



MALTMAN'S GREEN
SCHOOL

Restrictive Interventions Policy

This policy also applies to the EYFS

Related documents

Behaviour Policy
Complaints Procedure for Parents
Safeguarding and Child Protection Policy & Procedure
Staff Code of Conduct

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1 Policy Statement

The School complies with all statutory requirements, as amended, from time to time. This Policy reflects the new DfE guidance (April 2026) for schools, entitled 'Restrictive interventions, including use of reasonable force, in schools'. The principles of 'reasonableness' and 'proportionality' are used at all times in respect of the use of force and restraint. For the purpose of this policy, we may use the following terminology:

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. The various restrictive interventions above have been defined for completeness and should not be construed as an endorsement or otherwise for their use in our school. Some will not be relevant to Maltman's Green or most schools

2 Purpose

The use of restrictive interventions, including reasonable force and seclusion, can have a significant impact on the pupils, parents and staff involved, as well as the wider community. However, there are times when the use of restrictive interventions are lawful and necessary; for example, to keep individuals and the wider community safe.

This policy aims to make clear when such force might be used, so that parents, staff and pupils understand our practice and can support in the unlikely event that this form of control will be required.

We use this policy to protect every person from harm, to protect all pupils against any unnecessary, inappropriate, excessive or harmful physical intervention, and to ensure all of our staff know what constitutes appropriate use. Staff should always act in accordance with this policy.

3 Introduction

Use of physical force is not usually necessary. However, should this ever be required then it is the aim of this policy to clarify the power of teachers and other staff and volunteers who have lawful control or who are in charge of pupils.

The provision applies when a teacher or authorised person is on the school premises and when the person has lawful control or charge of the pupils elsewhere, for example, on a school trip.

This policy does not authorise the use of corporal punishment or threat of corporal punishment in any circumstances and nor is it intended to encourage the use of inappropriate force. Maltman's Green School does not permit the use, or threatened use, of corporal punishment during any activity, whether on or off the school premises, under any circumstances. Moreover, the Statutory Framework for the Early Years Foundation Stage (2025) requires that corporal punishment is not given by any person who cares for or is in regular contact with a child, or by any person living or working in the premises where care is provided. We are aware that if we fail to meet this standard then we would be committing an offence.

There are a variety of circumstances in which reasonable restraint may be appropriate or necessary in order to control or restrain a pupil. Wherever possible, if this is anticipated, appropriate steps should have been taken beforehand to plan appropriate responses.

4 Reasonable Force Actions

Force is usually used to control or restrain. For example, guiding a pupil to safety by the arm, or where a pupil needs to be restrained to prevent injury or aggression.

'Reasonable' is using no more force than is needed.

Control is usually about passive physical contact such as standing between two pupils or blocking a pupil's path or, indeed, guiding them out of the room by leading them by the arm.

Restraint refers to holding back physically or bringing a pupil under control. We would only use this strategy in more extreme situations where physical intervention is the only option.

We would always try to avoid acting in a way that might cause injury, but in highly extreme cases this may not always be possible.

The decision as to whether or not to intervene physically is down to the professional judgement of the staff member concerned and will always depend on the individual circumstances.

Wherever possible, staff will have exhausted the full range of behaviour management strategies in our Behaviour Policy which are aimed at preventing the situation from reaching the point at which physical intervention becomes necessary. Restraint is a last resort after all efforts to defuse any situation have been taken.

There are many alternative strategies which should be used by staff initially in situations, such as:

- An instruction is repeated until the pupil complies

- Use of a distractor such as a whistle to interrupt behaviour long enough for verbal methods to take effect
- Withdrawal of attention from the rest of the class/group when they act as an audience
- Avoiding confrontation
- Use of humour until tempers have been alleviated

5 Use of Reasonable Force

Reasonable force may be used in the following circumstances:

- To remove pupils from the classroom if they have refused to follow an instruction to do so in the interest of the safety of others and/or the child themselves
- To prevent a pupil behaving in a way that disrupts a school event or on a school trip or visit
- To prevent a pupil leaving a classroom where allowing them to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- To prevent a pupil physical outburst in in the playground
- To restrain a pupil at risk of harming themselves through physical outbursts
- To prevent a pupil, member of staff or volunteer being harmed
- To prevent a pupil damaging property.

Force is never used to punish a pupil. To do so would be unlawful.

6 Training for Staff

We carry out a risk assessment for any individual pupil for whom we believe that control or restraint may be needed. As appropriate to our school population, our Senior Leadership Team will consider the needs of any of our staff who should be trained in effective techniques. The Headmistress will consider carefully if any staff member requires any additional training to enable them to carry out their responsibilities and care for any individual pupil's needs. Where the use of physical restraint is likely to be needed, staff training will first involve specialist techniques.

7 Recording the use of Force

The school has in place a procedure for recording each significant incident in which a member of staff uses force on a pupil, as part of the school's duty under Section 93A of the Education and Inspections Act 2006. Incidents are reported as soon as practicable after the event, on the Restrictive Interventions Log. This log is maintained and monitored by the Deputy Head Pastoral.

It should be recorded by the staff member(s) involved and they should endeavour to do this as soon as practicable after the incident. The requirement to record applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan.

We will record the following:

- names of pupil and staff directly involved
- any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability.

- time, date, location and approximate duration of the intervention
- brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained
- brief account of why the use of force was assessed as necessary in that instance
- any post-incident support, such as details of any medical treatment for injuries or other adverse impacts.
- How parents were notified.

We may also wish to record additional details to support our evaluation of incidents to identify best practices and areas for improvement. For example, the pupil's and/or witnesses' accounts of what happened and what follow-up has taken place.

8 Complaints and Allegations

All complaints about the use of restrictive interventions will be thoroughly investigated in accordance with our Complaints Procedure for Parents. If an allegation regarding inappropriate use of force and/or other restrictive interventions is made against a member of staff, the procedures in Keeping Children Safe in Education will be followed. This includes the provisions regarding suspension of staff. Please see our Staff Code of Conduct and Safeguarding and Child Protection Policy for further details.