Long Buckby Junior School

Policy for Restrictive Interventions, including the use of Reasonable Force

1. Introduction

This policy is based on DFE guidance 'Restrictive interventions, including the use of reasonable force in School' April 2026

The School recognises that there is a need, reflected in common law, to intervene when there is an obvious risk of safety to its pupils, staff and property.

The School is committed to ensuring that all staff and adults with responsibility for children's safety and welfare will deal professionally with all incidents involving aggressive or reckless behaviour, and use physical intervention only as a last resort in line with DFE and LA advice. If used at all, it will be in the context of a respectful, supportive relationship with the pupil, and be reasonable and proportional to the circumstances of the incident. We will always aim to ensure minimal risk of injury to pupils and staff.

All members of staff have a legal power to use reasonable force in certain circumstances.

To prevent or stop a pupil from:

1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property
4. causing disorder among pupils at the school, whether during a teaching session or otherwise

2. Relevant Legislation

The principal legislation to which this guidance relates are:

- the Education and Inspections Act 2006, especially sections 93 and 93A
- the School (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025
- the Health and Safety at Work etc. Act 1974 and associated regulations
- the Human Rights Act 1998
- the Equality Act 2010

3. Objectives

The key objectives include:

- Maintaining the safety of pupils, staff and visitors
- Preventing serious breach of school discipline
- Preventing serious damage to property.

4. Determining when use of restrictive interventions is appropriate

Is it necessary?

- Staff will consider whether there are other more effective, less restrictive ways to manage a situation.
- Staff will assess whether a restrictive intervention is likely to successfully reduce the relevant risks, or whether its use would escalate the situation further or cause more harm than the behaviour itself.
- Where possible, staff will communicate with other staff members to understand any broader risks in the environment.

Is it proportionate?

- Staff will use the least amount of force or least restrictive intervention necessary for the least amount of time required to reduce the relevant risks.
- If the intervention itself is escalating the situation, staff will reconsider their approach and attempt an alternative strategy.
- Staff will consider the personal circumstances of the pupil such as medical conditions, special educational needs or other vulnerabilities, their characteristics such as age and size, and will consider relevant equality implications under the Equality Act 2010.

Have you considered the pupil's welfare?

- Staff will consider the impact on the pupil's overall welfare, balanced against any actions taken. For example, pupils who have experienced an adverse life event, with diagnosed or undiagnosed medical conditions or sensory impairments, past trauma or neglect, communication difficulties, or other needs, may find the use of restrictive interventions particularly distressing.
- Staff will seek to maintain respect for a pupil's dignity. This may include, where possible, considering the location and environment where any intervention is used, such as in front of their peers.
- Where possible, staff will clearly and calmly communicate to the pupil what is happening, why, and explain what the pupil needs to do.
- For pupils with difficulties with speech, language and communication, or with English as an additional language, verbal and/or non-verbal strategies will be used to ensure the pupil understands what is happening and has adequate time to process information and respond.
- Staff will seek to understand how the pupil is feeling and use this information to determine whether the restrictive intervention will be, or continue to be, applied, reduced or stopped.

5. Consideration for pupils with special educational needs and/or disabilities (SEND)

Some children and young people with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Triggers may include pain, sensory overload, unfamiliar situations or environments or feelings of fear and anxiety. In particular, pupils who are non-verbal or find verbal communication challenging may express their needs, discomfort or confusion through actions. This can lead to pupils with SEND being disproportionately subject to the use of restrictive interventions.

School will seek to understand the underlying triggers of challenging behaviour so that they can provide proactive support, create an inclusive environment and consider the impact of school policies on pupils with SEND. For example, School will consider how the school culture and environment may be experienced differently by pupils with SEND and seek to support pupils to cope with situations that they may find distressing.

School will utilise staff who know individual pupils well to help identify and manage risk such as trigger points when challenging behaviour is more likely to occur, and develop proactive strategies to reduce the likelihood of restrictive interventions being used. They will also work with the pupil, parents and other professionals to develop prevention and de-escalation strategies. Depending on the circumstances, examples of strategies may include:

- removing stimuli that may be causing distress
- changing body language, facial expression, and/or tone of voice
- supporting the pupil to express their emotions before getting overwhelmed
- engaging the pupil in an activity which can help them manage their feelings of anxiety
- distracting the pupil in something that interests them or by introducing familiar objects and activities to redirect their attention.

Where appropriate, school staff will work with pupils with SEND and their parents in the co-production of any necessary behaviour support plans. Behaviour support plans will outline any adjustments, such as to address aspects of the school environment which the pupil finds challenging and ways for pupils to communicate their needs effectively. Behaviour support plans will detail circumstances where it may be appropriate for staff to have increased physical contact with a pupil. This will be discussed in conjunction with the relevant people, such as teachers, parents, the pupil, pastoral staff or health professionals, and parameters around its use stated clearly in the plan. Where there is an identified risk, such as increased likelihood in the need to use reasonable force and/or other restrictive interventions, School will have risk assessments in place and where possible, mitigate risks such as through training and prevention strategies. Whether the use of restrictive interventions is appropriate will depend on the circumstances, irrespective of whether it has been considered as part of a behaviour support plan.

Any behaviour support plans will be reviewed with the pupil and their parent periodically and following any significant incident, so that changes can be made based on evidence of what has worked and what has not worked in practice for the individual pupil. Where a pupil has a disability, the school has a duty under the Equality Act 2010 to take reasonable steps to avoid disadvantage so that the pupil can fully participate in the education provided by the school, and that they can enjoy the other benefits, facilities and services that the school provides for pupils.

6. Pupil and Staff Support

School will evaluate all incidents involving the use of restrictive intervention as soon as practicable after the event to understand why it was used, the impact on pupils and staff, any patterns and trends, and how the use of restrictive interventions might be avoided in future, for example by

amending or introducing a behaviour support plan.

If appropriate, the pupil and staff member involved will receive a medical assessment and treatment for any injuries as soon as possible. Incidents in which a member of staff uses reasonable force or seclusion on a pupil will be recorded as described in 'Recording and reporting duties' in this document. In addition, any injuries will be recorded in accordance with the school's procedures and reported as appropriate to the Health and Safety Executive.

School will also hold a follow-up conversation(s) to facilitate reflection, learning and to support pupil and staff wellbeing. This conversation will be framed as part of the overall debriefing process and look to understand what happened during the incident and why, based on separate reflections from both the staff and pupils involved, as well as to repair and rebuild relationships through dialogue. This process will ideally be facilitated by a staff member who was not involved in the incident and may also benefit from the presence of an additional person to ensure impartiality and support. By engaging in this process, School can foster a culture of continuous improvement.

School will continue to monitor pupil and staff wellbeing and provide additional support if needed, for example through further follow-up conversations, counselling or other resources. Additionally, any pupil who witnesses an incident of restrictive intervention where a peer may have been injured or become distressed will also be provided with appropriate support where necessary.

7. Recording the use of force

The Governing body will ensure that a procedure is in place for recording each significant incident in which a member of staff uses force on a pupil, as part of the school's duty under section 93A of the Education and Inspections Act 2006.

Incidents will be recorded as soon as practicable after the event. It will be recorded by the staff member(s) involved and they will endeavour to do this no later than the same day.

The procedure will require that a record of any such incident is made in writing as soon as practicable after the incident. The requirement to record applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan.

In discharging their duty to have a procedure in place for recording use of force incidents, the governing body or proprietor will have regard to this guidance and any other relevant guidance issued by the Secretary of State for these purposes.

School will record the following details as a minimum:

- names of pupil and staff directly involved
- 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
- time, date, location and approximate duration of the intervention
- brief account of the incident, 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
- brief account of why the use of force was assessed as necessary in that instance
- any post-incident support, such as details of any medical treatment for injuries or other adverse impacts
- when and how parents were notified, and
- what follow-up has taken place.

The Governing body will ensure that a procedure is in place for reporting each significant use of force to the parents of the pupil involved as soon as practicable after the incident, and they will endeavour to do this no later than the same day.

8. Recording and reporting the use of seclusion and non-force related restraint

The Governing Body will ensure that a procedure is in place for recording each seclusion or restraint incident as part of the school's duty under the School (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025.

As outlined in these regulations, an incident of restraint may occur with or without direct physical contact. For restraint incidents that occur without direct physical contact, for example, the removal of a walking aid, these will be recorded under the procedures outlined in this section.

Incidents will be recorded as soon as practicable after the event. It will be recorded by the staff member(s) involved and they will endeavour to do this no later than the same day.

The procedure will require that a record of any such incident is made in writing as soon as practicable after the incident. The requirement to record applies even if the use of seclusion or restraint in certain circumstances is agreed with parents as part of a pupil's behaviour support plan.

The Governing body will ensure there is a procedure for supplying a copy of the written record of the seclusion or restraint incident to parents. Independent School and non-maintained special School will ensure there is a procedure for providing information about the seclusion or restraint incident in writing to parents. Parents will be informed as soon as practicable after the incident and School will endeavour to do this no later than the same day.

9. Guidance for Governing Bodies on Using Data

The governing body of a maintained school and the proprietor of other School will take all reasonable steps to ensure that the school's procedures for recording and reporting the use of force and seclusion and restraint are complied with.

The Governing body will regularly review and interrogate data on restrictive interventions to ensure school leaders:

- identify and implement improvements to policies and practices, particularly where

approaches have been used for some time but have not been effective.

- identify areas of learning and development for school staff, supporting specific departments and teachers to improve understanding and practice.
- understand pupils' repeat patterns and triggers to interrogate the effectiveness of pupil support measures, share this information with teachers who work with those pupils to better support them and, where appropriate, their parents, to establish a behaviour support plan or revise an existing plan.
- identify any disproportionate use of restrictive interventions in relation to pupils who share protected characteristics, have SEN, or other types of vulnerability.

Governing bodies and proprietors will consider the limitations of data and what can be inferred from it. Analysis will be proportionate and avoid over-interpreting small subgroups of people.

10. Complaints and allegations

Any complaints regarding the use of restrictive interventions will be dealt with in accordance with the school's normal complaints procedure.

If an allegation regarding inappropriate use of force and/or other restrictive interventions is made against a member of staff, the procedures in Keeping Children Safe in Education will be followed.

Local Long Buckby Junior School Guidance and Procedures

11. Positive Behaviour Management

All physical interventions at this school are conducted within a framework of the guidance. The school Behaviour and Relationships Policy is intended to reward effort and application, and encourage pupils to take responsibility for improving their own behaviour. Part of our preventative approach to risk reduction involves looking for early warning signs, learning and communicating any factors which may influence behaviour and taking steps to divert behaviours leading towards foreseeable risk. Pupils are encouraged to participate in the development of their own Positive Handling Plans by focusing on positive alternatives and choices. Parents/Carers are also encouraged to contribute. However, if problems arise, staff have an additional responsibility to support all pupils when they are under pressure and safely manage crises if, and when, they occur.

12. Alternatives to Physical Controls

A member of staff who chooses not to make a physical intervention can still take effective action to reduce risk. They can:

- Use the key questions in the school's Behaviour and Relationship Policy linked to Emotions Coaching to de-escalate the situation whilst acknowledging that showing your emotions is normal.
- Show care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiation and reason.
- Give clear directions to the pupils to stop.
- Remind them about rules and likely outcomes.

- Remove an audience or take vulnerable pupils to a safer place.
- Make the environment safer by moving furniture and removing objects which could be used as weapons.
- Use positive touch; as specified during the TEAM teach training; to guide or escort pupils to somewhere less pressured.
- Ensure that colleagues know what is happening and get help.

13. Authorisation of staff to use physical intervention

- We recognise that most of the time physical intervention will be used infrequently, that is, as a last resort to maintaining a safe environment.
- All teaching staff are, by the nature of their roles, authorised to use physical intervention as appropriate.
- Best practice will be monitored. Frequent sessions to practise the use of techniques, as well as to disseminate any revised information (including updated DFE and/or NCC policies) will be included as part of the school's normal schedule of staff meetings.
- These meetings will be open to all staff, including non-teaching staff, who have been authorised to use physical intervention techniques.

14. Using restrictive physical interventions

The restrictive physical interventions authorised by the school are those techniques that staff have received appropriate training and professional development.

The core principles include:

- minimum of 2 staff involved
- last resort minimum force and time
- techniques that do not rely on pain or locks and allow for verbal communication
- staff safety and protection addressed
- planned responses and techniques are written out and included in positive handling plans for individual pupils**.**

The restrictive physical interventions authorised by the School are those techniques in which staff have received appropriate training and development through 'Team Teach'. School keeps an up to date record of staff who are trained in positive handling. The Headteacher is qualified to deliver Foundation Level Team Teach training to staff at the school and assist in the delivery at other establishments.

Team-Teach techniques seek to avoid injury to the student/pupil, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the student/pupil remains safe.

15. Reporting and Monitoring Incidents

Reporting and monitoring is of paramount importance for a number of reasons:

- Can relate the physical intervention to the PHP and make appropriate changes, if necessary.
- Protection for staff and pupils
- Keeps a record of incidents, so times/areas that most incidents occur can be tracked.
- Can evaluate the effectiveness of physical intervention.

All recording of physical interventions is kept in a bound incident book with numbered pages which is kept securely in the Head Teacher's office.

16. Debriefing Arrangements

- The pupil and the member of staff will be checked for any sign of injury after an incident. First aid will be administered to anyone who requires it.
- The pupil will be given time to become calm whilst staff continue to supervise her/him. When the pupil regains complete composure, a senior member of staff (or her/his nominee) will discuss the incident with the pupil and try to ascertain the reason for its occurrence. The pupil will be given an opportunity to explain things from her/his point of view. All necessary steps will be taken to re-establish the relationship between the pupil and the member(s) of staff involved in the incident.
- In cases where it is not possible to speak to the pupil on the same day as the incident occurred, the debrief will take place as soon as possible after the pupil returns to school.
- All members of staff involved will be allowed a period to debrief and recover from the incident. This may involve access to external support. A senior member of staff (or her/his nominee) will provide support to the member of staff involved.
- The Headteacher will be informed at the earliest possible opportunity of any incidents where physical intervention or restraint was used. The Headteacher (or his/her nominee) will initiate the recording process if not already underway and review each incident to ensure that any necessary lessons are learned.

17. Arrangements for Informing Parents/Carers

Parents/Carers will be informed of the school's policy regarding physical intervention in the following ways:

- On completion of the full training parents will be informed of this policy and its contents.
- Thereafter, a section about the school's legal obligations to maintain a safe environment and the possible use of physical intervention (as a very last resort) with pupils will be included in the school brochure.
- A Positive Handling Plan will be discussed and developed with parents/carers in advance on an individual basis. All interventions will be routinely recorded and available to parents/carers.
- Parents/Carers will be informed after an incident where physical intervention is used with a child.

Training and Authorisation of Staff

All staff who have satisfactorily completed Team Teach training are authorised to use physical intervention techniques. Once staff have received their full training, refresher training will take place 2 – 3 years following initial training.

Positive Handling Plans

Individual students assessed at being at greatest risk of requiring restrictive physical intervention will be placed on Positive Handling Plans developed in consultation with the School, Parents/ Carers, and the student. They will include

- risks assessments where necessary and alert people to risks
- warn against strategies which have been ineffective in the past
- preferred strategies and suggest ideas for the future
- bring together contributions from key partners working in partnership and signed by all concerned
- reviewed regularly

Positive Handling Plans set out the situations that may provoke difficult behaviour, preventative strategies and the de-escalation strategies that are most effective. Specific strategies and techniques that have been agreed by staff when physical intervention is required are also included.

Signed

Dated