



West Byfleet Infant School
We Belong, Inspire, Succeed

RESTRICTIVE INTERVENTIONS POLICY

Our school vision is 'We Belong, Inspire, Succeed'. This reminds us daily that children need to feel safe and secure within the school community, have opportunities to inspire their interests and an enthusiasm for learning, as well as achieving success at all levels.

This policy sets out how our infant school will safely, lawfully, and proportionately use restrictive interventions, including reasonable force and seclusion, in line with the DfE's updated statutory and non-statutory guidance (effective from 1 April 2026).

The policy emphasises a prevention-first approach designed to minimise the need for restrictive interventions wherever possible.

Member of staff responsible	Headteacher
Date Policy Produced	Spring 2026
Policy agreed/last reviewed	Spring 2026
Next review date	Spring 2027
Other Related Policies	Behaviour Policy Safeguarding Policy Anti-Bullying Policy
Is it a Statutory Policy?	No
Does it need Governor approval?	No

Aims

This policy applies to all staff, pupils, visiting professionals, and volunteers within our school.

Our aims are to:

Promote Safety and Well-being

Ensure the safety of pupils, staff, and the school community while respecting pupils' rights under the Education and Inspections Act 2006, Equality Act 2010, and Human Rights Act 1998.

Minimise Restrictive Interventions

Reduce the need for restrictive interventions by promoting early help, de-escalation, and proactive behaviour support.

Ensure Lawful and Proportionate Use

Use restrictive interventions only when necessary to:

- Prevent injury to the pupil or others
- Prevent a pupil committing a criminal offence
- Prevent serious damage to property
- Prevent significant disruption to the school environment

Ensure Transparency and Accountability

Meet the new legal duties requiring accurate recording and timely reporting of all significant incidents involving force, restraint, or seclusion.

Definitions

Restrictive Intervention

Any action that limits a pupil's movement, liberty, or independence (physical or non-physical). Reasonable force is one type of restrictive intervention.

Reasonable Force

A broad range of actions involving physical contact to prevent harm, such as guiding by the arm or breaking up a fight.

Seclusion

A supervised, isolated situation where a pupil is prevented from leaving. This is specifically addressed and clarified in the updated guidance.

Prevention and Early Intervention

Before any restrictive intervention is considered, staff will:

- Use de-escalation strategies
- Identify triggers and underlying causes of distress
- Apply personalised behaviour support plans for pupils with SEND or additional needs
- Provide calm, consistent adult responses

The DfE emphasises that schools must proactively minimise the need for restrictive interventions by fostering positive behaviour cultures.

When Restrictive Interventions May Be Used

Restrictive interventions may only be used when:

- Necessary, proportionate, time-limited, and in the best interests of the child
- No less restrictive alternatives are available
- There is an immediate risk that cannot be safely managed otherwise

Restrictive interventions must never be used as punishment or routine discipline.

Acceptable Forms of Physical Intervention

There are many occasions when staff will have cause to have physical contact with children or young persons for a variety of reasons, for example:

- Communication
- First Aid
- to comfort a child in distress (so long as this is appropriate to their age);
- to gently direct a child (holding hands, hand on shoulder etc)
- for curricular reasons (for example in PE or Drama etc)
- during intimate care procedures (changing for PE, toileting etc - please refer to intimate care policy);
- in an emergency to avert danger to a child or children

Staff Responsibilities

All Staff Must:

- Understand they have the legal power to use reasonable force to keep pupils safe
- Follow this policy and the DfE guidance at all times
- Use de-escalation as the first response
- Report any incident immediately to the Headteacher or a Senior Leader
- Participate in training as required by the school

Senior Leadership Team Must:

- Ensure staff are trained in positive behaviour support and safe intervention techniques
- Maintain oversight of all restrictive intervention incidents
- Review behaviour plans for vulnerable or high-risk pupils
- Ensure that practices meet the strengthened expectations around SEND and safeguarding outlined in DfE guidance

Governing Body Must:

- Oversee compliance with statutory guidance, including the duties under the Schools (Recording and Reporting of Seclusion and Restraint) (No.2) (England) Regulations 2025
- Monitor patterns of restrictive interventions and ensure the school takes steps to reduce their use

Recording and Reporting

We are legally required to record each significant incident on the same day, including:

- Pupil and staff names
- Pupil needs (including SEND)
- Time, location, and duration
- What happened, why intervention was necessary, and de-escalation attempts
- Type and degree of force used
- Injuries and support provided

Records will be stored securely and monitored termly on CPOMS/Individual Behaviour Logs where appropriate.

Reporting to Parents

Parents must be informed as soon as practicable following any significant incident involving force, seclusion, or restraint.

Supporting Pupils and Staff After Incidents

Following an incident, the school will:

- Offer emotional support to the pupil
- Provide a debrief for staff and pupils involved
- Review and adjust behaviour plans if necessary
- Assess whether additional training is required

The updated guidance encourages structured support processes for both pupils and staff.

Complaints and Allegations

Complaints will be handled according to the school's Complaints Policy.
Allegations of misuse of force will be managed in line with safeguarding procedures and statutory DfE guidelines.

Monitoring and Review

This policy will be reviewed annually or sooner if new legislation or guidance is introduced.