



# Restrictive Physical Intervention Policy

<b>Person Responsible:</b>	Mrs H Mukherjee	<b>Frequency of Review:</b>	2 Year
<b>Authorisation By:</b>	Headteacher	<b>Notice Date:</b>	26/01/2028
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## 1 Background

It is important to acknowledge the importance of good relationships and good teaching/learning, which underpin the good social/emotional development of all students. Therefore, this policy should be read in conjunction with our policies on Teaching and Learning, Special Educational Needs (SEND) and Positive Attitude to Learning (PA2L).

We define restrictive physical intervention as follows:

Restrictive physical intervention is when a member of staff uses force intentionally to restrict a child's movement against their will.

**Restrictive intervention:** a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This guidance uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

**Reasonable force:** a term used in legislation which includes physical restrictive interventions. 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, the application of which will depend on the circumstances.

**Significant incident:** any incident where the use of force goes beyond appropriate physical contact between pupils and staff as described in 'Other physical contact with pupils' within this document. This includes when physical force is used to implement a non-physical restrictive intervention.

**Seclusion:** a non-disciplinary intervention involving keeping a pupil confined to a place 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.

**Restraint:** a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint. (DfE, 2026)

## 2 Rationale

The vast majority of students at Upper Wharfedale School behave very well and respond to our PA2L Policy. However, in order to fulfil our duty of care to all students, prevent harm and maintain a safe /secure learning environment, as a last resort, we may, on a very small number of occasions, need to physically hold (restrain) a student for his/her own safety or that of others.

This policy sets out our expectations for the use of such intervention. It is not intended to refer to the general use of physical contact which might be appropriate in a range of situations, such as: giving physical guidance to children (for example in practical activities and PE) providing emotional support when a child is distressed providing physical care (such as first aid or toileting).

This policy is consistent with our Safeguarding and Single equality policies, and with national and local guidance for schools on safeguarding children.

It does not cover emergency situations which cannot reasonably be planned for in advance.

### 3 Principles

We may restrain a student, if that student is at risk of causing significant harm to himself /herself, or to other students /adults.

The Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- Committing any offence (or, for a student under the age of criminal responsibility (10 years), what would be an offence for an older student);
- Causing personal injury to any person (including the student themselves).
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Restrictive physical intervention may also be appropriate where, although none of the above have yet happened, they are judged as highly likely to be about to happen.

There is no legal definition of when it is reasonable to restrain a student. This will always depend on the precise circumstances of the individual student. However, to be lawful, the force used needs to be the minimum necessary and be in proportion to the consequences that it is intended to prevent.

We must always take account of any SEND and/or learning disability that a student may experience. We have two key duties under the Equalities Act 2010:

- Not to treat a disabled student less favourably, for a reason relating to his/her disability, than someone to whom that reason does not apply, without justification, and
- To take reasonable steps to avoid putting disabled students at a substantial disadvantage to students who are not disabled (reasonable adjustments duty).

We should never use restraint as a punishment, or to physically overpower a student who is not putting themselves or others of serious risk of harm. It should be used only:

- In exceptional circumstances where any other course of action would be deemed likely to fail;
- As a last resort, where all other courses of action have failed;
- With the minimum degree of intrusion.

The staff to which this power applies is defined in section 95 of the Education and Inspections Act 2006. They are:

- Any teacher who works at our school, and
- Any other person whom the head teacher has specifically authorised.

It is the responsibility of each member of staff to make an assessment of the particular circumstances. Staff will need to know the contents of this policy and decide whether they feel they are capable of managing the situation alone and if physical intervention is required.

Where it is possible, more than one member of staff should be involved and, ideally where a member of staff is physically managing a student of the opposite sex, a member of staff of the same sex as the student should be present from the earliest time possible.

All incidents of restraint must be recorded on [CPOMS](#), to the [LA via Synergy \(Synergy - Enquiry\)](#) and must to parents as soon as reasonably possible, but always within 24 hours. Where an incident causes injury to a student or member of staff, it should be recorded as per the accident/incident reporting procedure using the online report form. Records are monitored regularly by the Assistant Headteacher and reported on to the governing body as appropriate.

In rare cases, we might need to inform the police, such as in incidents that involve the possession of weapons. This would be in line with our general practice, informed by the DfE Guidance Searching, Screening and Confiscation: Advice for schools (2022) and Section 45 of the Violent Crime Reduction Act 2006.