



Restrictive Interventions Policy

February 2026

*WALKING IN LOVE,
INSPIRING TRANSFORMATION*

Vision & Values

At St Anne's, we Walk in love (Ephesians 5:2), nurturing Compassion, Curiosity and Confidence in our pupils and adults.

We create a Community of belonging in which each person can Shine their Light (Matthew 5:16).

Rooted in Christ, we celebrate our rich diversity and inspire transformation through inclusive leadership and learning

At St Anne's our vision is to foster a safe, supportive and inclusive environment where every pupil is treated with dignity and respect. Guided by our core values of compassion, curiosity and confidence, we seek to understand pupils' individual needs, support safe learning and promote positive relationships. We believe that safe school communities are built on empathetic practice, thoughtful problem-solving and the confident application of well-reasoned professional judgement. This policy on restrictive interventions aligns with this vision and ensures that, should interventions ever be necessary, they are applied only as a last resort, with pupil welfare and safety at the forefront of decision-making.

1. Introduction and Purpose

- 1.1 This policy sets out the principles and procedures for the use of restrictive interventions, including the use of reasonable force, in compliance with the Department for Education's updated guidance, Restrictive interventions, including use of reasonable force, in schools (effective from 1 April 2026). ([GOV.UK](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/103121/Restrictive_interventions_in_schools.pdf))
- 1.2 The purpose of this policy is to ensure that restrictive interventions are only used when absolutely necessary to maintain safety, and that such interventions are lawful, reasonable, proportionate, time-limited, and recorded and reported fully.
- 1.3 This policy complements our Behaviour Policy, Safeguarding Policy, SEND Policy, and Teaching & Learning Policies, ensuring a consistent and holistic approach to pupil wellbeing, behaviour support and risk reduction.

2. Definitions

2.1 Restrictive Interventions

Restrictive interventions are actions taken by staff that **limit a pupil's movement, liberty or freedom**, whether planned or unplanned. These interventions are used only to manage **significant risk** and include physical and non-physical measures.

These include, but are not limited to:

- Physical restraint or holding
- Seclusion (restricted alone in a safe space for safety, not as punishment)
- Other interventions that restrict freedom of movement, with or without physical contact

2.2 Reasonable Force

Reasonable force refers to the **minimum physical force necessary** to:

- Prevent injury to a pupil or others





- Prevent serious damage to property
- Prevent serious disruption where safety is at risk

Reasonable force is always a form of restrictive intervention and must be lawful, proportionate and time-limited.

2.3 Seclusion

Seclusion is the **supervised restriction of a pupil in a space from which they are prevented from leaving**, whether by physical means or staff presence.

Key features of seclusion:

- The pupil is **not free to leave**
- It is used to manage **immediate risk**, not as a sanction
- It is a **restrictive intervention**
- It must never be used as punishment
- It must be carefully recorded, monitored and reviewed

Seclusion should only be used when other strategies are insufficient to reduce risk and should end as soon as it is safe to do so.

2.4 Internal Isolation

Internal isolation is a **behavioural consequence** used as part of the school's Behaviour Policy. It involves a pupil working separately from peers for a short, defined period.

Internal isolation:

- Does **not** prevent a pupil from leaving the space
- Is **not** used to manage immediate risk
- Is **not** a restrictive intervention
- Must be proportionate, time-limited and supervised
- Must never involve locking doors or physically preventing exit

If a pupil is prevented from leaving an isolation space, the measure becomes **seclusion** and must be treated as a restrictive intervention.

3. Principles

3.1 Prevention First

We prioritise approaches that prevent the need for restrictive interventions, including:

- Positive behaviour support strategies
- De-escalation and calming techniques
- Differentiated teaching and environment adaptation
- Individualised risk and behaviour support plans, particularly for pupils with additional needs or SEND

3.2 Compassionate Practice

When responding to behaviour that challenges, staff act with compassion, seeking to understand underlying causes and triggers, and reinforcing pupils' sense of safety and belonging.

3.3 Clear Professional Judgement

Restrictive interventions should only be used when necessary to prevent harm and when



less intrusive measures have been tried or are judged unlikely to succeed. Staff should remain confident in their professional judgement while ensuring proportionality.

3.4 Safeguarding and Welfare

All interventions must prioritise the physical and emotional wellbeing of pupils and staff, including careful consideration of pupils with SEND or trauma histories, ensuring reasonable adjustments are made.

3.5 Transparency and Accountability

Any use of restrictive interventions must be recorded and reported in line with statutory requirements, with clear communication to parents or carers. This supports trust, learning and continuous improvement. (kirkleesbusinesssolutions.uk)

4. Restrictive Interventions May Be Used

4.1 Restrictive interventions should only be used when:

- There is an immediate risk of injury to the pupil or others
- A pupil is committing, or at risk of committing, a serious offence
- There is significant and imminent danger of serious damage to property
- There is significant disruption to the learning environment that cannot be managed through other means

4.2 Staff should continually evaluate whether the intervention remains necessary and reduce or stop it as soon as risk decreases.

5. Training & Support

5.1 All staff will receive training on:

- Understanding and applying this policy
- De-escalation and positive behaviour support strategies
- Safe and lawful application of restrictive interventions
- Recording and reporting procedures
- New staff will be trained as soon as is reasonably practicable

5.2 Training will be reviewed annually or whenever updates to statutory guidance occur.

6. Recording and Reporting

6.1 All significant incidents involving restrictive interventions must be recorded promptly and accurately on CPOMS.

6.2 The record must include:

- Date, time and location
- Details of the behaviour risks
- Measures used before the intervention
- Description of the intervention
- Duration of intervention
- Pupil and staff impact and follow-up actions



6.3 Parents/carers must be informed as soon as possible, and in most cases on the same day, with a clear summary of the incident. They will be informed via the Arbor messaging app.

7. Reviewing Practice

7.1 Incident records will be regularly reviewed by the Senior Leadership Team and governing body to:

- Identify trends or patterns
- Ensure equitable application across all pupils
- Inform staff training needs
- Support continuous improvement and evidence-led practice

8. Complaints and Concerns

8.1 Any concerns about the application of restrictive interventions should be raised via the school's Complaints Procedure.

8.2 Serious concerns may also be raised with the Local Authority or appropriate regulatory body.

9. Policy Review

9.1 This policy will be reviewed annually and updated to reflect new legislation, guidance and best practice.

10. Arrangements for Monitoring and Evaluation

This policy will be reviewed annually by the (Local Governing Body) and may be amended as appropriate.

Any questions or concerns regarding this policy should be made to:

Name: Elizabeth Hindmarsh
Role: Headteacher

Date written: February 2026
Date agreed by Governing Body: March 2026
Chair of Governors: Tom Woodlock
Headteacher: Elizabeth Hindmarsh
Date of next review: March 2027



