Cornwall Education Learning Trust

Restrictive Interventions Policy

Behaviour Policy Suite

Cornwall Education Learning Trust Policies
Cornwall Education Learning Trust (CELT), Atlantic Centre, Trenance Leisure Park, Newquay, Cornwall TR7 2LZ

Our Mission

At Cornwall Education Learning Trust (CELT), our mission is clear: to provide every learner with an **exceptional educational experience.** One that enables them to thrive, achieve and succeed in life. We believe in a **100%** mindset, that every learner, in every classroom, in every school, deserves the very best we can offer. For us, 100% means no compromise: no learner left behind, no community overlooked, and no opportunity wasted.

Our strategic goals reflect this ambition. We are committed to empowering and growing our people, building an ambitious all-through entitlement, forging exceptional relationships with our communities, transforming provision through meaningful partnerships, and leading an ethical, effective and innovative organisation. These are not just aspirations; they are promises that shape the way we work and the culture we are building together.



Our Values

Our values are at the heart of everything we do. We believe in the power of **Collaboration**, building strong relationships and working together as one team to achieve our collective goals. We are committed to **Empowerment**, creating a culture where initiative, innovation and trust flourish, and where every individual feels valued, respected and motivated.

As a Trust, we are grounded in promoting **Leadership**, sharing a moral and ethical purpose to improve the lives of others and make a lasting difference for our learners and communities. And we embrace **Transformation**, approaching change positively so that we can all become our best selves and do our best work.

These values guide every decision we make and every action we take. They are the foundation of our Trust and the reason we can offer such exceptional opportunities for our learners and staff. If you choose to join CELT, you will be part of a values-driven organisation where people are supported to grow, contribute, and thrive.

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1. Policy Overview

1.1 Policy Purpose and Aims

This policy sets out our approach to restrictive interventions, including the use of reasonable force, restraint and seclusion. We recognise that restrictive interventions can have a significant physical and psychological impact on pupils and staff. They should therefore only ever be used when necessary, proportionate and lawful, and where less restrictive measures have been attempted or assessed as inappropriate in the circumstances.

We are committed to:

- safeguarding the welfare, dignity and human rights of pupils
- preventing and minimising the need for restrictive interventions
- supporting staff to manage behaviour safely and confidently
- meeting statutory recording and reporting duties
- using data to continuously improve practice

1.2 Policy Approval and Review

Policy Version Number:	1
Approved By:	Trust Board
Approved On (Date):	30th March 2026
Review Period:	Annually by end of March 2027

1.3 Policy Version History

Policy Version	Date Issued	Summary of Changes
1		First Issue – No Changes

2. Policy Definitions and Framework

2.1 Definitions

- Restrictive intervention: Any action that prevents, restricts or subdues a pupil's movement, including physical and non-physical interventions.
- Reasonable force: Physical force used by staff to prevent injury, damage, criminal behaviour or serious disorder. It must be the minimum necessary for the shortest time.
- Restraint: A non-disciplinary intervention that immobilises or limits a pupil's movement, with or without physical contact.
- Seclusion: A non-disciplinary safety measure involving keeping a pupil in a place away from others and preventing them from leaving.
- Significant incident: Any incident where force goes beyond everyday physical contact and requires formal recording and reporting.

2.2 Legislation and Statutory Framework

Links to Legislation of Statutory Frameworks here:

- 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
- DfE guidance: Restrictive interventions, including use of reasonable force, in schools (April 2026)
- Keeping Children Safe in Education (2025)

This policy must be read alongside the school's Behaviour Policy, Safeguarding Policy, and SEND Policy.

3. Principles

The school commits to the following principles, consistent with the DfE guidance:

- Restrictive interventions are used only, when necessary, proportionate, and in the best interests of the pupil's welfare.
- Prevention and deescalation strategies will always be prioritised.
- Staff must maintain respect for pupils' dignity, including suitable location and communication.
- Interventions are never used as punishment (this is explicitly unlawful).
- The school does not operate a "no contact" policy; staff are supported to use appropriate physical contact when necessary.

4. When Reasonable Force May Be Used

All staff have the legal power to use reasonable force to:

- Prevent injury to the pupil or others.
- Prevent a criminal offence.
- Prevent damage to property.
- Prevent disorder.

Under section 93 of the Education and Inspections Act 2006, all members of school staff have a statutory power to use reasonable force in the above limited circumstances. This power applies while staff are lawfully in charge of pupils and extends to situations both on and school site, including educational visits.

Section 93 provides the legal basis for the use of reasonable force in schools, and any such use must be reasonable in the circumstances, meaning that it must be necessary, proportionate and consider the pupil's welfare to the risks presented at the time.

5. Unacceptable Uses of Force

Staff must never:

- Use force as punishment.
- Restrict breathing, cover the mouth or nose, or apply pressure to the neck/abdomen.
- Hold a pupil on the ground intentionally or fail to release them promptly if ground contact occurs unintentionally.

6. Seclusion

Seclusion is only used as a safety measure when a pupil is experiencing extreme dysregulation and poses a risk of harm. It must not be used as a disciplinary sanction.

- The space must be safe and nonthreatening.

- The pupil must be continuously supervised.
- Seclusion ends as soon as the immediate risk reduces.
- All seclusion incidents must be recorded and reported.

7. Staff Training

All staff will receive training aligned with the DfE guidance, including:

- Deescalation strategies
- Safe and lawful use of reasonable force
- Understanding triggers
- Assessing proportionality under pressure

Staff who are likely to work in situations where restrictive interventions may be required will receive appropriate training in behaviour support, prevention and de-escalation strategies, and the safe and lawful use of reasonable force and other restrictive interventions.

Co-regulations plans are required where staff regularly work with pupils who may require interventions.

8. Considerations for Pupils with SEND

The school recognises that pupils with SEND may be disproportionately affected. Staff must:

- Understand individual triggers, communication needs, and sensory sensitivities.
- Work with parents/carers and professionals
- Plan and review proactive strategies regularly.

Co regulation plans must state where increased physical contact may be appropriate.

9. Prevention and Deescalation

The school employs whole school and individual strategies to minimise restrictive interventions, including:

- Environmental and classroom adaptations
- Staff training in communication and tone
- Relationship building
- Early identification of escalation
- Agreed calming strategies

10. Support After an Incident

After any restrictive intervention, the school will:

- Ensure pupils and staff receive medical checks and treatment if needed.

- Provide follow up reflection and emotional support.
- Facilitate a restorative conversation led by an uninvolved staff member.
- Review coregulation plan.

11. Recording and Reporting Duties

Significant incidents involving the use of force must be recorded in writing as soon as practicable, ideally the same day. The recording template must be used.

Parents/Carers must be informed as soon as practicable and ideally the same day unless doing so would cause serious harm.

All seclusion and nonphysical restraint incidents must also be recorded and reported under the 2025 Regulations.

12. Oversight and Use of Data

The trustees will regularly review restrictive intervention data to:

- Identify patterns and reduce need for interventions
- Improve staff training
- Monitor for disproportionate impact on protected groups or SEND pupils

13. Complaints and Allegations

Complaints are handled under the school's Complaints Procedure. Allegations against staff follow our managing allegations policy.

14. Monitoring and Review

This policy will be reviewed annually or earlier in response to updates in DfE guidance or changes in legislation.