



St Anne's Catholic Primary School

Behaviour Policy Appendix ii

Restrictive Interventions



Use of Restrictive Interventions (Including Reasonable Force)

Our priority is always to keep pupils, staff and visitors safe, while supporting positive behaviour and emotional regulation. The school is committed to creating a calm, respectful and inclusive environment where restrictive interventions are rarely needed. Restrictive interventions, including the use of reasonable force, are *only ever used as a last resort*, and only when there is an *immediate risk of harm*. They are never used to punish pupils or to enforce compliance. The school works actively to reduce the need for restrictive interventions through strong relationships, clear expectations, early support, and a focus on understanding the reasons behind behaviour. Most behaviour is managed without any physical intervention. Staff are trained to recognise early signs of distress and to respond calmly and appropriately, using non-physical strategies wherever possible, including calm and reassuring communication, giving pupils time and space to settle, adapting the environment, adult support or supervised time out or restorative and reflective approaches. Restrictive intervention is not routine and is not a substitute for appropriate support or reasonable adjustments.

Reasonable Force

All school staff have a legal power to use reasonable force, but this power is limited and clearly defined. Reasonable force may only be used to prevent a pupil from harming themselves or others, committing a serious offence, causing serious damage to property or causing serious disruption that puts safety at risk. Any force used must be proportionate, time-limited, and the minimum needed to make the situation safe. Force is stopped as soon as the immediate risk has passed.

Safeguarding and Acceptable Practice

The school recognises that restrictive interventions can carry physical and emotional risks and must be handled with great care. Certain actions are never permitted, including restricting breathing or circulation, applying pressure to the neck, head or abdomen, using pain to control behaviour, deliberately placing a pupil face-down on the floor. Any intervention must respect the pupil's dignity, well-being and rights, and staff will always act in the pupil's best interests.

Seclusion

Seclusion (preventing a pupil from leaving a space) and is recognised as a form of restrictive intervention and would only be used to manage an immediate risk of harm, for the shortest possible time and with appropriate supervision and monitoring. Seclusion is never used as a punishment or for convenience, and follows the same safeguarding, recording and reporting procedures as any other restrictive intervention.

Pupils with Special Educational Needs and Disabilities (SEND)

The school recognises that pupils with SEND may be more likely to experience distress or dysregulation. Staff take account of individual needs and communication methods, behaviour support plans, SEN Support and EHCPs, and make reasonable adjustments to prevent escalation. Restrictive intervention will never be used to make up for unmet need, unsuitable provision, or a lack of appropriate support.

Recording and Reporting

Any significant incident involving reasonable force or seclusion is recorded promptly using CPOMs. Parents or carers are informed following such incidents. Records support safeguarding and accountability, help staff reflect and improve practice and to identify patterns and reduce future incidents. The governing body oversees this process and monitors the school's use of



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restrictive interventions to ensure they are lawful, appropriate and decreasing over time. The school is committed to ensuring that restrictive interventions are rare, transparent and continually reduced, through inclusive practice, strong safeguarding and a culture of care, respect and support.