



Pennington C of E Primary School

BeTheBestYouCanBe!



Restrictive Physical Intervention and Use of Reasonable Force Policy 2026-27

PENNINGTON C OF E PRIMARY SCHOOL

Published September 2026

To Be Reviewed by September 2027



1. Policy Statement

At Pennington CE Primary School we are committed to relational, trauma-informed practice. We believe that behaviour is a form of communication and seek to support pupils through positive relationships, co-regulation, self-regulation and de-escalation strategies.

Restrictive physical intervention, including the use of reasonable force, will only be used as a last resort where there is no reasonably practicable alternative and where it is necessary, reasonable and proportionate to maintain safety.

Restrictive physical intervention will never be used as a punishment.

This policy is based on Hampshire County Council's 2026 guidance on restrictive physical intervention and the Department for Education's guidance on the use of reasonable force and other restrictive interventions.

2. Key Principles

All staff will:

- ✓ Prioritise de-escalation and regulation strategies.
 - ✓ Use strong relationships and preventative approaches to reduce risk.
 - ✓ Consider the pupil's welfare at all times.
 - ✓ Use the least restrictive intervention for the shortest possible time.
 - ✓ Maintain the pupil's dignity and respect.
 - ✓ Record and report all significant incidents.
 - ✓ Reflect and learn from incidents to reduce future interventions.
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3. Definitions

Restrictive Physical Intervention

Any action used to prevent, restrict or subdue the movement of a pupil against their will.

Reasonable Force

The minimum force necessary for the minimum amount of time required to:

- prevent injury;
- prevent significant damage;
- prevent criminal acts;
- maintain safety.

Seclusion

Keeping a pupil away from others and preventing them from leaving.

Seclusion should only be used in exceptional situations where there is an immediate risk of harm and should never be used as a punishment.



4. When Restrictive Physical Intervention May Be Used

Staff may use restrictive physical intervention where it is necessary to:

Prevent injury

For example:

- a pupil attempting to hit or kick another child;
- a pupil attempting to harm themselves.

Prevent serious damage

For example:

- throwing furniture;
- smashing equipment.

Prevent a criminal offence

For example:

- possession of a weapon;
- assault.

Prevent serious disorder

For example:

- behaviour creating an immediate risk of physical harm to others.

Behaviour that is merely disruptive, non-compliant or challenging would not normally justify restrictive physical intervention.

5. Questions Staff Must Consider

Before using restrictive physical intervention staff should ask:

Is it necessary?

- Have less restrictive options been tried?
- Will intervention reduce risk?
- Could intervention make things worse?

Is it proportionate?

- Am I using the least restrictive option?
- Am I using the minimum force required?
- Am I taking account of the pupil's age, size, SEND needs and vulnerabilities?

Have I considered welfare?

- Will this preserve dignity?
- Am I explaining clearly what is happening?
- Am I supporting rather than punishing?

If the answer is no to any of these questions, staff should reconsider their approach.



6. Staff Authorised to Use Reasonable Force

Under Section 93 of the Education and Inspections Act 2006:

- all teachers;
- teaching assistants;
- learning support assistants;
- lunchtime supervisory assistants;
- other staff authorised by the Headteacher

may use reasonable force when necessary.

All staff are expected to seek assistance where possible.

Staff should not place themselves at significant risk of injury.

7. Planned Responses

For pupils where restrictive intervention may foreseeably be required:

The school will have:

Individual Risk Assessments

which identify:

- risks;
- triggers;
- preventative strategies;
- agreed responses.

Positive Behaviour Support Plans

which include:

- relational approaches;
- regulation strategies;
- de-escalation techniques;
- agreed adult responses.

Parents/carers and, where appropriate, pupils will contribute to planning.

8. Seclusion

Pennington CE Primary School does not use seclusion as a planned intervention.

In exceptional emergency situations where seclusion is used to prevent immediate harm:

- the pupil must be supervised at all times;
- the environment must be safe;
- the pupil must be released as soon as risk reduces;
- the incident must be recorded and reported.

Seclusion will never be used as a sanction or punishment.



9. Recording and Reporting

All incidents involving:

- restrictive physical intervention;
- reasonable force;
- seclusion;
- no-force restraint;

must be recorded before the end of the same school day.

Records must include:

- date and time;
- location;
- staff involved;
- pupils involved;
- reason for intervention;
- de-escalation strategies attempted;
- type of intervention used;
- duration;
- injuries sustained;
- follow-up actions.

Records will be stored securely on CPOMS.

10. Parent Communication

Parents/carers will be informed in writing on the same day as any significant incident.

Information shared will include:

- what happened;
- why intervention was necessary;
- type of intervention used;
- any injuries;
- next steps.

A meeting may be offered to review support plans where appropriate.

This reflects the statutory reporting requirements introduced through the Schools (Recording and Reporting of Seclusion and Restraint) (No.2) (England) Regulations 2025. [\[boldfutures.co.uk\]](https://www.boldfutures.co.uk)

11. Debrief and Support

After any significant incident:

Staff

will receive an opportunity to:

- discuss events;
- receive support;
- reflect on practice.



Pupils

will receive an age-appropriate restorative discussion to:

- understand what happened;
- rebuild relationships;
- identify future strategies.

Risk assessments and support plans will then be reviewed.



12. Monitoring

The Headteacher and Safeguarding Governor will:

- monitor incidents termly;
 - identify patterns and triggers;
 - review effectiveness of support plans;
 - monitor for disproportionate use involving SEND or vulnerable pupils;
 - report trends to governors.
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13. Linked Policies

This policy should be read alongside:

- Behaviour Policy
- Safeguarding Policy
- Child Protection Policy
- SEND Policy
- Health and Safety Policy
- Staff Code of Conduct