



Venture
Learning

Restrictive Interventions and Positive Handling Policy 2026-2028

Objectives:

- To provide all staff, parents and pupils with an understanding of positive handling and the use of 'reasonable force'.
- To emphasise that the use of positive handling is part of a positive care and control approach to discipline and welfare. It is a last resort, or a necessary option to use in extreme circumstances¹
- To support the school's Child Protection and Behaviour policies.

What is positive handling (reasonable force)?

Positive Handling uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming himself/herself, others or property.

Any restrictive intervention must be lawful, necessary, proportionate, used for the shortest possible time, and implemented with regard for the pupil's welfare, dignity and human rights.

There is no legal definition of reasonable force; this would depend on the individual circumstances of each case. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. We ensure that all policies and practice are in line with current legislation and any changes are reviewed and taken in to account.

Before any physical intervention is used other strategies will be tried to defuse the situation and positive handling will be used only when absolutely necessary.

The DfE states that;

"All members of school staff have the legal power to use reasonable force under Section 93 of the Education and Inspections Act 2006."

[Use of reasonable force in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

- ☐ Section 93A Education and Inspections Act 2006
- ☐ Restrictive Interventions, Including the Use of Reasonable Force in Schools (DfE, 2026)
- ☐ Keeping Children Safe in Education (latest edition)
- ☐ Behaviour in Schools guidance
- ☐ SEND Code of Practice

Venture Learning is committed to reducing and, wherever possible, eliminating the need for restrictive interventions through early intervention, positive behaviour support, trauma-informed practice, relationship-based approaches, environmental adjustments, and de-escalation strategies.

¹ All members of school staff have a legal power to use reasonable force - Section 93, Education and Inspections Act 2006

Definitions

- **Restrictive Intervention:** Any intervention that intentionally restricts a pupil's movement, liberty or freedom to act independently.
- **Reasonable Force:** Physical contact used to prevent injury, damage to property, criminal behaviour or serious disorder where it is necessary and proportionate.
- **Seclusion:** The supervised separation of a pupil from others for safety reasons and never as a punishment.

When can positive handling be used?

- Where action is necessary in self-defence or because there is an imminent risk of injury.
- Where there is a developing risk of injury, or significant damage to property.
- Where a pupil is behaving in a way that is seriously compromising good order or discipline.
- Examples of situations, which fall within these categories, are:
 - a pupil attacks a member of staff, or another pupil
 - pupils are fighting
 - a pupil is engaged in, or is on the verge of committing damage or vandalism to property
 - a pupil is causing, or at risk of causing, injury or damage by misusing dangerous materials or objects
 - a pupil is running in school in a way which he or she might have or cause an accident likely to injure him or herself or others
 - a pupil absconds from a class or tries to leave school
 - a pupil is behaving in a way that is seriously disrupting a lesson, causing distress to the pupils and/or a breakdown of order.

De-escalation and Prevention

Venture Learning is committed to minimising the use of restrictive interventions through:

- Positive behaviour support
- Trauma-informed practice
- Positive relationships
- Verbal de-escalation
- Diversion and distraction
- Environmental adjustments
- Sensory regulation strategies
- Individual risk assessments and behaviour plans

Who can undertake positive handling?

- Selected staff are trained to use appropriate physical control/restraint. They will also provide support to all staff as required.
- All staff in school are authorised to use reasonable physical contact & physical interventions in the event of serious risk of harm to any pupil, including the pupil themselves or where there is likely to be significant damage to property.

Training

- No member of staff will be expected to undertake the use of reasonable force without appropriate training except in an emergency.
- Training will be delivered on a needs based approach and procedures are in place to monitor incidents.

- Training is regularly refreshed for existing staff and accessed for new staff at earliest convenience when required.
- Staff have a duty to inform the Senior Leadership Team (SLT) of any injuries which affect their ability to handle children.

Prohibited Practice

Staff must not;

- Restrict breathing or circulation.
- Apply pressure to the neck, throat, chest or abdomen.
- Cover a pupil's mouth or nose.
- Use pain-inducing techniques.
- Use force as a punishment.
- Use humiliating, degrading or retaliatory interventions.
- Prevention and Deescalation

Seclusion

Seclusion is the supervised separation of a pupil for safety reasons and must never be used as a punishment.

- It should only be used where necessary to prevent harm.
- It must be monitored continuously.
- It must be recorded.
- Parents must be informed.

Recording and Reporting

Where force, restraint, seclusion or any other restrictive intervention has been used, a record must be completed on CPOMS as soon as practicable and ideally on the same day.

In line with DfE guidance, records on CPOMS should include:

- Date, time and location of the incident.
- Names of the pupil(s) involved.
- Names of staff involved and any witnesses.
- Relevant antecedents, triggers and contextual factors.
- De-escalation and preventative strategies attempted.
- The reason the intervention was judged necessary.
- The type of restrictive intervention used.
- The duration of the intervention.
- Details of any injuries or medical concerns.
- Whether medical attention was sought or required.
- Any known SEND, communication needs or vulnerabilities that were relevant.
- The pupil's views, where these can reasonably be obtained.
- Actions taken following the incident.
- Whether parents/carers were informed and when.

Parents/carers must be informed as soon as reasonably practicable following any significant incident involving force, restraint or seclusion and normally on the same day unless safeguarding considerations indicate that a delay is necessary.

All records will be reviewed by a member of the Senior Leadership Team to ensure that practice is lawful, proportionate, necessary and consistent with this policy.

Monitoring and Quality Assurance

The Headteacher and Senior Leadership Team will review CPOMS records regularly to:

- Identify patterns, triggers and emerging risks.
- Monitor the frequency and duration of restrictive interventions.
- Identify any disproportionate use involving pupils with SEND or protected characteristics.
- Ensure individual risk assessments and behaviour support plans remain appropriate.
- Evaluate the effectiveness of de-escalation strategies.
- Identify staff training and support needs.
- Reduce the future use of restrictive interventions wherever possible.
- Governors/Proprietors will receive termly anonymised reports summarising restrictive intervention data, trends, actions taken and any identified areas for improvement.

Individual Risk Assessment Plans

These are designed to support the pupil to modify or change certain behaviours' by providing a structured intervention programme.

- An Individual Risk Assessment Plan includes:
 - The target behaviours causing concern.
 - The triggers for this behaviour.
 - Strategies to address the behaviour.
- All members of staff working with the pupil need to be involved in the development of the plan and parents/carers need to be involved as early as possible when their child's behaviour is of a concern. The Individual Behaviour Plan should also be discussed with the pupil where appropriate. The Individual Behaviour Plan will be reviewed termly or before this if the pupils' behaviour changes.

These will include SEND needs such as;

- Consideration of sensory needs.
- Communication difficulties.
- Autism-related distress.
- Trauma-related behaviours.
- Reasonable adjustments.
- Co-production with parents/carers and pupils.

Action after an incident

- SLT will ensure that each incident is reviewed and investigated as required.
- If further action is required in relation to a member of staff or a pupil, this will be pursued through the appropriate procedures:

Support for Pupils

- Debrief opportunity.
- Restorative conversation.
- Emotional wellbeing checks.
- Review of support plans.

Support for Staff

- Wellbeing support.
- Debriefing.

- Reflection on practice.
- Additional training where required.

Medical Considerations

- Following a restrictive intervention, staff will consider whether a medical assessment is required for the pupil or staff member involved, particularly where:
- Restraint was prolonged.
- There was any impact on breathing.
- An injury has occurred.
- The pupil reports pain or distress.

Complaints

- Any complaints about staff will be investigated through Venture Learning's Complaints Policy.
- If necessary the complaint will be dealt with by staff disciplinary procedures and/or child protection procedures.
- Use of physical force that is unwarranted, excessive, or punitive is not acceptable.
- Failure to comply with this principle, when considering or using physical force should be dealt with under school disciplinary procedures.

