



Restrictive Intervention Policy

(DfE April 2026)

Embrace Multi Academy Trust strives to maintain and improve good provision and outcomes at each of its member schools. Based upon our shared ethos and our values of wisdom, collaboration, respect, integrity, inclusivity, and compassion, we aim to support the learning and development of every person within the trust, and our policies are written from this perspective.

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1. Purpose

- 1.1. This policy sets out the school's approach to the prevention, use, recording and review of restrictive interventions, including the use of reasonable force.
- 1.2. This policy is consistent with the Department for Education guidance:

["Restrictive interventions including the use of reasonable force in schools"](#)

(effective 1 April 2026)

- 1.3. It should be read alongside the school's safeguarding, behaviour and SEND policies.
- 1.4. The school is committed to safeguarding and promoting the welfare of all pupils. Restrictive interventions will only ever be used where necessary and in a manner that is lawful, proportionate and respectful of the dignity and rights of the child.

2. Definition

- 2.1. A restrictive intervention is any action that restricts a pupil's movement, liberty or freedom to act independently. This may include physical intervention such as restraint, but also non-physical actions such as blocking a pupil's path or confining a pupil to a space. (See the DfE guidance "Restrictive interventions including the use of reasonable force in schools" (effective April 2026) for the definitions.)
- 2.2. The use of "reasonable force" refers to the application of the minimum force necessary for the shortest possible duration in order to prevent harm or serious disruption.

3. Guiding Principles

- 3.1. The school adopts a preventative and child-centred approach. The use of restrictive intervention is always a last resort and is not a behaviour management strategy in itself. It must never be used as a punishment, to secure compliance, or as a substitute for effective behaviour support.
- 3.2. Any intervention must be necessary in the circumstances, proportionate to the level of risk presented, and applied for the shortest time possible. Staff must act in the best interests of the pupil and others, maintaining the pupil's dignity throughout.
- 3.3. Particular care will be taken in relation to pupils with special educational needs or disabilities, recognising that behaviour may be a form of communication and that reasonable adjustments may be required.

4. Circumstances in Which Intervention May Be Used

- 4.1. Restrictive intervention may only be used where it is necessary to prevent a pupil from causing injury to themselves or others, committing a criminal offence, causing serious damage to property, or seriously disrupting the good order of the school.
- 4.2. All members of staff have the legal authority to use reasonable force in such circumstances; however, they are expected to do so in accordance with this policy, the DfE guidance, and their training.

5. Prevention and De-escalation

- 5.1. The school places a strong emphasis on prevention. Staff are expected to use de-escalation strategies and positive behaviour support to reduce the likelihood of incidents occurring. This includes recognising early signs of distress, adapting communication, offering space or time, and using distraction or reassurance.
- 5.2. Where pupils are known to present a higher risk, individual behaviour or risk management plans will be developed. These plans will identify triggers, early warning signs and agreed strategies to support the pupil safely.

6. Use of Seclusion

- 6.1. Seclusion, defined as the supervised confinement of a pupil in a room or area from which they cannot freely leave, will only be used where it is necessary to manage a serious and immediate risk to safety. It must never be used as a disciplinary measure.
- 6.2. Where seclusion is used, the pupil must be continuously supervised, and the intervention must end as soon as it is safe to do so, in line with DfE guidance.

7. Prohibited Practices

- 7.1. The school strictly prohibits any intervention that could cause harm, injury or distress beyond that which is unavoidable in preventing immediate risk. This includes techniques that deliberately inflict pain, restrict breathing or circulation, or involve holding a pupil in a prone (face-down) position.

8. Recording and Reporting

- 8.1. In line with statutory requirements introduced in April 2026 and set out in DfE guidance, every use of restrictive intervention must be formally recorded. The record must be completed as soon as possible after the incident and must include a clear account of what happened, why the intervention was necessary, and what actions were taken. This must be recorded on the relevant form at the end of this policy and uploaded to CPOMs under the category of 'restraint incident.'
- 8.2. Parents or carers must be informed of any incident involving restrictive intervention as soon as practicable (preferably the same day), and a record of this communication must be kept. This must be on the relevant form at the end of this policy and a copy uploaded onto the CPOMs record as part of the chronology.
- 8.3. Accurate and timely recording is essential both for safeguarding purposes and for identifying patterns or trends that may require further intervention or support.

9. Post-Incident Support and Review

- 9.1. Following any incident, the immediate priority is to ensure the physical and emotional wellbeing of the pupil and any staff involved. Appropriate first aid or medical attention will be provided where necessary.
- 9.2. A debrief will take place to reflect on the incident, including the perspective of the pupil where possible. This process should support learning, reduce the likelihood of recurrence, and inform any necessary updates to behaviour or risk management plans.

10. Roles and Responsibilities

- 10.1. The headteacher is responsible for ensuring that this policy is implemented effectively, that staff are appropriately trained, and that systems for recording and monitoring are robust and consistent with DfE expectations.
- 10.2. Staff are responsible for following this policy, using de-escalation strategies wherever possible, and ensuring that any use of restrictive intervention is lawful, proportionate and recorded.
- 10.3. The local governing committee has oversight of the school's use of restrictive interventions and will monitor patterns, frequency and safeguarding implications through regular reporting.

11. Training

- 11.1. The school will ensure that staff receive appropriate training in behaviour management, de-escalation techniques and the safe use of restrictive intervention where required. Training will be proportionate to role and refreshed regularly, in line with DfE guidance.

12. Monitoring and Review

- 12.1. The school will regularly review records of restrictive interventions in order to identify patterns, evaluate practice and improve support for pupils. This will include consideration of any disproportionate impact on particular groups of pupils.
- 12.2. This policy will be reviewed annually or sooner if required in response to changes in legislation, DfE guidance, or best practice.

Appendix A - Reporting Forms

Recording the Use of Seclusion and Non-Force Related Restraint			
School:	Year Group/Key Stage:	Class Teacher:	Agency Involvement:
Pupil Premium: Y/N/FSM	SEND: N/ K/ E	Other aspects (e.g., EAL, Young Carer)	Parent communication by:
Date and time			
Name of pupil directly involved			
Name of staff directly involved			
Location and approximate duration of the intervention			
Any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code			
Brief account of why the intervention was assessed as necessary in that instance			
Details of any physical injuries sustained, if applicable			
Any post-incident support, such as details of any medical treatment for injuries or other adverse impacts			
Signature of staff member completing _____		Signature of senior leader reviewing _____	

Recording the Use of Restrictive Intervention (including use of reasonable force)			
School:	Year Group/Key Stage:	Class Teacher:	Agency Involvement:
Pupil Premium: Y/N/FSM	SEND: N/ K/ E	Other aspects (e.g., EAL, Young Carer)	Parent communication by:
Date and time			
Name of pupil directly involved			
Name of staff directly involved			
Location and approximate duration of the intervention			
Brief account of the incident <i>including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained</i>			
Why was the use of force assessed as necessary in this instance?			
Were any injuries sustained?			
What post-incident support was provided? <i>for example, any medical treatment for injuries or other adverse impacts</i>			
Signature of staff member completing _____		Signature of senior leadership reviewing _____	

Reporting the Use of Seclusion or Force (Parent/Carer)			
School:	Year Group/Key Stage:	Class Teacher:	Agency Involvement:
Pupil Premium: Y/N/FSM	SEND: N/ K/ E	Other aspects (e.g., EAL, Young Carer)	Parent form shared:
Date and time			
Name of pupil directly involved			
Location and approximate duration of the intervention			
Account of the incident			
Assessment of necessity for use of force			
Type and degree of force applied			
Were any injuries sustained?			
What post-incident support was provided? <i>for example any medical treatment for injuries or other adverse impacts</i>			
Name of member of staff sharing information			