



Townlands C of E Primary Academy

Restrictive Interventions (including Reasonable Force) Procedure

Our school behaviour policy ensures that an orderly and purposeful atmosphere for learning exists in school. There may, however, be rare occasions when staff will need to use 'reasonable force' and the use of restraint or physical interventions in order to prevent injury, damage to property, the breakdown of discipline, or control children or young people for safety reasons. As stated in Section 93 of the Education and Inspections Act 2006 provides all school staff, including non-teaching staff, with the power to use reasonable force to prevent pupils from hurting themselves or others, from damaging property or causing disorder. When it is safe, lawful and absolutely necessary, the Government supports school staff to use reasonable force, including restraint, as an intervention.

Townlands C of E Primary Academy recognises that the use of restrictive interventions, including reasonable force, may in some circumstances constitute a safeguarding concern, particularly where it is frequent, involves pupils with SEND or who are vulnerable, or gives rise to injury, distress or unmet need. Restrictive interventions should only be used as a last resort, for the purpose of maintaining safety, and in accordance with statutory guidance. In line with DfE guidance 'Restrictive interventions, including use of reasonable force in schools' (DfE, April 2026), the school has arrangements in place to record all significant incidents, to inform parents/carers promptly on the same day, and to ensure appropriate safeguarding oversight. The Designated Safeguarding Lead (DSL) reviews relevant incidents and patterns of use, and governors/trustees receive oversight information as part of their safeguarding responsibilities. Full details of recording and reporting the use of any type of restrictive intervention including use of reasonable force, seclusion and non-force restrictive related restraint, is outlined in the procedure below-

Recording on CPOMs

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 following details will be recorded as a minimum on the school's safeguarding reporting system (CPOMs)-

- 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
- the Designated Safeguarding Lead (DSL/DDSL) will review any incident logged, usually no later than the same day. Any significant use of force will also be reported to the parent(s) of the pupil involved as soon as practicable after the incident, usually no later than the same day.

Reporting to Parents/Carers

A report of the incident made to parents/carers will include the following details:

- time, date, location and approximate duration of the intervention
- brief account of why the intervention was assessed as necessary in that instance
- brief account of what type of force was applied, and the degree of force
- details of any physical injuries sustained, if applicable

Parents/carers will still be informed even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan. Incident dependent, it may be necessary to invite parents/carers into school to have a follow-up discussion about the incident where appropriate. This could involve a discussion about:

- any behavioural triggers or warning signs of an impending incident
- whether any agreed behaviour support plans were followed
- what de-escalation strategies were used and how effective they were
- what might be done differently in the future

The school may then use this information to amend any existing behaviour support plans.