



Impact Education Multi Academy Trust

Restrictive Interventions and the Use of Reasonable Force Policy

Farnham Academy

Reviewed By	Approved By	Date of Approval	Version Approved	Next Review Date
Samantha Keenan	Trust Board	Summer 2026	1	Autumn 2027

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Version History			
Date	Version	Status	Summary of Changes
Summer 2026	1		New policy

For the purpose of this policy the following representatives need to sign off this document:	
Role/Department & Responsibilities	Name
Chair of Trust Board	Jo Kaye

Website:	
Yes/No	YES - Academy

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Diversity Policy Statement

The Trust willingly accepts not only its legal responsibilities and those detailed in the Equality Act 2010 but also wishes to embrace best practice in all areas of its work to secure equality of both treatment and outcome for all.

The Trust is therefore committed to ensuring that no-one is treated in any way less favourably on the grounds of personal differences such as race; national, ethnic or social origin; gender (including reassigned gender); sexual orientation; religious belief; age; disability; marital status; caring responsibilities or political or other personal beliefs.

We will implement all necessary action and training to ensure that the commitment of the Trust with regards to equality of treatment and outcome are fulfilled and will regularly monitor and review progress made in this respect.

This statement should therefore be applied in accordance with this policy.

1. Purpose and Scope

This policy sets out the Academy's approach to the safe, lawful and proportionate use of restrictive interventions, including reasonable force and seclusion. It applies to all staff, volunteers and governors in our Academy.

The policy supports the rights, dignity and welfare of pupils and staff, and reflects current Department for Education (DfE) guidance effective from April 2026.

The principal legislation to which this policy document relates are:

- the Education and Inspections Act 2006, especially sections 93 and 93A
- the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025
- the Health and Safety at Work etc. Act 1974 and associated regulations
- the Human Rights Act 1998
- the Equality Act 2010

2. Principles

- Restrictive interventions should be avoided wherever possible through effective behaviour support, prevention, and de-escalation.
- Any use of force must be lawful, necessary, proportionate, and applied for the minimum amount of time.
- Force must never be used as a punishment.
- The welfare, dignity and rights of the pupil must be central to all decision-making.

3. Definitions

3.1 Restrictive Intervention

An action – physical or non-physical, that prevents, restricts, or subdues a pupil's movement to prevent harm or serious disruption. This includes 'reasonable force', seclusion, or restraint.

3.2 Reasonable Force

All members of school staff have the legal power to use reasonable force in limited circumstances

Reasonable means using no more force than is necessary for the least amount of time, required in the circumstances to prevent:

- Injury to the pupil or others.
- Criminal behaviour.

- Serious damage to property.
- Serious disorder.

Reasonable force must not affect breathing or circulation, and must not involve pressure on the neck, nose, mouth, abdomen, or forcefully holding a pupil on the ground.

3.3 Seclusion

A non-disciplinary intervention in which a pupil experiencing severe dysregulation is supervised in a safe space away from others, and preventing them from leaving either by physical obstruction, blocking or making them believe they will be punished if they try to leave. It must only be used until the risk has reduced and must never be used as punishment.

4. When Restrictive Interventions May Be Used

Restrictive interventions may be used only when:

- There is an immediate risk of harm to the pupil or others.
- To prevent a pupil from committing a criminal offence.
- To prevent serious damage to property.
- To prevent a pupil causing disorder whether during a teaching session or otherwise.

They must not be used to enforce compliance, manage low-level behaviour, or as a behavioural consequence.

5. Considerations for Pupils with SEND

Staff must consider how a pupil's SEND – including trauma, communication needs, autism, or sensory processing differences, may influence their behaviour. Interventions must take account of known triggers and support plans. Failure to do so, can lead to pupils with SEND being disproportionately subject to the use of restrictive interventions.

6. Staff Training

Staff who may need to use restrictive interventions must receive appropriate training in safe, lawful and trauma-informed practice. Training should include de-escalation, risk assessment and post-incident support. At the Academy, we will ensure that all appropriate staff are trained in the use of Team Teach; we will also ensure that one member of staff is a qualified Team Teach instructor, responsible for training the wider staff team every year and for delivering regular updates to colleagues.

7. Recording and Reporting Requirements

Schools have a statutory duty under section 93A of the Education and Inspections Act 2006 to record all significant incidents involving the use of force or seclusion.

7.1 Recording

Every significant incident must be recorded as soon as practicable, ideally the same day.

Records must include:

- Names of the pupil and staff directly involved.
- Time, date, location and duration of intervention.
- Description of events leading to the intervention including preventative or de-escalation strategies and what type of reasonable force was applied.
- Any injuries sustained or impact on the child.
- Post incident support put in place.
- Rationale for the intervention and any use of force necessary.
- Staff and pupil views.
- Follow-up actions.

The school may also wish to record additional details to support their evaluation of incidents, to identify best practices and areas for improvement.

7.2 Reporting the use of force (Statutory Guidance)

Parents must be notified as soon as practicable, ideally the same day, unless to do so would place the child at risk of significant harm, or in the absence of this, to the local authority:

- A report to parents should include:
 - Time.
 - Date.
 - Location and duration of the intervention.
 - Brief account of why the intervention was assessed as necessary.
 - Brief account of what type and degree of force was applied, and details of any injury sustained if applicable.
- Notification must occur even when the intervention forms part of an agreed behaviour plan.
- Reports to parents should be made in writing - email or online messaging system.
- Schools should not grant any requests by parents or staff members not to use reasonable force and / or other restrictive interventions.

Best practice would include inviting parents to have a follow-up discussion about the incident where appropriate to identify strategies focussed on reducing any future need for such interventions.

7.3 Reporting of seclusion and non-force related restraint

The use of seclusion or restraint incident must be recorded and reported as part of the school's duty under the Schools – Recording and Reporting of Seclusion and Restraint (No. 2) (England) Regulations 2025.

Incidents must be recorded as soon as practicable after the event and follow the same points listed at 7.2

In circumstances where a restraint incident also constitutes a significant use of force, schools only need to follow the reporting procedure for significant use of force incidents under section 93A of the Education and Inspections Act 2006 as outlined in 7.2 above. There is no requirement to record the same incident twice

8. Post-Incident Support

- Pupils must be offered emotional and, if necessary, medical support following any restrictive intervention.
- Staff involved must receive debriefing and supervision where appropriate.
- Incidents should be reviewed to reduce future risk.

9. Governance and Oversight

Governing bodies must ensure:

- Policies and procedures reflect statutory duties
- Staff are trained and practice is monitored
- Data on incidents is reviewed for patterns, safeguarding risks, and equality implications

10. Use of reasonable force to search pupils

The Headteacher and staff they authorise, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item.

A member of staff can use such force as is reasonable to search for legally prohibited items, but force cannot be used to search for items banned under the school rules only.

Prohibited items include:

- Knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks and pornographic images.
and
- Any article that a member of staff reasonable suspects has been, or is likely to be used to commit an offence, or cause personal injury to, or damage to property of; any person – including the pupil.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees.

11. Complaints and Allegations

Any concerns about the use of force or seclusion will be managed under the Academy's safeguarding, complaints and allegations procedures. Serious breaches may be reported to external agencies including the local authority or Ofsted.

Appendix 01

Communication with parents / carers

Dear [insert parent / carer name],

Further to our conversation, here are the details of the recent incident involving your child [Child's name] on [Date] at approximately [Time]:

Details of the incident	<i>Give a brief description of the incident, including the type of physical intervention used and why it was a reasonable, proportionate and necessary response.</i> <i>Use clear, factual language and avoid any emotive statements.</i>
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Following the incident [Child's name] was supported to help them regulate and a full check for any injuries was conducted.

We understand that you may be feeling worried or upset about what has happened. Please be reassured that the safety and wellbeing of your child is always our priority and physical interventions are only used as a last resort in order to keep everyone safe. The Team Teach information leaflet included explains more about the ways we support your child at school.

We will be conducting a 'debrief' with [Child's name] at an age-appropriate level to help them understand what happened and how we can support them better in the future. We would like to invite you to a meeting [Date/time] to discuss what we can do to reduce the likelihood of this happening again and find the best ways to support your child moving forward.

If you have any concerns about your child's physical, emotional or mental wellbeing as a result of this incident, or want to ask any questions, please do get in contact. If you are worried about your child's health, especially in relation to any physical symptoms, please contact your doctor immediately.

Yours sincerely
[Head teacher's name]

Appendix 02

Restrictive Intervention Recording Form

Farnham Academy - Restrictive Intervention Report

Student name	
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Year Group	
Class	
Details of vulnerabilities	LAC / SEND Support / EHCP / EHCP + RP (highlight as appropriate)

Incident details:	
Date and time of incident	
Location	
Staff member reporting incident	
Staff members involved with incident	

Reason for intervention:	
Danger to self	
Danger to others	
Severe damage to property	
Severe disruption to other pupils	
Pupil likely to abscond from site	
Describe lead up to incident including attempts to de-escalate: (Please describe the incident and who was involved, include activities leading up to the incident, what the immediate cause was and events immediately afterwards, include any potential triggers. Also include why restrictive intervention was deemed necessary)	

De-escalation techniques used & effectiveness rating (1 = not effective / 5 = very effective)			
Verbal advice & support		C.A.L.M talking	
Distraction		Options offered*	
Time out offered		Planned ignoring	
Time out directed		Success reminded	
Change of face		Contingent touch	
Humour		Persuasion	
Reassurance		Step away	
Appropriate behaviour reminder		Safe space offered	
Repeat reminder		Take up time*	

Other*		Please Specify	
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Details of Physical Intervention			
Turn gather guide,		One person double elbow	
Two person single elbow		Figure of Four	
Seclusion			
Duration of physical intervention		Staff involved	
Other Elements of incident (<i>highlight as appropriate</i>):			
- Continual verbal abuse - Push or shove - Nip or pinch - Slapped		- Punched - Kicked - Spitting - Bitten	

Follow up	
Checked by a first aider Name of first aider Details of any first aid given	
Restorative discussion, emotional support given and outcome	
Contact with home Name of staff member PARENTS MUST BE INFORMED OF ANY RI	
Parental comments	
Staff debrief follow up/action planning (MUST OCCUR FOLLOWING ANY RI)	
SLT signed Date	
Follow up SLT discussion/actions (<i>highlight as appropriate</i>)	Suspension / Modified Timetable / Meeting with parents / Referral to / behaviour support plan created/ updated/ positive handling plan created/ updated

Details of any damage to property	
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Sign off	
Adopted by IMPACT Trust Board on:	Summer 2026
Chair of IMPACT Trust Board:	Jo Kaye
Next Review Date:	Autumn 2027