



AYLWARD PRIMARY SCHOOL

Positive Handling and Restrictive Interventions Policy

GB Committee Responsible:	HR
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Statement of intent

At Aylward Primary School, we believe that it is important to establish a safe, secure **and** supportive environment to enable pupils to grow, develop and learn. We are committed to promoting positive relationships, understanding pupils' individual needs and using preventative and de-escalation strategies to minimise the need for restrictive intervention.

The school recognises that, in certain circumstances, it may be necessary for staff to use reasonable force or another restrictive intervention to prevent harm and maintain the safety of pupils and others. Any intervention will be necessary, reasonable and proportionate to the circumstances, and staff will use the least restrictive response appropriate to the level of risk.

Restrictive interventions will not be used as a punishment or simply to secure compliance. Wherever possible, staff will seek to prevent situations from escalating through appropriate support, communication, environmental adjustments and de-escalation strategies, taking account of individual pupils' needs, including SEND, medical needs and other vulnerabilities.

This policy acknowledges that situations may arise in which staff members need to use physical intervention, including reasonable force, where this is lawful and necessary to safeguard a pupil or others.

The aim of this policy is to ensure that restrictive interventions, including reasonable force, are minimised and, where required, are used safely, lawfully, proportionately and for no longer than necessary, in accordance with relevant legislation and national guidance. The school will ensure that significant incidents involving the use of force, and incidents of seclusion where applicable, are recorded and reported in accordance with statutory requirements and are reviewed to identify opportunities to reduce the need for future restrictive intervention.

1. Legal framework

1.1. This policy has due regard to all relevant legislation including, but not limited to, the following:

- Education and Inspections Act 2006, including sections 93 and 93A
- The Education Act 2011
- The Children Act 1989
- The Equality Act 2010
- Children's Wellbeing and Schools Act 2026
- Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025

The addition of the Education and Inspections Act 2006 is important: section 93 provides the statutory power for school staff to use reasonable force in specified circumstances, while section 93A, in force from April 2026, places duties on governing bodies in England concerning procedures for recording significant incidents involving the use of force and reporting them to parents.

1.2. This policy will also have due regard to the following statutory guidance and departmental guidance:

- DfE, *Restrictive interventions, including the use of reasonable force, in schools* (2026)
- DfE, *Working Together to Safeguard Children* (2026)
- DfE, *Keeping Children Safe in Education* (2026)

1.3. The school will implement this policy in conjunction with its:

- Child Protection and Safeguarding Policy
- Health and Safety Policy
- Behaviour Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality Policy
- Supporting Pupils with Medical Conditions Policy
- Staff Code of Conduct
- Risk Assessment procedures, where applicable

2. Roles and responsibilities

2.1. The Local Governing Body is responsible for:

- Monitoring the overall implementation and effectiveness of this policy and ensuring that it reflects current legislation and statutory guidance.
- Ensuring that appropriate procedures are in place for recording significant incidents involving the use of force and for reporting these incidents to parents as soon as practicable, in accordance with statutory requirements.
- Taking all reasonable steps to ensure that the school's procedures for recording and reporting the use of force are followed.
- Ensuring appropriate procedures are in place for the recording and reporting of seclusion, where this occurs, in accordance with the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025.
- Evaluating the Restrictive Intervention/Positive Handling Log (Appendix B) to analyse how and when restrictive interventions, including reasonable force, are used, identify patterns or trends and consider whether further preventative or de-escalation measures are required.
- Monitoring the use of restrictive interventions with particular regard to pupils with SEND and other individual needs or vulnerabilities, and ensuring that the school's approach complies with its safeguarding and Equality Act duties. The 2026 DfE guidance specifically strengthens support around minimising restrictive intervention and its use with pupils with SEND.
- Ensuring that appropriate arrangements are in place for staff information, guidance and training in relation to restrictive interventions and reasonable force.
- Reviewing this policy at least annually and following any significant changes to legislation or statutory guidance.
- Responding to any complaints, in liaison with the headteacher, from pupils or parents regarding the use of reasonable force or other restrictive interventions, in accordance with the school's Complaints Policy.
- Providing appropriate challenge and oversight to ensure that restrictive interventions are minimised and that learning from incidents informs improvements to practice.

2.2 The headteacher is responsible for:

- Ensuring that the school seeks to minimise the need for restrictive interventions through preventative approaches, appropriate reasonable adjustments and de-escalation strategies.
- Deciding whether members of staff require additional training to enable them to carry out their responsibilities, taking account of the needs of pupils, including pupils with SEND and other individual needs or vulnerabilities.
- Ensuring that staff receive appropriate information, guidance and, where identified as necessary, training so that they understand when and how reasonable force or other restrictive interventions may be used safely and lawfully.
- Ensuring that all members of staff understand the school's procedures and expectations regarding restrictive interventions, including reasonable force, and the importance of using the least restrictive response appropriate to the circumstances.
- Ensuring that staff understand and use preventative and de-escalation strategies wherever appropriate before considering restrictive intervention.
- Ensuring that the Behaviour Policy and this policy clearly set out the circumstances in which reasonable force may lawfully be used. Section 93 of the Education and Inspections Act 2006 provides the statutory basis for staff to use reasonable force in specified circumstances.
- Ensuring that any member of staff involved in a significant incident involving the use of force completes the Restrictive Intervention/Positive Handling Report Form (Appendix A) in writing as soon as practicable after the incident. This reflects the recording requirement introduced by section 93A.
- Maintaining the Restrictive Intervention/Positive Handling Log and providing this to the Local Governing Body at the end of each term so that incidents, patterns and trends can be evaluated and used to inform preventative practice and reduce the need for future restrictive interventions.
- Ensuring that significant incidents involving the use of force are reported to each parent as soon as practicable, subject to the statutory exception where reporting to a parent would be likely to result in significant harm to the pupil. Where no parent can safely be informed, the incident must instead be reported to the relevant local authority.
- Ensuring that incidents involving seclusion, restraint or immobilisation are recorded and reported in accordance with the applicable statutory requirements.
- Ensuring that following an incident, consideration is given to the pupil's wellbeing, the wellbeing of staff involved, any necessary safeguarding action, and whether individual plans, risk assessments or support strategies require review.
- Ensuring that appropriate consideration is given to pupils' SEND, communication needs, medical needs and other relevant individual circumstances when planning preventative strategies and responding to incidents.
- Handling any allegations concerning staff conduct in accordance with the school's safeguarding procedures and the procedures for managing allegations against staff.
- Responding to complaints, in liaison with the Local Governing Body, from pupils or parents regarding the use of reasonable force or other restrictive interventions, in accordance with the school's Complaints Policy.

2.3 The Assistant Head of Inclusion is responsible for:

- Providing advice, support and appropriate training to staff on meeting the needs of pupils with SEND and reducing the likelihood that restrictive interventions will be required.
- Ensuring staff understand that pupils with SEND, communication needs, sensory needs, medical conditions or other vulnerabilities may communicate distress and respond to situations or interventions differently.
- Ensuring staff recognise the additional vulnerabilities of pupils with SEND and/or medical

conditions and understand the importance of considering individual needs before, during and following any restrictive intervention. Current safeguarding guidance specifically highlights the additional vulnerability of these groups.

- Supporting staff to identify triggers and early signs of distress and to implement appropriate preventative and de-escalation strategies, communication approaches, sensory strategies and environmental adaptations.
- Ensuring that reasonable adjustments are identified and implemented for pupils with disabilities in accordance with the Equality Act 2010. Schools have a duty to make reasonable adjustments so disabled pupils are not placed at a disadvantage.
- Developing individual behaviour support plans, regulation plans and/or risk assessments, as appropriate to the pupil's needs, regulation plans and/or risk assessments, where appropriate, for pupils whose needs indicate that additional planning is required.
- Ensuring that, where appropriate, these plans are developed collaboratively with the pupil, parents/carers, relevant school staff and external professionals, and clearly identify preventative approaches, reasonable adjustments, communication needs, de-escalation strategies and agreed responses.
- Ensuring that where there is an identified increased likelihood that reasonable force or another restrictive intervention may be required, an appropriate individual risk assessment is in place and reasonable steps are taken to mitigate the identified risks.
- Ensuring staff understand how the principles relating to reasonable force and restrictive intervention must take account of a pupil's individual SEND, communication, sensory and medical needs.
- Liaising with relevant professionals, including Educational Psychology, Speech and Language Therapy, Occupational Therapy, medical professionals and other specialist services where appropriate, to ensure specialist recommendations inform individual planning.
- Ensuring individual plans and risk assessments are reviewed regularly and following any significant incident, with the pupil and parents/carers involved where appropriate, so that learning from incidents informs future support. The DfE guidance specifically recommends reviewing behaviour support plans after significant incidents.
- Evaluating, on at least a termly basis, the use of reasonable force and other restrictive interventions involving pupils with SEND, in collaboration with the Headteacher, to identify patterns, disproportionate use, emerging concerns and opportunities to strengthen preventative support.
- Supporting post-incident review where a pupil with SEND has been involved, including consideration of the pupil's wellbeing, communication of their experience and whether changes are required to provision, reasonable adjustments, support plans or risk assessments.

2.4 The DSL is responsible for:

- Ensuring that restrictive interventions, including the use of reasonable force, are considered within the school's wider safeguarding arrangements and that the welfare of the child remains central to decision-making.
- Ensuring staff understand the safeguarding implications associated with restrictive interventions and know how to report any safeguarding concerns arising before, during or following an incident.
- Providing or coordinating appropriate safeguarding information and updates for staff in

relation to restrictive interventions, rather than being solely responsible for delivering physical intervention training.

- Reviewing significant incidents involving restrictive intervention where there is a safeguarding concern and ensuring that appropriate safeguarding action is taken.
- Ensuring that any injuries, disclosures, allegations or other safeguarding concerns arising from an incident are recorded and responded to in accordance with the school's Child Protection and Safeguarding Policy. KCSIE 2026 requires staff to act immediately on safeguarding concerns, report them to the DSL/deputy and maintain appropriate records of concerns, actions and decisions.
- Ensuring that concerns or allegations regarding the conduct of a member of staff during a restrictive intervention are managed in accordance with the school's procedures for safeguarding concerns and allegations about adults.
- Considering whether an incident indicates that a pupil may require additional safeguarding, early help or multi-agency support and making or supporting referrals where appropriate.
- Working with the Headteacher and Assistant Head of Inclusion/SENCO to review incidents involving vulnerable pupils, including pupils with SEND, and consider whether additional preventative, safeguarding or support measures are required.
- Contributing to post-incident review where safeguarding concerns have arisen, ensuring that the pupil's voice and wellbeing are appropriately considered.
- Reviewing this policy in liaison with the Headteacher and Local Governing Body and ensuring that it remains consistent with the school's Child Protection and Safeguarding Policy and current statutory safeguarding guidance.

3. What are positive handling and restrictive interventions?

3.1. For the purposes of this policy, “restrictive intervention” refers to an act which restricts a pupil’s movement, liberty and/or freedom to act independently. Restrictive interventions include the use of reasonable force and, where applicable, restraint or seclusion.

3.2. The school may use the term “positive handling” to describe appropriate physical intervention used to maintain safety. However, this policy uses the terms “restrictive intervention” and “reasonable force” where appropriate to ensure consistency with current legislation and DfE guidance.

3.3. The use of reasonable force is lawful only where it is reasonable in the circumstances. In accordance with section 93 of the Education and Inspections Act 2006, staff may use reasonable force for the purpose of preventing a pupil from:

- committing an offence;
- causing personal injury to themselves or another person;
- causing damage to property; or
- prejudicing the maintenance of good order and discipline at the school or among pupils.

3.4. The school is committed to minimising the need for restrictive intervention. Wherever possible, staff will use preventative approaches, reasonable adjustments, communication strategies and de-escalation techniques to support pupils and reduce the likelihood of situations escalating.

3.5. Where a restrictive intervention or reasonable force is necessary:

- staff will remain calm and use appropriate de-escalation strategies wherever circumstances allow;
- the intervention used will be necessary and proportionate to the circumstances and level of risk;
- staff will use no more force than is reasonably necessary;

- the intervention will be used for no longer than is necessary;
- the pupil's individual needs, including SEND, communication, sensory and medical needs, will be taken into account; and
- the intervention will cease or reduce as soon as it is safe to do so.

This is more consistent with the current emphasis on minimising restrictive intervention and using lawful, safe and proportionate responses.

3.6. Restrictive intervention will never be used as a punishment or with the intention of causing pain, humiliation or distress. Corporal punishment is prohibited. Section 93 expressly does not authorise corporal punishment.

3.7. Staff will seek assistance from appropriately trained colleagues where this is practicable and safe to do so. However, an unforeseen situation may require a member of staff to act immediately to prevent harm. Any force used must remain reasonable and proportionate to the circumstances.

3.8. Following a significant incident involving the use of force, the incident will be recorded in writing as soon as practicable and reported to parents in accordance with the school's recording and reporting procedures and statutory requirements. Section 93A now specifically requires schools to have procedures for recording significant incidents and reporting them to parents, subject to the statutory safeguarding exception.

3.9. Following an incident, appropriate support will be offered to the pupil and staff involved. The incident will be reviewed to consider what happened, the pupil's views where appropriate, whether preventative or de-escalation strategies could be strengthened, and whether individual support plans, risk assessments or reasonable adjustments require amendment.

4. What is reasonable force?

4.1. There is no statutory definition of "reasonable force". Whether force is reasonable will depend on the individual circumstances of the incident. Any force used must be reasonable, necessary and proportionate to the circumstances.

4.2. Reasonable force means using no more force than is reasonably necessary in the circumstances. The decision to use force must be based on the circumstances at the time and the professional judgement of the member of staff.

4.3. Under section 93 of the Education and Inspections Act 2006, members of school staff may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from:

- committing an offence;
- causing personal injury to themselves or another person;
- causing damage to property; or
- prejudicing the maintenance of good order and discipline at the school or among pupils.

4.4. Reasonable force may involve different forms of physical intervention depending on the circumstances. This may range from guiding or blocking a pupil where appropriate to more restrictive physical intervention where this is necessary to prevent harm.

4.5. Any decision about whether, and how, to use reasonable force will take account of the circumstances and the pupil's individual needs. This includes consideration of their age and

understanding, SEND, communication needs, sensory needs, medical conditions and any other relevant vulnerabilities.

4.6. Staff will use the least restrictive response appropriate to the circumstances and no more force than is reasonably necessary. Force will be reduced or stopped as soon as it is safe to do so.

4.7. Wherever circumstances allow, staff will seek to prevent the need for reasonable force through positive relationships, reasonable adjustments, appropriate communication, environmental adaptations and de-escalation strategies.

4.8. Examples of circumstances in which reasonable force may be lawful, depending on the individual circumstances and whether its use is reasonable and proportionate, include:

- preventing a pupil from physically attacking another pupil or member of staff;
- preventing a pupil from causing injury to themselves or another person;
- preventing significant damage to property;
- preventing a pupil from leaving a supervised area where doing so would place the pupil or others at risk;
- separating pupils where there is an immediate risk of injury;
- supporting the safe management of an emergency situation, such as an evacuation, where a pupil's actions create a risk of harm;
- in circumstances involving serious disruption or disorder where the statutory threshold for the use of reasonable force is met; and
- in specific circumstances when carrying out a lawful search for prohibited items.

The last point needs to remain carefully worded. An authorised member of staff can use reasonable force to conduct a search for **statutorily prohibited items**, where appropriate, but force cannot be used merely to search for an item prohibited only by the school's own rules.

4.9. Reasonable force will not be used as a punishment or as a substitute for appropriate behaviour support, preventative practice or de-escalation. Corporal punishment is prohibited.

4.10. All significant incidents involving the use of force will be reported to the Headteacher and recorded in writing as soon as practicable in accordance with the school's recording procedures. Parents/carers will be informed as soon as practicable, subject to the statutory safeguarding exception. This reflects the new section 93A recording and reporting requirements in force from April 2026.

4.11. Following a significant incident, the school will consider the wellbeing of the pupil and staff involved and review the circumstances of the incident. Where appropriate, individual support plans, risk assessments, reasonable adjustments and preventative/de-escalation strategies will be reviewed.

4.12. Members of staff have the statutory power to use reasonable force where the circumstances set out in section 93 are met. The decision whether to intervene physically will depend on the circumstances and the professional judgement of the member of staff. Staff should consider the risks associated with intervening and with not intervening, together with the pupil's individual needs.

5. Use of positive handling and reasonable force

Staff will use preventative and de-escalation strategies wherever appropriate to minimise the need for restrictive intervention. Where reasonable force is necessary, any intervention will be

reasonable, necessary and proportionate to the circumstances, use no more force than is reasonably necessary and be used for no longer than necessary.

The type and degree of intervention used will take account of the individual circumstances, including the pupil's age and understanding, SEND, communication needs, sensory needs, medical conditions and any other relevant vulnerabilities.

5.1. Members of school staff have the statutory power to use reasonable force in the circumstances set out in section 93 of the Education and Inspections Act 2006. The use of force does not depend on a member of staff having completed a particular physical intervention training course, although staff should act within their competence wherever circumstances allow.

5.2. The power to use reasonable force also applies to other persons whom the Headteacher has lawfully authorised to have control or charge of pupils, in accordance with section 95 of the Education and Inspections Act 2006.

5.3. The decision to intervene physically will depend on the circumstances and the professional judgement of the member of staff. Staff should consider the risks associated both with intervening and with not intervening and use the least restrictive response appropriate to the situation.

5.4. Where it is safe and appropriate to do so, staff will communicate calmly with the pupil, explain what is happening and provide clear opportunities for the pupil to regain control and for the intervention to be reduced or stopped.

5.5. Staff will never use reasonable force as a punishment, to deliberately cause pain, humiliation or distress, or in anger. Corporal punishment is prohibited.

5.6. All staff will be supported to develop preventative and de-escalation strategies appropriate to their role. These may include recognising triggers and early signs of distress, adapting communication, making reasonable adjustments, reducing environmental demands, offering regulation strategies and seeking additional support.

5.7. Where circumstances allow, staff will use appropriate preventative and de-escalation strategies before considering reasonable force. However, in an emergency where there is an immediate risk of harm, it may not be practicable to attempt other strategies first.

5.8. Staff will seek to minimise the risk of injury to the pupil, themselves and others. Any intervention must avoid unreasonable risk to the pupil's physical or emotional wellbeing and must cease or be modified where it is no longer necessary or proportionate.

5.9. Where a member of staff considers that physical intervention may place themselves, the pupil or others at additional risk, they should seek assistance wherever it is practicable and safe to do so.

In an urgent situation, staff will make a dynamic assessment of the risks of intervening and not intervening. Where immediate physical intervention is not necessary or would create greater risk, staff should continue to use appropriate de-escalation and seek assistance.

5.10. Following an incident, the immediate priority will be the safety and wellbeing of the pupil and others involved. The pupil will be given an appropriate opportunity to recover and, where appropriate, communicate their experience. Staff involved should also be offered appropriate support.

The incident will be reviewed to identify triggers, preventative strategies and any changes required to the pupil's support plan, regulation plan, risk assessment or reasonable adjustments. Any separate response under the school's Behaviour Policy will take account of the individual

circumstances, including the pupil's SEND and other relevant needs.

5.11. Where an incident raises safeguarding concerns or indicates that additional external support is required, the DSL and/or Headteacher will consider whether a referral or notification to Children's Social Care, the police or another relevant agency is necessary. Where a crime may have been committed, the school will consider the appropriate response in accordance with its safeguarding procedures.

5.12. Unsafe and unacceptable physical intervention

Physical interventions must not be used in a way that deliberately causes pain or creates an unreasonable risk of injury. Staff must not use techniques that compromise a pupil's airway, breathing or circulation, including techniques involving pressure to the neck, throat, chest or abdomen, or covering the mouth or nose. Current restrictive-intervention guidance emphasises safe and appropriate use, while local guidance based on the DfE framework specifically warns against restraint that affects airway, breathing or circulation.

Staff must not use physical intervention:

- as a punishment or to intentionally cause pain, distress or humiliation;
- in a manner that restricts breathing or compromises circulation;
- by deliberately striking, punching, kicking or otherwise inflicting pain on a pupil;
- in a way that is disproportionate to the risk presented;
- for longer than is reasonably necessary; or
- using a technique for which the risks outweigh the circumstances requiring intervention.

Any physical intervention must preserve the pupil's dignity as far as possible and be reduced or stopped at the earliest safe opportunity.

5.13. Following any significant use of force, the school's procedures for recording, reporting to parents and post-incident review will be followed. Incidents involving seclusion, restraint or immobilisation will also be recorded and reported where required by the applicable statutory provisions. The new recording/reporting requirements have applied since 1 April 2026.

6. SEND and medical conditions

6.1. The school recognises that pupils with SEND and/or medical conditions may have additional vulnerabilities and individual needs which must be considered when preventing or using restrictive interventions, including reasonable force.

6.2. The school will meet its duties under the Equality Act 2010, including making reasonable adjustments for disabled pupils, and will follow its SEND, Supporting Pupils with Medical Conditions, Behaviour and Safeguarding policies.

6.3. Staff will recognise that distress or dysregulation may be linked to communication, sensory, emotional, environmental or medical needs and will use appropriate reasonable adjustments, preventative approaches and de-escalation strategies wherever possible.

6.4. Where a pupil is identified as being at increased likelihood of requiring restrictive intervention, the Assistant Head of Inclusion/SENCO will ensure that an appropriate individual support/regulation plan and/or risk assessment is in place. This will identify relevant triggers, communication and sensory needs, reasonable adjustments, de-escalation strategies and agreed responses.

6.5. Plans will, where appropriate, be developed and reviewed with the pupil, parents/carers, relevant staff and external professionals, taking account of the pupil's views, age, understanding and communication needs.

6.6. Staff will receive appropriate information, guidance and training relevant to the pupil's needs. Any use of reasonable force will take account of the pupil's SEND, communication, sensory and medical needs and will be necessary, reasonable and proportionate.

6.7. Following a significant incident, the Assistant Head of Inclusion/SENCO and Headteacher will review the incident and monitor patterns of restrictive intervention, considering whether changes are required to reasonable adjustments, provision, support plans, risk assessments or staff practice.

7. Reporting and recording incidents

7.1. All significant incidents involving the use of reasonable force will be recorded in writing as soon as practicable following the incident, in accordance with the school's agreed recording procedures.

7.2. The member(s) of staff involved will report the incident to the Headteacher as soon as possible and complete the school's Restrictive Intervention/Positive Handling Record.

7.3. The written record should include, where relevant:

- the date, time and location of the incident;
- the circumstances and events leading up to the intervention;
- preventative and de-escalation strategies used, where practicable;
- the reason why physical intervention was considered necessary;
- the nature and duration of the intervention;
- the pupil's response and any views expressed following the incident;
- the names of staff and witnesses involved;
- any injuries or medical attention required; and
- actions taken following the incident, including any review of support plans or risk assessments.

7.4. Parents/carers will be informed of a significant use-of-force incident as soon as practicable after the incident. Where informing a particular parent is considered likely to result in significant harm to the pupil, that parent must not be informed. If there is no parent who can safely be informed, the incident must instead be reported to the local authority in which the pupil ordinarily resides.

7.5. Any safeguarding concern arising from an incident will be reported immediately to the DSL and managed in accordance with the school's Child Protection and Safeguarding Policy.

7.6. Any concern about the conduct of a member of staff during the use of reasonable force or another restrictive intervention will be reported immediately and managed in accordance with the school's procedures for allegations and safeguarding concerns relating to adults.

7.7. Following a significant incident, the Headteacher and other relevant leaders will review the circumstances of the incident and consider whether changes are required to the pupil's provision, reasonable adjustments, support or regulation plan, risk assessment, preventative strategies or staff practice.

7.8. Incidents involving seclusion, restraint or immobilisation will also be recorded and reported in accordance with the applicable statutory requirements. The 2025 Regulations introduced specific recording and parental-reporting duties in relation to these interventions from 1 April 2026.

8. Complaints

- 8.1. The school recognises that parents/carers and pupils have the right to raise concerns or make a complaint about the use of reasonable force or another restrictive intervention.
- 8.2. Any complaint will be taken seriously and considered fairly, thoroughly and promptly in accordance with the school's Complaints Policy and, where relevant, its safeguarding procedures.
- 8.3. Where a complaint raises a safeguarding concern or allegation about a member of staff, it will be managed in accordance with the school's Child Protection and Safeguarding Policy and the procedures set out in Keeping Children Safe in Education 2026.
- 8.4. When considering a complaint, the school will take account of the circumstances of the incident, relevant written records, witness accounts, the pupil's views where appropriate, the pupil's individual needs and whether the intervention was reasonable, necessary and proportionate in the circumstances.
- 8.5. Staff involved in an incident will be given an appropriate opportunity to provide their account and will be supported in accordance with the school's procedures.
- 8.6. Records relating to complaints and any resulting actions will be maintained in accordance with the school's relevant policies and statutory safeguarding requirements.

9. Allegations and support for staff

- 9.1. Where a concern or allegation is made about a member of staff following the use of reasonable force or another restrictive intervention, it will be considered fairly and managed in accordance with the school's Child Protection and Safeguarding Policy and the procedures set out in Keeping Children Safe in Education 2026.
- 9.2. The fact that a member of staff has used reasonable force does not, in itself, mean that they have acted inappropriately. Consideration will be given to whether the force used was lawful, reasonable and proportionate in the circumstances. Section 93 of the Education and Inspections Act 2006 provides school staff with a statutory power to use reasonable force in specified circumstances.
- 9.3. A member of staff will not automatically be suspended because an allegation has been made. Any decision regarding suspension or alternative arrangements will be made in accordance with KCSIE 2026 and the school's procedures for managing allegations against staff.
- 9.4. Where an allegation meets, or may meet, the harm threshold, the school will follow its safeguarding procedures, including consultation with the Local Authority Designated Officer (LADO) where required. Safeguarding concerns that do not meet the harm threshold will be managed through the school's procedures for low-level concerns.
- 9.5. When considering an allegation involving physical intervention, the circumstances of the incident will be considered, including the member of staff's statutory power to use reasonable force, the level of risk presented, the pupil's individual needs and whether the intervention was reasonable and proportionate.

9.6. The school will ensure that a member of staff who is the subject of an allegation is provided with appropriate information and support, including a named contact where appropriate, while maintaining confidentiality and safeguarding the interests of the pupil.

9.7. Where appropriate, the school will review the incident and identify any learning relating to preventative practice, de-escalation, staff training, individual pupil support or school procedures.

10. Staff training

10.1. The school will ensure that staff receive appropriate information, guidance and training relevant to their role so that they understand the school's approach to restrictive interventions and the lawful use of reasonable force.

10.2. Staff will be supported to understand and use preventative and de-escalation strategies, including recognising early signs of distress, adapting communication, making reasonable adjustments and seeking additional support where appropriate.

10.3. Staff will understand when reasonable force may lawfully be used, the importance of using the least restrictive response appropriate to the circumstances, and the requirement that any force used is reasonable and proportionate.

10.4. Where the school identifies that a member of staff requires specialist physical intervention training, this will be appropriate to their role and the needs of the pupils they support. Staff should not use specialist physical intervention techniques for which they have not received appropriate training, except where immediate action is necessary to prevent harm and any force used is reasonable in the circumstances.

10.5. Training and guidance will take account of the needs of pupils with SEND, communication needs, sensory needs, medical conditions and other vulnerabilities, and will reinforce the importance of reasonable adjustments and individual planning.

10.6. Staff will be familiar with the school's procedures for recording, reporting and reviewing significant incidents involving the use of force and for reporting any safeguarding concerns arising from an intervention.

10.7. The Headteacher, in consultation with the Assistant Head of Inclusion/SENCO and DSL where appropriate, will review staff training needs in light of pupil needs, incidents, emerging patterns and changes to legislation or national guidance.

11. Monitoring and review

11.1. This policy will be reviewed at least annually by the Headteacher and Local Governing Body, and sooner where there are changes to legislation, statutory guidance or school practice. Any significant changes will be communicated to relevant staff.

11.2. The Headteacher, in collaboration with the Assistant Head of Inclusion/SENCO and DSL where appropriate, will review records of restrictive interventions and significant uses of reasonable force at least termly to identify:

- the frequency and nature of incidents;
- patterns or repeated incidents involving individual pupils or groups;

- the effectiveness of preventative and de-escalation strategies;
- any concerns relating to SEND, safeguarding or reasonable adjustments; and
- any changes required to pupil support, risk assessments, staff practice or training.

11.3. The Local Governing Body will receive appropriate anonymised information regarding the use of restrictive interventions to support its oversight of safeguarding, inclusion and the effectiveness of measures taken to minimise their use.

11.4. Monitoring will be used to identify learning, strengthen preventative practice and reduce the frequency and need for restrictive interventions wherever possible.

Appendix A

Restrictive Intervention/Positive Handling Report Form

We believe that positive handling and reasonable force should only be used when absolutely necessary. With this in mind, this form has been created to ensure that all incidents of this type are recorded. Incidents must also be documented in the Positive Handling Log.

Name of staff member:	
Name of pupil:	
Date:	
Time:	
Location:	
Name(s) of staff member(s) who witnessed the incident:	
Informed parties (parents, social workers, police etc.):	
Circumstances prior to the incident:	
Details of the incident:	
Details of any negative impact on other pupils:	

Reason(s) for positive handling (please tick):	
Danger to self	☐
Danger to others	☐
Significant damage to property	☐
Details of the intervention:	
Any disciplinary additional action taken:	
Injuries (if any) to staff members, the pupil concerned or other pupils:	
Damage (if any) to property:	
Recommendation(s) to avoid future incidents:	
Headteacher's signature:	Date:
Signature of staff member concerned:	Date:

Appendix B

Restrictive Intervention/Positive Handling Log

We believe that positive handling and force must only be used when absolutely necessary. Positive handling will always to be used in accordance with the Positive Handling Policy. All incidents of this nature must be recorded in this log. Details of the individual incident will be recorded using the Positive Handling Report Form.

[illegible]