them. The decision on whether it is reasonable to use a restrictive intervention depends on the individual circumstances of each situation. To make this assessment, the member of staff should consider the following:

Is it necessary?

- Staff should consider whether there are other more effective, less restrictive ways to manage a situation – this might include de-escalation techniques through talking or body language, walking away from the situation or informing a more senior member of staff.
- Staff should assess whether a restrictive intervention is likely to successfully reduce the relevant risks or whether it might escalate the situation further or cause more harm than the behaviour itself.
- Where possible, staff should communicate with other staff members

Is it proportionate?

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- 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.

Have you considered the pupil's welfare?

- Staff should consider the impact on the pupil's overall welfare, balanced against any actions taken.
- Staff should seek to maintain respect for a pupil's dignity.
- Where possible, staff should clearly and calmly communicate to the pupil what is happening, why and explain what the pupil needs to do.
- Staff should seek to understand how the pupils is feeling and use this information to determine whether the restrictive intervention should be, or continue to be, applied, reduced or stopped.

Seclusion

Seclusion involves supervised confinement in a space where a pupil is prevented from leaving. It is used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. Seclusion will only be used as a last resort where other strategies have failed. Seclusion is never implemented as a threat of punishment.

The aim of seclusion is to remove a pupil to a less stimulating environment where they can re-regulate emotionally or behaviourally. A pupil in seclusion will be supervised. This may be from outside the door if the pupil's behaviour is posing a risk to staff, or the presence of staff is causing further escalation. As soon as the pupil has regulated, they will be allowed to leave.

There are times when a pupil will be outside of the classroom and this does not constitute seclusion:

- In accordance with our behaviour policy where a pupil is asked to leave the room as a consequence for wilful, unacceptable behaviour.
- Where a child has an agreed support plan in place and access to a 'quiet room' is part of this plan.

Recording and Reporting Restrictive Interventions

Any incident that involves restrictive intervention should be recorded on CPOMS without delay and evaluated afterwards. The school will hold a follow-up restorative conversation with the child and staff member to facilitate reflection, learning and to support pupils and staff wellbeing. Senior leaders will monitor the use of restrictive practice and ensure that preventative measures are being effectively implemented. Parents/carers will be informed in writing (email or letter) without delay of any restrictive interventions.

The CPOMS record should detail:

- Who was involved,
- When/where it occurred
- Why intervention was necessary
- What de-escalation strategies were attempted
- Type and duration of intervention
- Any injuries
- SEND considerations
- Any subsequent actions

Governance Oversight and Data Monitoring

The governing body is responsible for ensuring that robust systems are in place to record, review and monitor all significant incidents involving restrictive interventions. This includes regularly analysing incident data to identify patterns, ensure compliance with statutory recording and reporting duties, and evaluate the effectiveness of preventative and de-escalation strategies. Governors must ensure that policies, staff training and monitoring arrangements reflect the statutory requirements introduced from April 2026 and support the safeguarding and welfare of pupils.