



Wymondley JMI School

Restrictive Interventions Policy

This policy was reviewed in May 2026

A Hertfordshire County Council policy adopted by Wymondley JMI School.

1. Introduction and purpose of policy

On rare occasions, school staff may need to use restrictive interventions to safeguard pupils or maintain discipline within the school environment. Department of Education, *Keeping children safe in education*, 2025 Statutory guidance for schools and colleges recognises that there are circumstances where it is appropriate for staff to use reasonable force to achieve these aims and states that schools must not have a no contact policy as this can put staff and pupils at risk.

This guidance has been written to help Wymondley JMI School develop policies around the use of restrictive interventions so that any interventions used are lawful and carried out in a safe and responsible manner. The aim of any guidance is to ensure staff are confident about the context in which they have the power to use restrictive interventions and restraint in order to safeguard pupil welfare.

Restrictive interventions and reasonable force should only be used when they are **necessary and proportionate**, after de-escalation strategies have been attempted where appropriate and when there is a clear risk of serious harm to the pupil or others, or serious damage to property or to prevent disorder. Decisions on when to use restrictive intervention is a matter of professional judgement, and any intervention or restraint should be proportionate and reasonable in the context of the perceived risk and in the pupil's best interests. Should such an intervention be required the school should record the details, including any injury, and contact the parent / carer on the same day to explain the circumstances involved.

Wymondley JMI School adopts the statutory terminology from [Restrictive interventions, including use of reasonable force, in schools - GOV.UK](#) including the definitions of 'restrictive intervention', 'reasonable force', 'significant incident', 'restraint' and 'seclusion'.

2. Legal framework

Section 93 of the Education and Inspections Act 2006 gives schools the power to **use reasonable force** to:

- prevent a pupil from hurting themselves or others
- prevent a pupil from causing serious damage to property
- remove a disruptive pupil from a classroom
- prevent a pupil from causing disorder among pupils during school activities, including during offsite visits
- prevent a pupil from leaving a classroom where there is a risk to their safety or the safety of others.

Section 93A of the Education and Inspection Act states schools must have procedures for recording and informing parents of significant incidents when force is used against pupils. Additionally, 'The Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025' requires a written record where a pupil is secluded or immobilised and supplying a record to the parent as soon as possible. Statutory guidance makes it clear that restrictive interventions and restraint cannot be used as a punishment.

Section 550ZB of the Education Act 1996 also gives schools the power to **use reasonable force to carry out searches** for prohibited items: knives and weapons, alcohol, illegal drugs, tobacco, fireworks, pornographic images, or items likely to cause injury or damage.

3. Senior leadership responsibilities

Senior leaders at Wymondley JMI School, including governors and the Headteacher, should ensure the following:

- A culture of respect and positive relationships between staff and pupils is maintained.
- All staff are aware of the school policy and their powers/responsibilities.
- Staff use de-escalation techniques in the first instance.
- Appropriate training in behaviour management is provided.
- Medical treatment and support are accessible to staff if injured.
- The use of restrictive interventions is part of an overarching strategy of behaviour management and therapeutic support.
- Incidents are recorded, monitored, and reviewed at least annually.

4. Restrictive interventions and use of reasonable force

School powers allow the use of reasonable force to control or restrain pupils where necessary. Any physical contact must be appropriate within the context of the teacher/pupil relationship, age, and circumstances. Restrictive intervention ranges from gentle guiding to physical restraint.

Force must be reasonable; a proportionate response to risk with clear intent to prevent harm. It should involve "no more force than is needed". Staff must never use any restraint that restricts a pupil's airway, breathing, or circulation. Prone or ground-based restraint must be avoided.

5. Vulnerable pupils

Wymondley JMI School is mindful of pupils who may be vulnerable due to SEND, mental health difficulties, or trauma. Under the Equalities Act 2010, reasonable adjustments must be made to ensure policies do not disadvantage these pupils.

Vulnerable pupils at heightened risk should have an individual behaviour support plan in place, agreed with parents. This plan should include triggers, de-escalation strategies, and specific forms of restraint agreed in advance.

6. Planning and prevention

6.1 Whole school

Wyndley JMI School regularly reviews environmental factors that may lead to incidents. Risk assessments address the nature of risk, likelihood of incidents, and reasonable adjustments for vulnerable pupils.

6.2 Individual pupils

Where a pupil requires restrictive intervention on more than one occasion, an individual behaviour support plan and risk assessment must be in place. This should identify triggers, background information, and specific de-escalation techniques.

7. Dealing with incidents

7.1 Initial consideration

Staff must use professional judgement to decide if intervention is needed immediately to avert risk of harm. The intervention must be in the best interests of those involved.

7.2 De-escalation

De-escalation must be used in the first instance where possible. Strategies include:

- Remaining calm and respectful.
- Sending for assistance.
- Giving the pupil options and personal space.
- Using minimal force/positive handling.

7.3 Use of reasonable force and restraint

Restraint should only be used for as long as needed and involve the minimum force necessary. Staff should warn the pupil before intervening if possible. The child should be released slowly once they are in control of their emotions.

8. Following incidents

8.1 Recording and reporting incidents

Wymondley JMI School keeps a written record of every significant incident involving force on the same day. Records include: names, SEN status, duration, account of the incident, justification, and post-incident support.

8.2 Notifying others

The Head Teacher and DSL must be informed immediately. Parents must be notified of any significant use of force as soon as practicable, ideally the same day, in writing.

8.3 Support and Monitoring

Post-incident procedures allow staff and pupils time to recover and reflect. The school monitors incidents to identify patterns, improve practice, and avoid future need for restrictive interventions.

9. Training for staff

All staff receive training on preventing the need for restrictive interventions and de-escalation. Specialist training in restraint techniques is provided for identified members of staff.

10. Publicising the guidance

This policy is part of the behaviour management policy and available on the school website. Through its publication, parents are made aware that their consent is not required for necessary restrictive interventions.

11. Complaints and allegations

Any incident resulting in an allegation against a member of staff must be managed according to the Hertfordshire Safeguarding Children Partnership (HSCP) procedures and referred to the LADO within one working day.

Appendix 1: Reporting to Parents

Student Name:	
D.O.B:	
SEND Code	
Identified SEN or disability	

Date of Incident	
Time of Incident	
Duration of Incident	
Duration of Restrictive Intervention	

Recording staff name:	
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Location of Incident:	
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Type of Restrictive Intervention	
Physical restraint	<input type="checkbox"/>
Non-physical restraint	<input type="checkbox"/>
Mechanical restraint	<input type="checkbox"/>
Chemical restraint	<input type="checkbox"/>
Supervised seclusion	<input type="checkbox"/>

Description of Restrictive Intervention

Justification for restrictive intervention Why the intervention was assessed as necessary (tick all that apply):	Harm prevented by physical intervention with predicted levels (see Individual Plan) e.g. bruising to peers, lacerations, destruction of computer, 20 mins of geography lost for 15 child or young person's etc.
To prevent harm to self	<input type="checkbox"/>
To prevent harm to other children	<input type="checkbox"/>
To prevent harm to adults	<input type="checkbox"/>
To prevent damage to property	<input type="checkbox"/>
To prevent loss of learning (see plan)	<input type="checkbox"/>

Is there any physical or emotional harm caused by the use of the restrictive intervention?	Y/N	Details:
Has the student indicated that this was caused by the use of restrictive intervention?	Y/N	Actions:

Who has received a copy of this report?		
Reported to:	Method of reporting (e.g. post)	Time and date of reporting

13. Recording form (DfE model)

Triggers:
Additional factors:

De-escalation techniques used
(please state order in which they were used)

Verbal advice and support		Offering services of other staff	
Calm talking		Informing of consequences	
Distraction		Taking non-threatening body position	
Reassurance		De-escalation script	
Humour		Clear instruction / warning	
Negotiation		Withdrawal from activity	
Offering choices and options		Diversion	
Other (please specify)			

Number	Description of how technique was employed
1	
2	
3	
4	
5	

Restrictive intervention, in sequence.

Time	Technique	Shape	Staff name
Duration of restraint:		Duration of incident:	
Additional information and justification		Additional information and justification	

Unresolved Harm/ Details of damage to property (costs and details of harm to property and people, including medical intervention:

Management:	Details:	
How was the incident resolved?		
What are the protective and educational consequences?		
Has necessary student de-brief taken place?	Y/N	
Has necessary staff de-brief taken place?	Y/N	
Has the Risk Reduction Plan been reviewed?	Y/N	
Was there involvement of external agencies?	Y/N	

Name(s) of student witnesses:		

Verification of account by adult witnesses:			
Name	Staff signature	Verification	Date and time
		<input type="checkbox"/>	
		<input type="checkbox"/>	
		<input type="checkbox"/>	

	Name	Signature	Date
Recording staff	_____	_____	_____
Headteacher (or delegated member of SLT)	_____	_____	_____