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**YEOVIL AREA COMMUNITY
ACADEMY TRUST**

Restrictive Interventions and Use of Reasonable Force Policy

Version Information

Policy Review

Review Cycle	Date of Current Policy	Author(s) of Current Policy	Review Date
Every 2 years	8 May 2026	CEO	May 2026

Policy Ratification

Role	Name	Signature	Date
Chair of C&S Committee	Miss S Sandy	<i>Sam Sandy</i>	08.05.2026
CEO	Mr N Heath	<i>Nick heath</i>	08.2026

Details of Policy Updates

Date	Details
May 2026	New policy in relation to guidance regarding restrictive interventions

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1. Purpose of the Policy

This policy sets out how the Yeovil Area Community Academy Trust and its primary schools approach the use of restrictive interventions, including reasonable force and seclusion. Its purpose is to:

- Safeguard the welfare, dignity and human rights of pupils and staff
- Minimise the need for restrictive interventions through prevention and de-escalation
- Ensure that any use of restrictive intervention is lawful, proportionate, necessary and safe
- Ensure clear procedures for recording, reporting, review and accountability

This policy reflects **DfE Guidance: *Restrictive interventions, including use of reasonable force, in schools (April 2026)*** and applies across all schools within the Trust.

2. Scope and Application

This policy applies to:

- All pupils on roll at Trust schools
- All staff, including teachers, support staff, supply staff and volunteers
- All school activities, including off-site visits and trips

It should be read alongside the Trust's:

- Behaviour Policy
- Safeguarding and Child Protection Policy
- SEND Policy
- Complaints Policy
- Health and Safety Policy

3. Legal Framework

This policy is informed by, and complies with, the following legislation:

- Education and Inspections Act 2006 (sections 93 and 93A)
- Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025
- Equality Act 2010
- Human Rights Act 1998
- Health and Safety at Work etc. Act 1974

4. Key Definitions

For the purposes of this policy:

- **Restrictive intervention:** Any action that prevents, restricts or subdues a pupil's movement, either physically or non-physically.
- **Reasonable force:** A physical restrictive intervention using no more force than necessary and for the shortest time required, judged in relation to the circumstances.
- **Significant incident:** Any incident where the use of force goes beyond ordinary physical contact.
- **Restraint:** A non-disciplinary intervention that immobilises or restricts a pupil's movement, with or without physical contact.
- **Seclusion:** A non-disciplinary safety intervention where a pupil is confined to a space away from others and prevented from leaving.

5. Principles

The Trust is committed to ensuring that:

- Restrictive interventions are a **last resort**
- The **least restrictive** option is always used
- Interventions are applied for the **shortest possible time**
- Pupils are treated with **respect and dignity** at all times
- The needs of pupils with SEND are proactively anticipated and supported
- Staff are **not** expected to put themselves at unreasonable risk.

6. Prevention and De-escalation

Schools will take proactive steps to minimise the likelihood of restrictive interventions, including:

Whole-school approaches

- Positive behaviour support and consistent routines
- A supportive physical and sensory environment
- Staff training in behaviour management and de-escalation
- Strong, trusting staff-pupil relationships
- Analysis of behaviour and incident data to inform practice

Individual approaches

- Close partnership working with parents
- Behaviour support plans where appropriate
- Reasonable adjustments for pupils with SEND
- Individual risk assessments where risks are identified

7. When Restrictive Interventions May Be Used

All staff have the legal power to use reasonable force to prevent a pupil from:

- Causing injury to themselves or others
- Committing a criminal offence
- Causing serious damage to property
- Causing significant disorder

Before using a restrictive intervention, staff must consider:

Necessity

- Are there less restrictive options available?
- Is the intervention likely to reduce risk rather than escalate it?

Proportionality

- Is this the minimum level of intervention needed?
- Can it be reduced or stopped quickly?

Welfare and dignity

- The pupil's age, size, medical needs, SEND and emotional state
- The impact on the pupil's physical and psychological wellbeing
- The environment and presence of peers

8. Unacceptable Practices

The following are **not permitted**:

- Use of force as a punishment
- Any restraint that restricts breathing, circulation or airway
- Holding a pupil on the ground unless unavoidable and then only briefly
- Threatening seclusion as punishment
- Blanket or 'no contact' policies

9. Physical Contact

Appropriate physical contact is an ordinary part of school life and may include:

- First aid
- Guiding or escorting pupils
- Comforting distressed pupils
- Demonstrating activities or techniques

Staff must always use professional judgement and follow safeguarding guidance.

10. Seclusion

Seclusion may only be used:

- As a **safety measure**, not a disciplinary response
- When a pupil is experiencing high emotional or behavioural dysregulation
- To prevent harm to others

During seclusion:

- The pupil must be supervised at all times
- The environment must be safe and non-threatening
- The pupil must be allowed to leave as soon as risk reduce.

Every incident of seclusion must be recorded and reported.

11. SEND Considerations

Schools recognise that pupils with SEND may be disproportionately affected by restrictive interventions.

Schools will:

- Identify triggers and early warning signs
- Use staff who know the pupil well
- Co-produce behaviour support plans with pupils and parents
- Make reasonable adjustments as required by the Equality Act 2010
- Review plans after any significant incident

12. Post-Incident Support

After any restrictive intervention, schools will:

- Ensure medical assessment where needed
- Provide emotional support to pupils and staff
- Hold reflective debriefs to support learning and repair relationships
- Monitor wellbeing following the incident

13. Recording and Reporting

Use of Force

All **significant incidents** involving force must be:

- Recorded in writing as soon as practicable using the trust template form and attached to the child's electronic record via Bromcom (same day where possible)
- Reported to parents in writing as soon as practicable

Seclusion and Restraint

All incidents of seclusion or restraint (including non-physical restraint) must be recorded and reported in line with the 2025 Regulations.

The Trust template must be used for these records and attached to the child's electronic record via Bromcom.

14. Governance and Monitoring

Governing Bodies and Trust leaders will:

- Ensure compliance with recording and reporting duties
- Regularly review incident data
- Identify patterns, learning needs and disproportionality
- Use data to improve policy, training and practice

15. Complaints and Allegations

- Complaints will be handled under the Trust's Complaints Policy
- Allegations against staff will be managed in line with *Keeping Children Safe in Education*

16. Training

The Trust will ensure that:

- Staff who may need to use restrictive interventions are appropriately trained
- Training includes prevention, de-escalation and safe practice
- Training needs are reviewed regularly based on school context and data

17. Policy Review

This policy will be reviewed annually, or sooner if there are:

- Changes in legislation or statutory guidance
- Serious incidents indicating the need for review