



Restrictive Interventions & Use of Reasonable Force Policy

SCHOOL POLICY
Review: Annually
Next Review Date: April 2027

Role	Name
Headteacher	Caroline Rodgers
Chair of Governors	Linda Mosley
Designated Governor	
Designated Senior Lead	Caroline Rodgers – Headteacher

1. Policy Statement

At Brockley Primary School, we are committed to providing a safe, inclusive and nurturing environment where all pupils can learn and thrive. We believe that positive relationships, early intervention, and de-escalation strategies are central to promoting positive behaviour and wellbeing.

Restrictive interventions, including the use of reasonable force and seclusion, will only ever be used as a last resort when it is necessary to protect pupils or staff from harm, prevent serious disorder, or prevent significant damage to property. Any use of restrictive intervention must be lawful, reasonable, proportionate and time-limited.

2. Purpose of the Policy

This policy:

- Sets out Brockley Primary School's approach to restrictive interventions, including reasonable force and seclusion
- Ensures compliance with current legislation and statutory guidance
- Provides clarity and confidence for staff in managing risk safely
- Protects the rights, safety and dignity of pupils and staff
- Supports governors in fulfilling their statutory responsibilities

3. Scope

This policy applies to:

- All pupils at Brockley Primary School
- All school staff, including teaching staff, support staff, supply staff and volunteers
- The governing body

4. Legal Framework

This policy is informed by and complies with:

- Education and Inspections Act 2006 (sections 93 and 93A)
- Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025
- Equality Act 2010
- Human Rights Act 1998
- Health and Safety at Work etc. Act 1974
- DfE guidance Restrictive interventions, including use of reasonable force, in schools (April 2026)

5. Definitions

Restrictive intervention

Any action that prevents, restricts or subdues a pupil's movement, either physical or non-physical.

Reasonable force

Physical intervention used only when necessary, using the minimum force for the shortest possible time, to prevent harm or serious disorder.

Seclusion

A non-disciplinary intervention where a pupil is confined away from others and prevented from leaving, used only to manage immediate risk.

Significant incident

Any incident where force goes beyond normal physical contact and meets the statutory threshold for recording and reporting.

6. Who Can Use Reasonable Force?

All Brockley Primary School staff have a legal power to use reasonable force in specific circumstances, to prevent a pupil from:

- Injuring themselves or others
- Committing a criminal offence
- Causing significant damage to property
- Causing serious disorder

Staff are supported by the school to make reasonable judgements in high-pressure situations.

7. Unacceptable Use of Force

The following are never acceptable at Brockley Primary School:

- Use of force as a punishment
- Deliberate restraint affecting breathing, airway or circulation
- Holding a pupil on the ground (unless unavoidable and released immediately)
- Any intervention that humiliates, degrades or intimidates a pupil

8. Physical Contact That Is Not Restrictive Intervention

Brockley Primary School does not operate a no-contact policy. Appropriate physical contact is sometimes necessary and includes:

- Providing first aid

- Guiding or escorting pupils safely
- Comforting a distressed pupil
- Positive gestures such as reassurance or praise
- Supporting learning activities (e.g. PE, practical subjects)

Staff use professional judgement at all times, considering the pupil's age, needs, SEND and individual circumstances.

9. Seclusion

Seclusion may be used only as a safety measure, not as a disciplinary response, when:

- A pupil is experiencing extreme dysregulation
- There is a serious and immediate risk of harm

When seclusion is used:

- The space must be safe and non-threatening
- The pupil must be supervised at all times
- Seclusion must end as soon as the risk reduces
- The incident must be recorded and reported in line with statutory requirements

10. Minimising the Need for Restrictive Interventions

Brockley Primary School prioritises:

- High-quality, inclusive teaching
- Clear behaviour expectations
- Emotion coaching and de-escalation strategies
- Calm communication and predictable routines
- Positive relationships and trust

The school environment and daily practice are designed to reduce distress and escalation wherever possible.

11. Pupils with SEND

We recognise that pupils with SEND may be disproportionately affected by restrictive interventions.

The school will:

- Identify triggers and underlying needs
- Make reasonable adjustments

- Work closely with parents and external professionals
- Use co-produced behaviour support plans where appropriate
- Conduct risk assessments where there is known risk

Restrictive interventions are not automatic, even where they are referenced in a behaviour support plan.

12. Recording and Reporting

Recording

All significant incidents involving:

- Use of force
- Seclusion
- Non-force related restraint

must be recorded as soon as practicable, ideally on the same day. Records include:

- Names of pupils and staff involved
- Date, time, location and duration
- Description of events and triggers
- Justification for the intervention
- Injuries or medical treatment
- Follow-up actions
- Form attached and should be copied onto MyConcern (scanned)

Reporting

Parents will be informed as soon as practicable, usually the same day, in writing. Follow-up meetings are offered where appropriate.

13. Post-Incident Support

After any restrictive intervention, the school will:

- Support the wellbeing of the pupil and staff involved
- Facilitate a calm debrief and reflection
- Repair relationships where needed
- Review and amend support strategies or plans

14. Monitoring and Governance

The governing body will:

- Ensure statutory procedures are followed
- Review data on restrictive interventions
- Monitor patterns and disproportionality
- Ensure staff training and wellbeing needs are addressed

15. Complaints and Allegations

Complaints will be managed through the school's complaints procedure. Allegations against staff will be handled in accordance with Keeping Children Safe in Education.

16. Review

This policy will be reviewed annually or sooner if legislative guidance changes or following a significant incident.

17. This policy links to the following policies and procedures

- Behaviour policy
- Child protection and safeguarding policy
- Complaints policy
- Health and safety policy
- SEND policy