

FAIRISLE INFANT AND NURSERY SCHOOL



Restrictive Interventions (Including Reasonable Force) and Physical Intervention Policy

This is a new policy in line with new guidance 2026.

April 2026

Next review: April 2028

SIGNATURE STAMP

This policy was approved and adopted by the
Governing Body at their meeting on: :
18/03/2026

Signed:

Rick Allan
Chair of Governors

A handwritten signature in black ink, appearing to be 'Rick Allan', is written over a light blue circular stamp.



Restrictive Interventions (Including Reasonable Force) and Physical Intervention Policy

Introduction

Fairisle Infant and Nursery School is committed to creating a safe, respectful and inclusive environment for pupils, staff and visitors. This policy sets out our whole-school approach to preventing and, where necessary, using restrictive interventions, including reasonable force and seclusion, in order to keep individuals and the wider community safe.

Restrictive interventions are always a last resort, time-limited, lawful, proportionate and subject to robust recording, reporting and oversight.

Fairisle Infant and Nursery School does not adopt a 'no contact' policy between staff and pupils and the school will not grant any requests by parents not to use reasonable force and /or other restrictive interventions. However, staff will work with pupils, parents and careers to ensure preventative strategies and plans are created and shared.

The policy should be read in conjunction with other school policies and guidance relating to interaction between adults and pupils such as the SEND Policy, Safeguarding Policy and the Behaviour Policy.

Scope and Purpose

This policy sets out the circumstances in which restrictive interventions may and may not be used; the school's commitment to prevention and de-escalation; and the statutory duties for recording, reporting, reviewing and governance oversight.

Legal Framework and Guidance

This policy is informed by and must be read in conjunction with:

- Education and Inspections Act 2006, sections 93 and 93A (power to use reasonable force; statutory duty to record and report significant incidents of use of force).
- Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025 (duty to record and report seclusion and restraint).
- Health and Safety at Work etc. Act 1974.
- Human Rights Act 1998.
- Equality Act 2010 (including reasonable adjustments and the public sector equality duty).
- DfE: Restrictive interventions, including the use of reasonable force, in schools (effective from 1 April 2026).
- DfE: Behaviour in schools guidance; Searching, Screening and Confiscation in Schools.

Definitions

For the purposes of this policy the following definitions have been taken from the DFE Restrictive interventions, including use of reasonable force in schools, guidance April 26:

Restrictive intervention: a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This policy 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 as described in 'Other physical contact with pupils' within this document. 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

Supervised withdrawal: where a pupil chooses or is directed to work in a different space and is not prevented from leaving, this is not seclusion. This is part of behaviour management and support

The following definitions have been agreed by Southampton Physical Intervention Group (SPIG):

Physical intervention: the act of restraining or escorting a pupil away from an area against their will following the principles of reasonable force.

Further details and definitions of behaviour responses can be found in our behaviour policy.

Principles of restrictive interventions

Fairisle Infant and Nursery School is dedicated to ensuring that any use of restrictive intervention is the last resort therefore we will always follow the following principles:

- Prevention first: staff use de-escalation and supportive strategies as the primary response to distress and risk.
- Lawful, necessary, proportionate and time-limited.
- Respect for dignity, safety and welfare; minimal intrusion and trauma-aware practice.

- No punitive or convenience use; never to enforce compliance or as a sanction.
- Use is continuously risk-assessed; interventions cease as soon as risk reduces.
- Every significant incident is recorded and reported to parents/carers as soon as practicable.
- Practice is monitored, analysed and reviewed to reduce use over time, with particular attention to disproportionality (e.g., SEND, protected characteristics).
- Medical checks: where possible the school will conduct a medical check on pupils who have been involved in the use of a restrictive intervention.

When Restrictive Interventions May Be Used

All staff have the legal power to use reasonable force as a last resort, in limited circumstances 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 decision to use a restrictive intervention must consider necessity, proportionality and the pupil's welfare. Staff who are likely to need to use reasonable force and/or other restrictive interventions will be adequately trained in its safe and lawful use and in preventative strategies. The training provider is SecuriCare and courses are delivered by licensed trained practitioners. The Headteacher will maintain a list of authorised and trained staff who may use restrictive interventions. All other staff may use reasonable force only in emergency situations

Prohibited Practices

This policy sets out the prohibited practices for staff when involved in a restrictive intervention:

- Using force as punishment or to enforce compliance.
- Restraints that affect breathing or circulation (e.g., covering mouth/nose; pressure on neck region or abdomen).
- Intentionally taking and holding a pupil to the ground in a prone position; if a pupil is unintentionally taken to the ground and results in a prone position, staff must release/ as quickly and as safely as possible.

Any concerns over the use of prohibited practices will be dealt with in line with the complaints, concerns and allegations procedures outlined in this document and within the school's complaint procedure

Other Appropriate Physical Contact with Pupils

There are circumstances when 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 and

other restrictive interventions. This will depend on the circumstance, but examples of occasions when physical contact is generally appropriate include:

- to give first aid
- to guide or escort pupils, such as holding the hand of a pupil at the front/back of the line when going to assembly, when walking together around the school or on a school trip, or when helping a pupil to a space they have chosen to access to self-regulate (Use of a show and go where an adult will walk alongside the pupil with their hand on their back and supporting their arm in their hands.)
- 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
- to demonstrate exercises or techniques during PE lessons or sports coaching

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

- the school's child protection (or any other relevant) policy
- the applicable circumstances, such as whether there are other adults present
- the individual pupil's age

Any other material factors, including but not limited to whether:

- the pupil has SEND or other vulnerabilities
- any alternative strategies that do not include physical contact can be used

Staff use professional judgement, taking account of context, policy, pupil age/needs and availability of alternative strategies.

Seclusion

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.

Seclusion may only be used as a safety measure to protect others from harm when a pupil is highly dysregulated and not acting with intent. It must never be used as a disciplinary response or implemented through threat of punishment. The space must be safe, supervised at all times and the pupil must be allowed to leave as soon as the immediate risk reduces. All use of seclusion must be recorded and reported.

The school has designated regulation areas, pupils may be directed or encouraged to self-direct themselves to these areas to conduct safe coregulation or self-regulation strategies.

Physical intervention

Physical intervention: the act of restraining or escorting a pupil away from an area against their will following the principles of reasonable force.

Physical interventions may include escorting or restraining a pupil in a temporary stabilizing position using reasonable force. Identified and SecuriCare trained members of staff will be called to support pupils in periods of dysregulation and unsafe behaviour. The

use of a physical intervention follows the principles of reasonable force and is always used as the last resort. A physical intervention will not be used as a disciplinary action nor to force compliance; however, it will be used to ensure the safety of pupils in the circumstances listed above.

The use of physical intervention will be recorded under a restrictive intervention.

Prevention, Planning and Risk Assessment

Staff at Fairisle Infant and Nursery School will always seek to provide proactive support and strategies to avoid the use of a restrictive intervention. These measures include:

- Whole-school measures: environment, routines, relational practice, staff training in de-escalation strategies and in trauma awareness and attachment.
- Individual measures: Individual Behaviour Plans (IBPs), Pupil specific Risk Assessments, reasonable adjustments, personalised regulation strategies, family and multi-agency involvement.
- Use recognised tools (e.g., Zones of Regulation) where appropriate.

If a restrictive intervention is used staff will follow the following principles to ensure the intervention is safe, proportionate, necessary and in line with reasonable force principles.

During a Restrictive Intervention staff will:

- Use the least restrictive option for the shortest time.
- Continuously reassess risk and the impact on the pupil.
- Where possible, communicate calmly what is happening and what the pupil can do.
- Request assistance to ensure there are always where possible two members of staff present to safeguard pupils and staff.

Post-incident, staff will:

- Check health and safety: offer/arrange first aid or medical assessment for pupils and staff as appropriate.
- Provide timely, trauma-informed debrief for the pupil, capturing their voice and updating plans.
- Provide reflective supervision/learning for staff involved and witnesses.
- Update IBPs/Positive handling plans/Risk Assessments and share with parents/carers and relevant professionals.
- Ensure the incident is reported and recorded and inform a member of the SLT team.

Statutory Recording and Reporting Duties (from April 2026)

The school will comply with section 93A of the Education and Inspections Act 2006 and the 2025 Regulations. We will:

- Record every significant incident involving the use of force, and all uses of seclusion.
- Complete records as soon as practicable and within 24 hours where possible.
- Inform parents/carers of the pupil involved as soon as practicable after the incident (normally within 24 hours) and record that contact was made (or attempts

made). Following verbal discussion with parent/carer, issue a letter as written confirmation that a physical intervention has occurred and the information has been shared.

- Ensure records include: date, time, location; staff/pupils involved; antecedents and rationale; type of intervention and duration; injuries and medical checks offered/undertaken; pupil voice and parent feedback; de-escalation attempted; outcome and follow-up actions; any safeguarding referrals; and any reasonable adjustments considered.
- Store records securely (in line with UK GDPR and the school's data protection policy) and analyse termly to identify patterns, triggers, disproportionality and training needs.

Roles and Responsibilities

Governing Body:

- Approve and annually review this policy and ensure compliance with statutory duties.
- Assure systems to record, report and analyse incidents, including for seclusion.
- Monitor patterns, trends and disproportionality; commission improvements accordingly.
- Ensure the policy is published on the school website.

Headteacher and Senior Leaders:

- Implement the policy; ensure staff are trained and supported.
- Quality assure incident records and parent notifications.
- Report to governors termly on usage and improvement actions.

All Staff:

- Follow this policy; prioritise prevention and de-escalation.
- Use restrictive interventions only when necessary, proportionate and time-limited.
- Record and report in line with Section 12 and seek support after incidents.

Training

Fairisle Infant and Nursery School provides training in de-escalation, risk assessment and the lawful, safe use of restrictive interventions, aligned to this guidance. Identified staff undertake accredited physical intervention training (e.g., SecuriCare) with annual refreshers and competency checks. Leaders ensure training content and practice reflect the principles in the DfE guidance and health and safety duties. Training needs are reviewed using incident data and staff feedback.

About SecuriCare

SecuriCare is a specialist training company supporting organisations in preventing and managing school related violence, challenging, disruptive, and other hazardous behaviours.

SecuriCare is certified by BILD-ACT (RRN Standards) to provide Preventing and Managing Challenging and Hazardous Behaviour courses, is accredited by the Institute of Conflict Management (ICM) and are ISO 9001:2015 (UKAS) certified.

More information about Securicare can be found on their website:

<https://www.securicare.com/>

Complaints, Concerns and Allegations

Any concerns or complaints over the use of a restrictive intervention will be dealt with care, consideration and the severity. Concerns may be raised with the Headteacher/DSL in person, by phone or in writing and will be handled under the school's Complaints Policy and KCSIE-aligned safeguarding procedures.

- Where an allegation meets the harm threshold, the LADO will be consulted without delay.
- Whistleblowing routes remain available to staff.
- All allegations involving use of force must be logged using the safeguarding system and reviewed by DSL and Headteacher

Data Protection and Retention

Incident records will be stored and retained in accordance with UK GDPR, the school's Data Protection Policy and Records Retention Schedule. Parents/carers have rights of access to personal data as set out in the school's privacy notices.

Monitoring and Review

- Senior leaders review all incident records and ensure actions are completed.
- Termly analysis is reported to governors, with improvement actions tracked.
- Policy effectiveness is evaluated at least annually and updated where necessary.

Conclusion

Fairisle Infant and Nursery School is committed to providing a safe and supportive environment for all students. The use of restrictive interventions will always be a last resort, used only when necessary to protect the safety and wellbeing of students and staff.