



**STAMFORD  
PARK TRUST**

# Restrictive Interventions (Including Restrictive Physical Intervention) Policy

**DOCUMENT REFERENCE:**

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**THIS POLICY APPLIES TO:** All staff (paid and unpaid) across Stamford Park Trust

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**OWNER/AUTHOR:** Executive Principal (Secondary)

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**ESTABLISHMENT LEVEL:** Trust

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**APPROVING BODY:** Board of Trustees

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**REVIEW CYCLE:** Annual (or sooner if guidance changes)

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**DATE APPROVED:** TBC

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**LAST REVIEWED ON:** April 2026

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**NEXT REVIEW DUE BY:** April 2027

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**SUMMARY OF CHANGES:** New document

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**RELATED DOCUMENTS/POLICIES:**

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**LEGAL FRAMEWORK/STATUTORY GUIDANCE:** See section 2

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## 1. Purpose and Principles

Stamford Park Trust is committed to creating safe, calm and inclusive learning environments where the wellbeing, dignity and human rights of pupils are protected at all times.

The **use of restrictive interventions, including restrictive physical intervention (reasonable force), is a last resort** and must be:

- lawful
- proportionate
- necessary
- used for the minimum time required to reduce risk

Restrictive interventions are **never used as a punishment**, to secure compliance, or as part of routine behaviour management.

## 2. Legal and Statutory Framework

This policy is informed by:

- *Restrictive interventions, including use of reasonable force, in schools* (DfE, April 2026)
- Education and Inspections Act 2006 (s.93A)
- Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025
- Equality Act 2010
- Human Rights Act 1998
- Keeping Children Safe in Education (current version)

## 3. Definition of Restrictive Interventions

**Restrictive intervention** is any action that prevents, restricts or subdues a pupil's movement, freedom or liberty.

This includes:

- **Restrictive physical intervention** (use of reasonable force)
- **Non-physical restraint** (blocking exits, removal of mobility aids)
- **Seclusion** (confinement away from others with prevention of leaving)

## **4. When Restrictive Physical Intervention May Be Used**

All staff have a legal power to use reasonable force **only** to:

- prevent injury to the pupil or others
- prevent serious damage to property
- prevent a criminal offence
- prevent serious disorder or disruption that poses a risk

Staff must use professional judgement, considering:

- age, size and vulnerability of the pupil
- SEND, trauma history, medical needs
- known triggers and risk assessments

## **5. Prohibited Practices**

Staff **must never**:

- apply pressure to the neck, head, chest, abdomen
- hold a pupil in a way that affects breathing or circulation
- intentionally restrain a pupil on the ground
- use pain-compliance techniques
- use force as a sanction or threat

## **6. Prevention and De-escalation (Trust Expectation)**

Stamford Park Trust prioritises:

- relational practice
- trauma-informed approaches
- early intervention and regulation strategies
- reasonable adjustments for SEND pupils

Restrictive intervention is a **failure of prevention**, not a behaviour tool.

## **7. Pupils with SEND and Vulnerable Pupils**

Additional safeguards apply where pupils:

- have SEND
- are neurodivergent
- have known trauma, mental health needs or medical vulnerabilities

Where restrictive intervention is foreseeable:

- proactive planning must be in place
- risk assessments and individual support plans must be used
- restraint must never be routine

## **8. Recording and Reporting (Statutory)**

All **significant incidents involving restrictive intervention must be recorded** on CPOMS, using the Use of Reasonable Force Proforma (**See Appendix 1**), including:

- reason for intervention
- type and duration
- level of force used
- injuries or distress
- pupil's SEND status
- post-incident support provided

**Parents must be informed as soon as practicable** (ideally same day), unless doing so would likely result in serious harm.

Governing bodies and Trustees will review data to identify patterns and concerns.

## **9. Post-Incident Support and Review**

Following any incident:

- the pupil must receive appropriate emotional support
- staff must be supported (including reflective practice)
- incidents must be reviewed by the DSL and Head to inform prevention

## **10. Training and Accountability**

All staff:

- receive training on behaviour, de-escalation and safeguarding

- must be familiar with this policy
- are accountable for compliance and reporting

## **11. Monitoring and Governance**

The Trust will:

- monitor restrictive intervention data
- ensure consistency across academies
- review policy effectiveness annually



**Use of reasonable force/Seclusion/ Non-Force Restraint**

<b>Staff Name:</b>		
<b>Student Name:</b>		<b>SEN :</b>
<b>Date of incident:</b>	<b>Time of incident:</b>	<b>Location of incident</b>
<b>Duration of incident</b>		

**Outline of events:**  
**What led up to the incident (potential triggers) if known?**

**What de-escalation strategies were used?**

**Type of reasonable force used and why is was used**

**Any physical injuries sustained to staff or student**

