




Beverley Minster Primary School

Restrictive Interventions and Use of Reasonable Force Policy

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Name of Responsible Committee/Individual:	Local Governing Board
Implementation Date:	Spring, 2026
Review Date:	Spring, 2029
Target Audience:	Parents, carers and staff
Related Documents: All Trust policies and procedures referred to are located on the trust website, www.theeducationalliance.org.uk . If English is not your first language, and you require assistance/translation, please contact the HR Department. This policy has been equality impact assessed.	<ul style="list-style-type: none">- Behaviour Policy- Safeguarding Policy- SEND Policy- Equality Policy- Health & Safety Policy- Complaints Policy 

Be Your Best at Beverley Minster

'encourage one another and build each other up,' 1 Thessalonians 5
Verse 11

1. Introduction

At Beverley Minster Primary School, we are committed to providing a safe, respectful and inclusive environment where all pupils can flourish. Restrictive intervention will only ever be used as a last resort, when it is necessary, proportionate and in the best interests of the child and others.

2. Purpose of the Policy

- Maintain a safe and well-ordered learning environment.
- Protect pupils and staff from harm.
- Provide clarity regarding lawful use of reasonable force.
- Ensure restrictive interventions are minimised, recorded and reviewed.
- Promote consistent, trauma-informed practice.
- Ensure transparency with parents and carers.

3. Legal Framework

This policy is informed by:

- Education and Inspections Act 2006 (Section 93)
- DfE Restrictive Interventions Guidance (April, 2026)
- Keeping Children Safe in Education
- Equality Act 2010
- SEND Code of Practice
- Human Rights Act 1998
- Children Act 1989

4. Definitions

De-escalation – Strategies used to reduce anxiety or distress.

Reasonable Force – Force that is lawful, necessary and proportionate.

Restrictive Intervention – Any intervention restricting movement.

Physical Restraint – Use of force to restrict movement to prevent harm.

5. When Restrictive Intervention May Be Used

The school prioritises prevention through positive relationships, behaviour support plans, individual risk assessments, reasonable adjustments, de-escalation strategies and partnership with parents.

Staff must consider necessity, proportionality and alternatives.

This is largely achieved by the following means:

- Creating positive relationships between pupils and staff based on mutual respect
- Adopting a whole school approach to responding to poor behaviour choices
- Working closely with parents from an early stage
- Use of distraction techniques
- Use of 'time out' to allow pupils to calm down
- Implementation of an agreed Support Plan for pupils who display very challenging behaviour
- Involving the SENCo and/or a Behaviour Specialist Teacher in planning the best way to prevent outbursts and violence in vulnerable and SEN pupils

Restrictive Intervention may be used to prevent:

- injury to self or others
- serious damage to property
- serious disruption risking safety
- or absconding where significant risk is present.

Restrictive intervention must never be used as punishment.

The school does not use mechanical restraint, chemical restraint, pain compliance techniques, or prone restraint.

6. Authorised Physical Interventions

Authorised Team Teach techniques (Level 1) include:

Single Person Help Hug

Side Step in

Hair grabs and bites

Guides

Clothing holds and release

Single child, two person hold, release and use of bean bag

Safely going to ground – release a child

Key staff have also been trained on single child, two person hold, move and sit using chairs, including staff swap.

The Team Teach website has further details and videos to explain/demonstrate the above techniques:

www.teamteach.com

In emergencies, any staff member may act to prevent immediate harm. During a physical restraint, Beverley Minster CE Primary school staff seek to avoid injury to pupils, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the pupil remains safe.

Where a child is resisting reasonable force to the extent that an injury could be caused, the member of staff should cease contact with the child. This is a judgement in each scenario and in cases of extreme danger (eg a pupil is about to run into a busy road), continuing the hold to prevent a child being hit by a car would be a justifiable and reasonable course of action in order to keep a child safe.

If the child cannot be controlled by reasonable force, the parents will be asked to collect the child from school. This will usually have been agreed through the child's Support Plan.

7. After an Incident

Staff will:

- Check pupil wellbeing
- Record any injuries (pupils and/or staff)
- Inform the Headteacher
- Inform parents on the same day (if possible)
- Complete the Restrictive Intervention Record Form
- Review support plans if necessary

8. Recording and Reporting Incidents

Where it is expected that for a particular child, significant force, including restraint, may be needed on a regular basis, a Support Plan, including risk assessments, will be in place and where possible, agreed with parents. Parents will therefore be aware of the ways in which reasonable force may be used on their child.

All incidents of very challenging behaviour should be reported verbally to the head teacher in the first instance. The head teacher will carry out an informal and supportive debrief with staff and will address any further training needs as soon as possible. The head teacher will keep an on-going Incident Log.

9. Monitoring and Governance

The Headteacher maintains an incident log (using CPOMS). Governors receive anonymised termly reports. The policy is reviewed annually.

10. Training

Training is regularly reviewed and identified staff receive Team Teach training. This will usually be the Head Teacher, Deputy Head Teacher, Teaching and Learning Lead, SENCO and any teacher/TA directly involved with a pupil at risk of exhibiting significant behaviours. Refresher training is provided when appropriate.

Appendix A - Parent Notification of Restrictive Intervention (to be completed by member of staff directly involved in the incident)

Appendix B – Model Behaviour Support Plan

Appendix C – Example RISK ASSESSMENT for a pupil



Parent Notification of Restrictive Intervention

Date: _____

Child's Name: _____ Class: _____

Reason for Intervention (tick):

- Risk of harm to self
- Risk of harm to others
- Serious property damage
- Attempting to leave safe area
- Serious disruption risking safety

Brief summary:

Intervention used: _____

Duration: _____

Injuries: None Minor (recorded) Further action required

We are committed to using restrictive intervention only as a last resort and in line with national guidance.

Signed: _____ Staff Member

Signed: _____ Headteacher



Appendix B – Model Behaviour Support Plan

Name:

Year Group:

Positives/ Strengths/ Interests

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Vulnerabilities e.g. Pertinent Academic Information

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Description of challenging behaviours

*e.g. *Violence towards staff --This can be unpredictable. This happens on average 3 times a week.*

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Triggers identified (highlight/edit)

Common Triggers	Things in place that help
<ul style="list-style-type: none"> • Removing objects from XXXXXXXX • XXXXXXXX entering school In an aroused state of anxiety/aggression/excitement • Tiredness • Unstructured interaction with peers • Activities that XXXXXXXX perceives are too difficult for him – can be very risk averse • Being asked to complete more work than he perceives is necessary • Being asked to redraft/improve work • XXXXXXXX perceiving that others are ‘mean to him’ he mis-reads situations and reacts disproportionately to perceived slights - “others being mean to me” • Getting changed in front of others • Changes of activity/routine that are unexpected • Crowded areas/noisy areas • Learning tasks that are too difficult for him <p>Organisation of personal belongings/equipment – bag, coats etc</p> <p>Following specific instructions, routines – joining peers on carpet, lining up, lunchtime procedures.</p> <p>If Elliot feels something is unfair – eg turn taking situations.</p> <p>Wanting specific objects/items – toy cars etc and not being able to relinquishing them as appropriate.</p> <p>Sharing items with peers.</p> <p>Getting changed for PE – overly demanding of adult help when he can complete some independent tasks</p> <p>Following some adult instructions.</p> <p>Wearing coat for breaktime, sensitivity to clothing around his neck.</p> <p>Some competitive situations with his peers.</p> <p>End of playtimes and lunchtimes – Elliot sometimes has difficulty returning to class from play yard/area.</p>	<ul style="list-style-type: none"> • Calm manner of staff • Token reward system – stickers around pictures of interest, certificates etc • Reward time for positive choices – first this, then (preferred activity) • Inclusion of Kinaesthetic /nurturing learning tasks – baking/model making/nurture time/puzzles etc • Visual timetable/verbal prompts so XXXXXXXX understands what is happening when. • Agreeing amount of work before hand with XXXXXXXX. • Ensuring he knows he will helped to complete task – use of collaborative language, telling XXXXXXXX directly “we’ll do it together, I’ll help you” • Positive written comments/stickers on work. • Allowing XXXXXXXX to show members of staff completed work with positive comments on it. • Ensuring tasks are well-differentiated and unambiguous • Focused praise • Success reminders • Meet and greet at start of the day • ‘Shuffle breaks’ for when anxiety behaviours are visible. <p>Praise – focused and explicit.</p> <p>Rewards - stickers stamps, for specific positive actions</p> <p>Small jobs of responsibility – register monitor.</p> <p>Time spent in elder siblings class area.</p> <p>Structured choices and language of choice.</p> <p>Adults chunking some tasks into small steps as required.</p> <p>Giving xxxxxxxtake up time and space when he’s distracted or less focused.</p> <p>Consistency of approach from all staff involved.</p> <p>Elliot is beginning to show</p>

Praise Points – Positive reinforcement

1
2
3
4

Staff Member's Name	Date	Signature

Parent Agreement

I have read the above support plan and had an opportunity to discuss its use with the school. I recognise that this is a plan and may need adapting depending on the circumstances of any incident that may arise.

Parent Name: _____ **Date:** _____ **Signature:** _____

Appendix C – Example RISK ASESMENT for STUDENT

*Context:- This is a specific risk assessment for a named child. This child has been deemed a **medium risk** of reoffending and hence **all control measures** must be put into place in order to safeguard his welfare and that of pupils around him. For each risk period, the risk remains the same. This is the risk of evading adult supervision and undertaking inappropriate sexual behaviour towards other pupils.*

Date Risk Assessment Created/Reviewed	
Risk Assessment Initially Written By	
Risk Assessment Shared With (name staff, parents who have either contributed to, or using the risk assessment)	
SIGNIFICANT RISK PERIOD	CONTROL MEASURES
<ul style="list-style-type: none"> ○ Coming in to school in the morning 	<ul style="list-style-type: none"> ○ Mum to bring STUDENT to school each morning and to bring to the main office. Mum to wait with STUDENT until the TA collects STUDENT. Mum to share with TA anything that may affect STUDENT during the school day. ○ STUDENT to be met at the main office by a supervising adult-mum to wait for handover. ○ STUDENT to initially arrive later than other pupils in order to remove contact and ensure a smooth start to the day.
<ul style="list-style-type: none"> ○ Cloakrooms 	<ul style="list-style-type: none"> ○ Supervising adult to escort STUDENT to a named peg ○ Named peg to be in full view of door. ○ STUDENT not to be allowed in the cloakroom unsupervised at any time during the day. STUDENT not to be allowed in the cloakroom when other children are in at any time. ○ All staff briefed to be vigilant
<ul style="list-style-type: none"> ○ Mixing with other pupils 	<ul style="list-style-type: none"> ○ STUDENT to have no unsupervised contact with other pupils. TA always to be present. ○ STUDENT to sit on a table next to boys and this monitored.

	<ul style="list-style-type: none"> ○ Relationships with other pupils to be monitored in order to ensure conversations and contact are appropriate
<ul style="list-style-type: none"> ○ Lunchtimes (when appropriate for STUDENT to attend at lunchtimes) 	<ul style="list-style-type: none"> ○ STUDENT to be supervised at all times throughout lunchtime. Seating arrangements to be risk assessed on a daily basis to ensure relevant and appropriate contact with other children. STUDENT initially to have lunch with small group of children to help transition. ○ Staff briefed to be vigilant ○ Discussion/ contact with other pupils at lunchtimes to be closely monitored. ○ STUDENT to initially only go outside for a part of lunchtime-last 5 minutes. This will be regularly reviewed. ○ STUDENT to adhere to red line zoning on the playground-when allowed to access the playground. ○ STUDENT to leave and enter the building via the Y3/4 cloakroom door so as to avoid the front of the building
<ul style="list-style-type: none"> ○ Visiting the toilet 	<ul style="list-style-type: none"> ○ STUDENT to use the disabled toilet if needed ○ Adult to supervise journey to and from the toilet and stand outside the toilet whilst in use.
<ul style="list-style-type: none"> ○ PE 	<ul style="list-style-type: none"> ○ STUDENT to get changed in the classroom away from other pupils (who use the cloakrooms) ○ Adult to supervise from outside the classroom door and to ensure that STUDENT is the only pupil in there. ○ In contact activities or small group work/pairs, eg gymnastics or dance, STUDENT to work in a group of boys. ○ All staff briefed to be vigilant
<ul style="list-style-type: none"> ○ Playtimes 	<ul style="list-style-type: none"> ○ STUDENT to be supervised at all times throughout playtime in close contact with adult supervision ○ Staff briefed to be vigilant ○ Discussion/ contact with other pupils at lunchtimes to be closely monitored. ○ STUDENT to initially only go outside for a part of playtimes-last five minutes building up to more time ○ STUDENT to adhere to red line zoning ○ STUDENT to leave and enter the building via the Y3/4 cloakroom door so as to avoid the front of the building ○ STUDENT not to undertake any jobs as part of being a Y6

<ul style="list-style-type: none"> ○ Transition times 	<ul style="list-style-type: none"> ○ STUDENT to be supervised at all times when moving between classrooms ○ STUDENT to travel directly from origin to destination ○ Staff briefed to be vigilant
<ul style="list-style-type: none"> ○ Assembly times 	<ul style="list-style-type: none"> ○ STUDENT to sit at the end of a row next to a boy ○ Supervising adult to remain with STUDENT throughout assembly to monitor contact with other pupils ○ Supervising adult to escort STUDENT to and from the hall
<ul style="list-style-type: none"> ○ Leaving school at the end of the day 	<ul style="list-style-type: none"> ○ STUDENT to be escorted to and supervised at the Office by supervising adult ○ Mum to collect STUDENT from office. Supervising adult to wait until mum arrives for handover. TA to feedback on the day to mum.
<ul style="list-style-type: none"> ○ Offsite activities 	<ul style="list-style-type: none"> ○ Specific risk assessment to take place to assess whether STUDENT is able to access this visit ○ STUDENT to be fully supervised at all times ○ STUDENT to enter toilets separately from other children.
<ul style="list-style-type: none"> ○ Being invited to other children's houses outside the school day but to the knowledge of the school 	<ul style="list-style-type: none"> ○ Social services to be made aware immediately
<ul style="list-style-type: none"> ○ Residential Visit 	<ul style="list-style-type: none"> ○ As periods of remote supervision take place, STUDENT is unable to access this visit

For these control measures to be successfully enacted, full time supervision must be provided between 8.45am and 3.40pm. This equates to 34 hours and 35 minutes a week. Supervision must also be from an experienced TA who is able to meet his needs.

To begin transition into school on a part time timetable only after meeting with HT.