



KEW COLLEGE PREP

Restrictive Intervention Policy (including Use of Reasonable Force)

This policy applies to the whole school including the EYFS

This policy is published on the Kew College website.

The policy is written with due regard to the following:

DfE guidance for schools: Restrictive interventions, including use of reasonable force, in schools. April 2026 [Use of reasonable force and other restrictive interventions guidance](#)

See also the School's policies as follows:

Anti-Bullying Policy; Anti-Cyber Bullying Policy; Complaints Policy; Good Behaviour, Discipline and Sanctions including Exclusion Policy; English as an Additional Language (EAL) Policy; Internet and Online Safety Policy; Kew College Prep Terms and Conditions; Safeguarding and Child Protection Policy; Special Educational Needs including Children with Learning Difficulties and/or Disabilities Policy; Staff Code of Conduct

Definitions or abbreviations used in this policy

EYFS: Early Years Foundation Stage

IEP: Individual Education Plan

LEC: Learning Enrichment Coordinator

PSHEE: Personal, Social, Health and Economic Education

SLT: Senior Leadership Team

1. Introduction and Aims

There are circumstances when it is lawful and necessary for staff in schools to use restrictive interventions to keep individuals and the wider school community safe. Restrictive interventions can include measures such as the use of reasonable force or seclusion (*see section 3. Definitions*). The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances' (DfE guidance for schools).

All members of school staff have a legal power to use reasonable force in certain circumstances, which are to prevent or stop a pupil from: causing injury to themselves or others; committing a criminal offence; damaging property; and causing disorder among pupils at the school. This power applies to any member of staff at Kew College Prep (the School). It can also apply to people whom the Head has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school visit.

The power to use restrictive interventions applies whether pupils are on School premises or elsewhere, as long as they (the pupils) are in the lawful control or charge of a staff member. This includes during School-organised visits.

The aims of this Policy are:

- To support the School in establishing a calm, safe and supportive environment that is conducive to learning;
- To form part of the School's whole-school approach to safeguarding and behaviour, as set out in KCSIE;
- To protect every person in the School community from harm;
- To protect all pupils against any form of physical intervention that is unnecessary, inappropriate, excessive or harmful;
- To provide adequate information and training for staff so that they are clear as to what constitutes appropriate behaviour and to deal effectively with violent or potentially violent situations.

2. Scope and Responsibilities

This Policy applies equally to the Early Years Foundation Stage (EYFS), Key Stage 1 and Key Stage 2 as taught at the School.

3. Definitions

The following definitions are taken from the DfE guidance April 2026:

Restrictive intervention: *any action that prevents, restricts, or subdues a pupil's movement (or part of the body), including physical and non-physical measures, used to reduce immediate risk of harm.*

Reasonable force: *a term used in legislation which includes physical restrictive interventions. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.*

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.*

Seclusion: *a non-disciplinary, time-limited safety measure in which a pupil is supervised away from others to reduce immediate risk of harm; it must never be used or threatened as punishment.*

4. Avoiding the Need to Use Restrictive Intervention

Staff at the School recognise that the use of restrictive intervention is one of the last in a range of strategies available to secure pupils' safety and wellbeing and also to maintain good order and discipline. This Policy should therefore be read in conjunction with the *Good Behaviour, Discipline and Sanctions Policy* and the *Safeguarding and Child Protection Policy*.

All staff receive pastoral training focused on preventative, child-centred practice. This includes active listening, recognising the child's voice, noticing changes in behaviour or emotional presentation, and responding through timely pastoral check-ins. This approach supports early intervention and aims to reduce escalation and the need for restrictive practices.

- Staff should take steps in advance to avoid the need for restrictive intervention, e.g. through dialogue, tone of voice and change of body language; acknowledging any feelings that the child may be having and explaining that you are there to help and listen; removing stimuli that may be causing distress; distraction and diversion; supporting the pupil to express their emotions before getting overwhelmed; listening and humouring; engaging the pupil in an activity which can help them manage their feelings, etc.
- Staff should assess whether the use of a restrictive intervention such as restraint or seclusion is likely to be successful in reducing the risk of the situation, or whether it may escalate the situation potentially resulting in more harm than the behaviour itself.
- The pupil should be verbally warned that physical restraint will be used unless they desist.

5. Use of Restrictive Intervention

5a. Seclusion

Seclusion is a non-disciplinary intervention which involves keeping a pupil confined to a place away from others and preventing them from leaving. This should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. The pupil is not acting with intent, and seclusion is not a disciplinary response to deliberate misbehaviour. It will never be threatened or used as punishment.

The place where the pupil is confined will be safe and not feel threatening or intimidating to them. They will be supervised at all times during this period, and as soon as any immediate risk of harm has reduced, the pupil will be allowed to leave.

5b. Reasonable Force

Reasonable force will only be used as a last resort after all efforts to defuse the situation have been exhausted. When using physical restraint relevant considerations should be:

- **Necessity:** The use of physical restraint can be regarded as reasonable **only** if the circumstances of the particular incident warrant it. Staff should aim to de-escalate the situation through the techniques listed in section 4 and the use of reasonable force should be the last resort.

- **Proportionality:** The degree of restriction employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any restriction used should always be the **minimum required** for the shortest possible period of time
- **Welfare and context:** The degree of restriction used, or whether it is reasonable to use any at all, will also be dependent upon the age, size, medical condition, SEND, communication needs of the pupil.

5c. When Might it Be Appropriate to Use Reasonable Force?

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, from seriously damaging property where this creates a risk to safety, or from posing an immediate risk to disorder that presents a risk of harm.

Examples of situations that may require restraint are when:

- A pupil attacks a member of staff or another pupil
- Pupils fighting
- Pupils causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials, substances or objects
- Pupils running in a corridor on a stairway in a way in which they might cause an accident, or are likely to injure themselves or others
- Pupils persistently refusing to obey an order to leave an area

5d. Intervention

This maybe passive intervention, for example:

- Standing between pupils
- Blocking a pupil's path

Alternatively, it may be active intervention, for example:

- Leading a pupil by hand or arm away from the situation
- Shepherding a pupil by placing their hand in the centre of their back.
- In extreme cases, using a more restrictive hold or taking action necessary to prevent injury. This action must be consistent with 'reasonable force'.

Where physical intervention is exceptionally necessary, staff will not use any form of restraint that affects the airway, breathing or circulation (for example, pressure to the neck, chest or abdomen, or covering the mouth or nose), or causes pain. Prone or ground restraints carry elevated risk and will be avoided wherever possible; if a pupil is taken to the ground, staff will release or reposition as quickly as possible.

Staff will seek to maintain respect for the pupil's dignity and will continue to clearly and calmly communicate to the pupil what is happening and why, and explain to the pupil what they need to do.

It is anticipated at all times that any element of force will **only** be used when all other attempts to defuse the situation have failed.

5e. Factors to Be Taken Into Account

The needs and particular vulnerabilities of individual pupils (including any SEND, mental health needs, language considerations or medical conditions) will be considered, and reasonable adjustments will be made. The School will establish proactive and positive behaviour support strategies for pupils with particular needs, in consultation with their parents, to reduce the occurrence of challenging behaviour and the need to use reasonable force.

5f. Support following the use of restrictive intervention

The immediate focus following an incident will be on the wellbeing and safety of any pupils and staff involved. The School will provide medical assessment/treatment for injuries where required, and, once appropriate to do so, will facilitate a debrief conversation with the pupil and involved staff led by a non-involved member of staff to learn and repair relationships. The School will provide ongoing wellbeing support for pupils, staff, and any witnesses as needed.

As soon as practicable, the School will evaluate the incident to understand why it occurred and identify how to reduce any future need for the use of restrictive interventions.

6. Reporting and Recording Incidents

The Senior Leadership Team (SLT) should be informed of any incident as soon as possible and will take responsibility for making arrangements for debriefing once the situation has stabilised. A member of the SLT and the Head of Area or if the pupil is in Early Years, the Teacher and the Head of Early Years, should always be involved in debriefing the pupil involved and any victim(s) of the incident should be offered support and medical care if needed.

If the behaviour is part of an ongoing pattern, it may be necessary to address the situation through the development of a Behavioural Plan, which may include an anger management programme, or other strategies agreed by the Learning Enrichment Coordinator. It is also helpful to consider the circumstances precipitating the incident to explore ways in which future incidents can be avoided.

All incidents must be recorded as soon as is practicable after the event. The record will include the names of staff and pupils involved; details of the pupil's needs/SEND status, if any; the time, date, location and duration of the incident; a description of the incident; details of any de-escalation attempted; the type and degree of force used; the rationale for necessity and proportionality; any injuries sustained and medical attention provided, and details of any post-incident support required.

A member of SLT will contact parents in writing as soon as possible after an incident, normally on the same day, to inform them of the actions that were taken and why, and to provide them with an opportunity to discuss it. The report will include time/date/location/duration of the incident, details of why the use of force was necessary, the type and degree of force used, and details of any injuries sustained. There are limited exceptions to this procedure, where safeguarding is a consideration, in which case the incident will be reported to any parent who can be informed without resulting in significant harm to the pupil, or if there are none, to the relevant local authority.

The incident will also be recorded on Schoolbase.

7. Complaints

It is possible that a parental complaint may ensue. It is important that this Policy has been followed and that the use of restrictive intervention was reasonable in the circumstances.

All staff should be aware that physical contact of any sort may be misconstrued, however innocent. Some physical contact may be necessary or appropriate in certain subjects (e.g. dance, drama, PE, etc.), or circumstances (e.g. injury etc.) but staff should always use professional judgement. It is important that if any pupil is particularly sensitive to physical contact that information has been circulated to all staff.

8. Record Keeping

All records created in accordance with this Policy are managed in line with the School's Policies that apply to the retention and destruction of records. These records may contain personal data whose use will be in accordance with data protection law.

9. Monitoring and Review

The School will undertake systematic, ongoing auditing of use of restrictive intervention incident logs, separate from individual incident and policy reviews. This audit, conducted at least termly by the Head and DSL, will examine patterns and trends across incidents to identify concerning developments, such as repeated use with particular individuals or inconsistencies in policy application. Findings will be reported to the Governors to enable early identification of systemic issues and inform targeted training or policy refinements.

Reviewed by:	Approved by:	Updated by:
The Education and Welfare Committee	Head	Head of Pastoral Care
Date:	Date: 17 April 2026	Date: 27 March 2026

This Policy will be subject to review annually by the Head of Pastoral Care and the Governing Body.