



Jarrow Cross Church of England Primary School

“Encourage one another and build each other up.”

(Thessalonians 5:11)

Restrictive Intervention Policy			
Reviewed By	Kevin Taggart	Authorised by	Governing Body
Last Review	March 2026	Date	Applies from 1 st April 2026
Next Review	March 2027	Review Cycle	Annually or sooner if guidance changes



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1. Purpose and Scope

This policy sets out how our school uses restrictive interventions, including reasonable force and seclusion, to keep pupils and staff safe. It applies to all staff, volunteers, governors, and visitors working with pupils on school premises or during off-site activities.

Our approach prioritises prevention, de-escalation, and the dignity and welfare of every pupil. Restrictive interventions are used only when necessary, proportionate, and lawful.

2. Definitions

The school adopts the definitions set out in national guidance:

Restrictive Intervention

Any action that restricts a pupil's movement, liberty, or freedom to act.

Reasonable Force

The minimum amount of force necessary to prevent harm, used for the shortest possible time.

Seclusion

Supervised confinement of a pupil alone in a room or area from which they cannot freely leave. Staff may only use seclusion to protect others from harm when a pupil is experiencing severe emotional or behavioural dysregulation, and the pupil must be supervised throughout.

3. When Restrictive Interventions May Be Used

All members of school staff may use restrictive interventions, including reasonable force, to prevent a pupil from:

- Causing injury to themselves or others
- Committing a criminal offence
- Damaging property
- Causing serious disorder within the school



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This reflects the guidance that staff can use restrictive interventions “to prevent or stop a pupil from causing injury... committing a criminal offence... damaging property... [or] causing disorder” .

Restrictive interventions must **never** be used as punishment. It is illegal to use force for this purpose, and pupils must not be restrained in a way that affects breathing or circulation, such as pressure on the neck, abdomen, or covering the mouth or nose.

4. Decision-Making: Necessity, Proportionality, Welfare

Before using any restrictive intervention, staff must consider:

Necessity

Are there alternative strategies that could reduce the risk? Could the intervention escalate the situation?

Proportionality

Is this the least restrictive option? Is it appropriate for the pupil's age, size, and any medical needs?

Welfare and Dignity

Staff must consider the pupil's emotional wellbeing, including any history of trauma or adverse experiences. The document emphasises maintaining “respect for their dignity” when considering interventions.

5. Unacceptable Uses of Force

Staff must **never**:

- Use force as punishment
- Use techniques that restrict breathing or circulation
- Intentionally hold a pupil on the ground
- Use force to search for items banned only under school rules (e.g., mobile phones)

If a pupil is unintentionally held on the ground, staff must release or reposition them as quickly as possible.



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6. Searching Pupils

The headteacher and authorised staff may use reasonable force to search for **prohibited items** (e.g., weapons, illegal drugs), but **not** for items banned only by school rules. This distinction is required by statutory guidance.

7. Pupils with SEND and/or Disabilities

Restrictive interventions may be used with pupils with SEND, but only when necessary and lawful. Where a pupil's behaviour increases the likelihood of restrictive interventions, the school will:

- Complete a risk assessment
- Identify triggers and early-warning signs
- Develop prevention and de-escalation strategies
- Create or update a behaviour support plan
- Work with parents/carers and external professionals

8. Staff Training

Staff who may need to use restrictive interventions will receive training in:

- Safe and lawful use of reasonable force
- De-escalation and prevention strategies
- Understanding pupil needs, including SEND
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9. Procedures After an Intervention

Following any restrictive intervention:

1. **Medical Check** Pupils and staff should be assessed and any injuries treated.
2. **Recording** Staff must record the incident as soon as possible, ideally the same day. Required details include:
 - Names of those involved
 - Relevant pupil needs (including SEND)
 - Time, date, location, duration
 - Injuries and post-incident support



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- Account of events, triggers, de-escalation attempts, and justification for force
These requirements reflect the statutory list in the document .
- 3. **Reporting to Parents/Carers** A written report must be provided to parents/carers on the same day unless doing so would cause significant harm to the pupil. In such cases, the school must report to the local authority instead.
- 4. **Follow-Up Conversation** A staff member not involved in the incident should facilitate a reflective conversation with the pupil and staff to rebuild relationships and understand what happened.
- 5. **Review and Evaluation** The school will analyse the incident to identify patterns, triggers, and opportunities to reduce future risk.
- 6. **Ongoing Support** Pupils and staff involved—or who witnessed the incident—will be monitored and supported as needed.

10. Recording and Reporting Requirements

From April 2026, the school has a legal duty to record and report all **significant incidents** involving force, restraint, or seclusion. The document states that schools “must give a report of the incident to each of the pupil’s parents/carers as soon as possible” and must record all significant incidents .

All records will be stored securely and reviewed regularly by senior leaders and governors.

11. Data Analysis and Governance Oversight

The school will regularly analyse data on restrictive interventions to:

- Identify patterns or triggers
- Improve practice and reduce the need for interventions
- Identify training needs
- Monitor for disproportionate use with vulnerable groups, including pupils with SEND

The governing board will review this data to ensure accountability and continuous improvement.

12. Prevention and De-Escalation Strategies

The school is committed to minimising the need for restrictive interventions through:

Whole-School Approaches



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- Identifying behaviour “hotspots” and increasing staff presence
- Ensuring adequate supervision at key times
- Using consistent verbal warnings and shared de-escalation language

Individual Strategies

- Calm facial expressions and open body language
- Warm, calm tone of voice
- Clear reminders of consequences
- Avoiding unnecessary staff presence that may escalate the situation

These strategies reflect the examples listed in the document.

13. Monitoring and Review

This policy will be reviewed annually, or sooner if:

- Legislation changes
- National guidance is updated
- School data indicates a need for revision

Staff Quick-Reference Guide: Restrictive Interventions

This guide summarises what staff must remember before, during and after any restrictive intervention. It does **not** replace the full policy but supports safe, lawful and consistent practice.

1. When You May Use a Restrictive Intervention

You may use reasonable force or another restrictive intervention **only** to prevent a pupil from:



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- Injuring themselves or others
- Committing a criminal offence
- Damaging property
- Causing serious disorder

2. Before You Intervene: The Three Tests

Always consider:

Necessity

Is intervention required to reduce immediate risk? Could another strategy work?

Proportionality

Use the **least restrictive** intervention for the **shortest time**, taking into account age, size and medical needs.

Welfare

Consider the pupil's emotional state, trauma history and dignity. The document emphasises maintaining “respect for their dignity” when considering interventions .

3. What You Must Never Do

- Use force as punishment
- Use techniques that restrict breathing or circulation (e.g., pressure on neck/abdomen, covering mouth/nose)
- Intentionally hold a pupil on the ground
- Use force to search for items banned only under school rules

4. Seclusion

Only use seclusion to protect **others** from harm when a pupil is highly dysregulated, and **must** supervise the pupil throughout. They must be allowed to leave once the immediate risk reduces. This mirrors the document's requirement that seclusion be supervised and used only to protect others from harm .

5. After an Intervention



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Immediately

- Check for injuries (pupil and staff)
- Provide or seek medical support if needed

Record the Incident (same day)

Include:

- Names of those involved
- Relevant pupil needs/SEND
- Time, date, location, duration
- Injuries and support provided
- Triggers, de-escalation attempts, and why force was necessary
- Type and degree of force used

Report to Parents/Carers

Provide a written report **on the same day**, unless doing so would cause significant harm to the pupil. In that case, report to the local authority instead. This mirrors the document's requirement to give a written report “as soon as possible... on the same day” .

Follow-Up

- Participate in a reflective conversation
- Support the pupil and any witnesses
- Contribute to reviewing triggers and future prevention strategies

Governor Oversight Checklist: Restrictive Interventions

This checklist supports governors in fulfilling their strategic role. Governors do **not** get involved in individual incidents but ensure systems are safe, lawful and effective.

1. Policy and Compliance

The school has a clear, accessible restrictive interventions policy



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The policy aligns with legal duties (Human Rights Act, Equality Act, statutory recording/reporting)

The policy reflects the requirement to minimise restrictive interventions through prevention and de-escalation

The policy is reviewed annually or sooner if guidance changes

2. Training and Capacity

Staff likely to use restrictive interventions receive appropriate training

Training includes safe use of force, de-escalation, and SEND-related needs

Staff confidence and competence are monitored

3. Data Monitoring

Governors should receive regular anonymised reports showing:

Number and type of restrictive interventions

Patterns over time (e.g., locations, times of day, staff involved)

Whether interventions are reducing or increasing

Whether certain groups (e.g., SEND pupils) are disproportionately affected

Actions taken to reduce future need

4. SEND and Vulnerable Pupils

Risk assessments are in place for pupils more likely to require interventions

Behaviour support plans include prevention and de-escalation strategies

Parents/carers and external professionals are involved appropriately

5. Recording and Reporting Systems



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All significant incidents are recorded on the same day

Records include all statutory details

Parents/carers receive written reports on the same day (unless this would cause significant harm)

Systems protect confidentiality and comply with data protection law

These reflect the statutory recording and reporting requirements described in the document .

6. Culture and Prevention

The school promotes de-escalation and preventative strategies

Staff use consistent language and approaches

Behaviour “hotspots” and high-risk times are identified and supervised

The school actively works to reduce the need for restrictive interventions