

Milton On Stour Primary School



Restrictive Intervention Policy 2026

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Updated

Linked articles from the UN Convention of the Rights of the Child

Article 28 – Right to education: every child has the right to education, and school discipline must respect children's dignity and rights.

Article 19 – Protection from violence, abuse and neglect: children have the right to be protected from violence and harm.

Introduction

At Milton-on-Stour CE Primary School, safeguarding is rooted in our Christian vision and in our commitment to every child as a uniquely created, valued and precious individual.

Our school values of **Love, Hope and Joy** shape our approach to behaviour, relationships, safeguarding and the use of restrictive interventions.

Cherished in Love

We cultivate an inclusive, deeply caring community which ensures every child feels safe, deeply known, and uniquely valued.

This means that every child should experience dignity, compassion, respect and belonging. We recognise that behaviour communicates need and that children may respond to distress, anxiety, sensory overload, trauma, communication difficulties or unmet needs in different ways. Our first response is therefore relational, preventative and supportive.

Guided by Hope

We provide a rigorous, supportive education that fosters resilience and aspirations, guiding our children toward a bright future filled with hope.

We seek to understand the reasons behind behaviour and to provide children with the support, teaching and relationships they need to regulate, recover and succeed. Restrictive intervention is never a substitute for appropriate support and is always intended to be a safety response rather than a punishment.

Inspired with Joy

We celebrate the unique gifts of every individual, creating a vibrant learning community filled with the joy of discovery, creativity, and spiritual wonder.

We recognise the individuality of every child, including children with special educational needs and/or disabilities (SEND), and seek to create environments in which children can participate fully and safely. We aim to reduce restrictive interventions through positive relationships, effective communication, reasonable adjustments, early support and thoughtful environmental design.

Safeguarding is everyone's responsibility. In accordance with **Keeping Children Safe in Education 2026 (KCSIE 2026)**, staff must maintain a child-

centred approach and recognise that safeguarding concerns can arise in any school. The use of restrictive interventions is therefore considered within the wider safeguarding responsibilities of the school. ([Keeping Children Safe in Education 2026 – DfE](#))

This policy should be read alongside the school's Safeguarding and Child Protection Policy, Behaviour Policy, SEND Policy, Staff Code of Conduct, Health and Safety Policy, Complaints Policy and other relevant policies.

2. Aims and Scope

At Milton-on-Stour CE Primary School, we are committed to creating a community in which restrictive interventions are rarely necessary because children are known, understood, supported and valued.

Through **Love**, we seek to ensure that every child is safe, respected and cherished.

Through **Hope**, we respond to behaviour with patience, support and a belief in every child's capacity to grow, develop resilience and flourish.

Through **Joy**, we create an inclusive environment in which every child can participate, discover their gifts and experience the joy of learning.

Where restrictive intervention is unavoidable, we will use it only when necessary, lawfully and proportionately, with the dignity and welfare of the child at the centre of our decision-making.

Our aim is always to return as quickly as possible to the relationships, support and positive learning environment in which every child can be **Cherished in Love, Guided by Hope and Inspired with Joy**.

This policy aims to:

- minimise the use of restrictive interventions through preventative, relational and de-escalation practice;
- ensure that any restrictive intervention is lawful, necessary and proportionate;
- ensure that the least restrictive response is used for the shortest time necessary;
- protect pupils, staff and others from harm;
- preserve the dignity and welfare of pupils;
- recognise and respond appropriately to SEND, disability and other vulnerabilities;
- ensure that restrictive interventions are never used as punishment, threat or deterrent;

- establish clear recording, reporting, safeguarding and monitoring arrangements;
- support learning and reflection following incidents; and
- enable governors and school leaders to identify patterns, disproportionality and opportunities for improvement.

Restrictive interventions are always a **last resort** and are never used as a punishment or behavioural sanction.

This policy applies to all staff, governors, volunteers and contractors working with or on behalf of the school.

3. Legislation and Guidance

This policy should be read in conjunction with the following legislation and guidance.

Statutory safeguarding guidance

- **Keeping Children Safe in Education 2026 (KCSIE 2026)**
- **Working Together to Safeguard Children 2026**
- **Information sharing to safeguard children and young people**

Restrictive interventions and behaviour

- **Restrictive interventions, including the use of reasonable force, in schools – DfE, April 2026**
- **Behaviour in schools**
- **Searching, screening and confiscation in schools**
- **Mental health and behaviour in schools**
- **Mobile phones in schools**, where relevant to the school's behaviour and safeguarding arrangements

SEND and equality

- **Special educational needs and disability (SEND) Code of Practice: 0 to 25 years**
- **Equality Act 2010**
- **Human Rights Act 1998**

Relevant legislation

- Education and Inspections Act 2006, including sections 93 and 93A
- Education Act 1996
- Equality Act 2010
- Human Rights Act 1998

- Health and Safety at Work etc. Act 1974
- Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025
- other relevant safeguarding, health and safety and education legislation.

The DfE's April 2026 guidance on restrictive interventions replaced the 2013 *Use of reasonable force in schools* guidance from 1 April 2026. ([Restrictive interventions, including the use of reasonable force, in schools – DfE](#))

The statutory recording and reporting requirements are set out in the **Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025**, which came into force in full on 1 April 2026. ([Legislation.gov.uk](#))

4. Definitions

The definitions below reflect the Department for Education's April 2026 guidance.

Restrictive intervention

A restrictive intervention is a means used to prevent, restrict or subdue movement of the body, or part of the body, of a pupil.

This policy uses **restrictive intervention** as the umbrella term for physical and non-physical actions which restrict a pupil's movement.

Examples may include:

- a member of staff blocking a pupil's path where the pupil is running towards danger;
- staff positioning themselves between pupils to prevent an immediate physical assault;
- physical restraint;
- non-force restraint falling within the statutory definition; and
- seclusion used as a safety measure.

The use of any restrictive intervention must be lawful, necessary and proportionate.

Reasonable force

Reasonable force is the broad range of actions involving physical contact which staff may lawfully use in certain circumstances.

"Reasonable in the circumstances" means using **no more force than is necessary and for the least amount of time necessary**, taking account of the individual situation.

Reasonable force may range from guiding a pupil to safety by the arm to intervening to prevent serious injury.

Restraint

Restraint is a non-disciplinary intervention which immobilises a pupil or limits their movement. It may or may not involve direct physical contact.

An example would be holding a pupil's arms to their sides when they are attempting to harm themselves or another person.

Restraint may also include non-force interventions falling within the statutory definition.

Seclusion

Seclusion is a non-disciplinary intervention involving keeping a pupil confined to a place away from others and preventing them from leaving, including by physical obstruction.

Seclusion may only be used as a **safety measure** to protect the pupil or others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation.

Seclusion:

- is not a punishment;
- is not a sanction;
- is not used as a threat or deterrent;
- is not a disciplinary response to deliberate or wilful misbehaviour; and
- must end as soon as it is safe for the pupil to leave.

A pupil subject to seclusion must be appropriately supervised throughout.

Significant incident involving force

A significant incident is an incident where the use of force goes beyond appropriate physical contact between a member of staff and a pupil.

This includes circumstances where physical force is used to implement a non-physical restrictive intervention.

Significant incidents must be recorded and reported in accordance with this policy and statutory requirements.

Immediate risk of harm

A potential harm that is foreseeable or imminent and requires action to prevent or reduce the risk.

Last resort

The use of restrictive intervention is a last resort.

This does not mean that every possible alternative must first be attempted and fail. Staff should consider realistic alternatives and balance the risks of intervention against the risks of not acting.

Risk assessment

Risk assessment is the process of identifying and controlling potential hazards.

A **dynamic risk assessment** is undertaken in real time when staff are responding to an immediate situation.

A **formal risk assessment** is a documented assessment which identifies foreseeable risks and appropriate control measures.

Physical contact

Physical contact includes the range of appropriate physical interactions between staff and pupils, including care, comfort, reassurance, first aid, guidance and support.

Time out

Time out is an informal term describing a period in which a child is given space and reduced stimulation to enable them to calm and regulate.

Time out must not be confused with seclusion.

If a child is prevented from leaving a space, the statutory definition of seclusion may apply.

Withdrawal

Withdrawal describes moving with a pupil to another place where the pupil remains monitored and supported by staff.

Withdrawal must not become seclusion unless the pupil is prevented from leaving the space.

5. Appropriate Physical Contact

Milton-on-Stour CE Primary School does not operate a "no contact" policy.

The school will not agree to requests by parents, carers or staff members that prevent staff from using reasonable force or other restrictive interventions where such action is necessary and lawful to protect a child or others.

Appropriate physical contact may include:

- providing first aid;
- guiding or escorting a pupil through the school or on a school trip;
- holding a pupil's hand where appropriate;
- helping a pupil access a space they have chosen to use for self-regulation;
- comforting a distressed pupil;
- offering congratulations or praise;
- demonstrating how to use a musical instrument; and
- demonstrating exercises or techniques during PE or sport.

Staff must use professional judgement and consider the pupil's age, individual circumstances, SEND, vulnerabilities and whether an alternative strategy could be used.

6. Roles and Responsibilities

6.1 Full Governing Body

The Full Governing Body is responsible for:

- reviewing and approving this policy;
- ensuring that procedures are in place for recording and reporting significant incidents involving force and all incidents of seclusion and restraint;
- taking reasonable steps to ensure that recording and reporting procedures are followed;
- regularly reviewing and interrogating data relating to restrictive interventions;
- identifying patterns and repeat incidents;
- considering whether there is disproportionate use of restrictive interventions;

- paying particular attention to pupils with SEND, disabilities, protected characteristics or other vulnerabilities;
- supporting and challenging school leaders to identify where changes to practice may be necessary; and
- ensuring that restrictive interventions are being reduced wherever possible through effective preventative practice.

6.2 Headteacher

The Headteacher is responsible for:

- overall implementation and oversight of this policy;
- ensuring appropriate training in preventative strategies, de-escalation and the safe and lawful use of restrictive interventions;
- ensuring adequate staffing arrangements;
- monitoring and evaluating incidents;
- ensuring statutory recording and reporting requirements are met;
- ensuring safeguarding procedures are followed;
- authorising staff to undertake searches in accordance with statutory guidance;
- ensuring complaints are managed under the school's Complaints Policy; and
- ensuring that allegations concerning inappropriate use of force or restrictive interventions are dealt with under KCSIE 2026 and the school's safeguarding procedures.

6.3 All staff

All staff are responsible for:

- understanding and following this policy;
- using preventative and de-escalation strategies wherever practicable;
- acting immediately where a child or others are at risk;
- using only the least restrictive intervention necessary for the shortest time required;
- accurately recording incidents as required;
- reporting incidents through the school's safeguarding and incident-recording procedures;
- reporting safeguarding concerns immediately to the DSL or DDSL;
- reporting injuries in accordance with school health and safety procedures;
- undertaking relevant training;
- participating in debriefing and reflective practice; and
- maintaining professional, respectful and child-centred relationships.

6.4 Designated Safeguarding Lead and Deputies

The DSL and DDSLs are responsible for:

- ensuring restrictive-intervention incidents are appropriately considered within the school's safeguarding arrangements;
- ensuring records are securely maintained;
- considering whether an incident raises a wider safeguarding concern;
- making or supporting referrals where appropriate;
- ensuring allegations concerning staff are managed under KCSIE 2026;
- ensuring parents/carers are informed in accordance with statutory requirements;
- ensuring appropriate information is shared with relevant agencies where necessary; and
- ensuring information is handled in accordance with safeguarding and data protection requirements.

The DSL/DDSL does not replace the responsibility of all staff to act immediately where a child is at risk.

6.5 SENCO

The SENCO is responsible for:

- working with pupils, parents/carers and staff to develop and review behaviour support plans;
- ensuring risk assessments are in place where there is an identified increased likelihood of restrictive intervention;
- advising on reasonable adjustments;
- ensuring staff understand relevant individual needs and strategies;
- identifying triggers and patterns;
- contributing to prevention and de-escalation strategies;
- participating in reviews following incidents involving pupils with SEND; and
- contributing to staff training concerning SEND, behaviour and restrictive interventions.

7. Acceptable Use of Reasonable Force

All school staff have a legal power to use reasonable force in certain circumstances.

Reasonable force may be used to prevent or stop a pupil from:

- causing injury to themselves or others;
- committing a criminal offence;
- damaging property; or
- causing disorder among pupils at school, whether during a teaching session or otherwise.

The decision to use force must be based on the circumstances of the individual incident.

Staff must consider:

- whether intervention is necessary;
- whether a less restrictive alternative is available;
- the risks of not acting;
- whether the intervention is likely to reduce the risk;
- the amount of force required;
- the duration of the intervention;
- the pupil's age and size;
- SEND or disability;
- medical conditions;
- communication and sensory needs; and
- other relevant vulnerabilities.

The DfE's April 2026 guidance emphasises that reasonable force must be necessary and proportionate in the circumstances. ([Restrictive interventions, including the use of reasonable force, in schools – DfE](#))

8. Unacceptable Practice

Force must never be used as a punishment, sanction, threat or deterrent.

The following uses of force are never acceptable:

- using force for the purpose of punishment;
- applying pressure to a pupil's neck;
- covering a pupil's mouth or nose;
- applying pressure to the abdomen;
- using a method that compromises airway, breathing or circulation;
- deliberately causing pain;
- deliberately holding a pupil on the ground; or
- continuing an intervention when it is no longer necessary.

If a pupil is unintentionally held on the ground, staff must release the hold or move to a safer position as quickly as possible.

Any injury must receive appropriate medical attention.

9. Using Reasonable Force to Search Pupils

The Headteacher and staff authorised by the Headteacher may search pupils or their possessions where they have reasonable grounds to suspect that the pupil has a prohibited item.

Reasonable force may be used to search for legally prohibited items but **not solely to search for an item which is prohibited only under the school's own rules.**

Staff must follow the DfE's *Searching, Screening and Confiscation in Schools* guidance and the school's Behaviour Policy.

Searches must be conducted with due regard to:

- the dignity of the pupil;
- their age;
- SEND;
- disability;
- relevant vulnerabilities;
- safeguarding;
- equality considerations; and
- the need to minimise distress.

10. Prevention and De-escalation

The school promotes **relational, trauma-informed and therapeutic approaches** to behaviour.

Our starting point is prevention rather than intervention.

Our whole-school approach includes:

- predictable routines and calm communication;
- clear and consistent expectations;
- consideration of the physical environment;
- calm spaces for co-regulation and self-regulation;
- effective whole-class behaviour management;
- consistent expectations in communal spaces;
- appropriate tone of voice and empathy;
- strong staff-pupil relationships;
- restorative approaches;
- sensory strategies;
- movement breaks;
- positive reinforcement;
- therapeutic behaviour support plans;
- effective SEND provision and reasonable adjustments;
- partnership with parents/carers;
- analysis of restrictive-intervention data; and

- access to pastoral and emotional support, including the school's ELSA provision.

Individual approaches may include:

- behaviour support plans;
- identifying triggers and early warning signs;
- reducing or adapting demands;
- changing communication methods;
- sensory and environmental adjustments;
- helping pupils recognise and communicate emotions;
- planned regulation strategies;
- access to a calm space;
- movement or sensory breaks; and
- reasonable adjustments for disability.

De-escalation strategies

These may include:

- maintaining open and non-threatening body language;
- respecting personal space;
- reducing the audience;
- using empathy;
- offering choices where appropriate;
- distraction and redirection;
- offering a calm space;
- allowing processing time;
- using calm verbal reminders; and
- seeking assistance from colleagues where appropriate.

The DfE's April 2026 guidance places particular emphasis on prevention, de-escalation, positive relationships, effective communication and individualised support as ways of reducing restrictive interventions.

11. Determining Necessity and Proportionality

Before using a restrictive intervention, staff should consider:

Is it necessary?

- Is there an immediate or significant risk?
- Is there a less restrictive alternative?
- Is intervention likely to reduce the risk?
- Could intervention escalate the situation or cause greater harm?

Is it proportionate?

- What is the least restrictive response?
- What is the minimum amount of force required?
- How quickly can the intervention end?
- Is the intervention still necessary?

Have the pupil's circumstances been considered?

Staff must consider relevant individual circumstances including:

- age;
- size;
- medical conditions;
- SEND;
- disability;
- communication needs;
- sensory needs;
- trauma or adverse experiences;
- other vulnerabilities; and
- relevant equality considerations.

If an intervention is itself escalating the situation, staff should reconsider their approach and use an alternative strategy where possible.

The least restrictive intervention must be used for the **shortest time necessary**.

12. Welfare and Post-Incident Support

12.1 Pupil welfare

The safety and welfare of the pupil and others are the primary considerations.

Staff should seek to:

- preserve the pupil's dignity;
- minimise distress and embarrassment;
- avoid unnecessary intervention in front of peers;
- explain calmly what is happening where possible;
- allow appropriate processing time;
- use verbal and non-verbal communication according to the pupil's needs; and
- monitor whether the intervention should continue, be reduced or stop.

Particular care should be taken where pupils have experienced trauma, neglect, adverse life events, sensory impairment, communication difficulties, medical conditions or other vulnerabilities.

12.2 Following an incident

The school will evaluate incidents as soon as practicable to consider:

- why intervention was required;
- what preceded the incident;
- the impact on the pupil and staff;
- whether the behaviour support plan was effective;
- whether triggers have been identified;
- whether practice should change;
- whether further support is required; and
- how a future incident might be prevented.

Where appropriate, pupils and staff will receive medical assessment and treatment.

A debrief should take place, ideally facilitated by someone not directly involved in the incident.

This should provide an opportunity for:

- reflection;
- pupil voice;
- staff reflection;
- relationship repair;
- identification of learning;
- consideration of alternative approaches; and
- revision of support plans where necessary.

Witnesses should receive appropriate support where an incident has caused distress.

13. SEND and Equality Considerations

The school recognises that pupils with SEND may communicate distress or unmet need through behaviour.

Triggers may include:

- pain;
- sensory overload;
- unfamiliar environments;
- anxiety;

- communication difficulties;
- fear;
- changes to routine; and
- difficulties understanding expectations.

The school will seek to understand the underlying need rather than simply responding to the behaviour displayed.

We will:

- identify individual triggers;
- make reasonable adjustments;
- adapt communication;
- consider sensory and environmental needs;
- provide appropriate regulation strategies;
- work with pupils and parents/carers;
- involve relevant professionals where appropriate;
- develop behaviour support plans where required; and
- undertake risk assessments where there is an identified increased likelihood of restrictive intervention.

Where appropriate, behaviour support plans will specify circumstances in which increased physical contact may be appropriate and the parameters within which it may be used.

Plans will be reviewed:

- periodically;
- with the pupil and parents/carers where appropriate;
- following a significant incident; and
- where evidence indicates that the existing approach is not effective.

The school will monitor for disproportionate use of restrictive interventions involving pupils with SEND, disabilities, protected characteristics or other vulnerabilities.

14. Training and Risk Assessments

All staff will receive appropriate safeguarding, behaviour and de-escalation training.

Staff who are more likely to need to use restrictive interventions will receive additional training appropriate to their role and the school's context.

Training will include, where appropriate:

- prevention;
- positive behaviour support;
- communication;
- de-escalation;
- safeguarding;
- SEND and individual vulnerabilities;
- reasonable adjustments;
- dynamic risk assessment;
- lawful use of reasonable force;
- recording and reporting;
- post-incident support; and
- professional reflection.

Where there is a foreseeable increased risk of restrictive intervention, an individual risk assessment must be completed.

Training and risk assessments will be reviewed where incidents indicate that existing arrangements may not be effective.

15. Recording and Reporting

15.1 General principle

The school will comply with the statutory requirements governing the recording and reporting of significant use of force, seclusion and restraint.

Records must be accurate, factual, contemporaneous where practicable and sufficiently detailed to allow the school to understand what happened and identify opportunities for prevention.

Records will be maintained securely in accordance with safeguarding and data protection requirements.

15.2 Significant incidents involving force

Every significant incident involving force must be recorded in writing as soon as practicable after the incident. Staff should endeavour to complete the record on the same day.

The record must include:

- name of the pupil;
- names of staff directly involved;
- relevant needs or circumstances, including SEND and SEN status code;
- date and time;
- location;

- approximate duration;
- what led to the incident;
- known or potential triggers;
- preventative and de-escalation strategies used;
- type and degree of force used;
- injuries sustained;
- why the force was assessed as necessary; and
- post-incident support or medical treatment.

Additional information may include:

- pupil voice;
- witness accounts;
- whether parents were informed;
- whether a behaviour support plan was followed; and
- follow-up actions.

15.3 Reporting significant use of force to parents/carers

Every significant use of force will be reported to the pupil's parent/carer as soon as practicable and the school will endeavour to do so on the same day.

The written report should include:

- time, date, location and approximate duration;
- why the intervention was necessary;
- the type and degree of force used; and
- details of physical injuries sustained, if applicable.

Where appropriate, parents/carers should be invited to discuss the incident and contribute to reviewing support arrangements.

15.4 Seclusion and restraint

Every incident of seclusion or restraint must be recorded in writing as soon as practicable.

The school will endeavour to complete the record on the same day.

The record must include:

- name of pupil;
- names of staff directly involved;
- date and time;
- location;
- approximate duration;
- relevant needs or circumstances, including SEND and SEN status code;

- why the intervention was necessary;
- injuries sustained, if applicable; and
- post-incident support or medical treatment.

The school will provide the required written record to the pupil's parent/carer as soon as practicable, subject to the safeguarding exceptions set out in the Regulations.

Where a restraint incident also constitutes a significant use of force, the school will follow the applicable significant-use-of-force recording and reporting requirements.

15.5 Safeguarding exception

The school will not provide information to a parent/carer where doing so would be likely to result in significant harm to the pupil.

Where the school considers that providing information to the parent/carer would place the pupil at risk, the DSL will consider the matter under the school's safeguarding procedures and seek advice from the appropriate safeguarding partner or local authority children's services where necessary.

Where the statutory requirements require information to be provided to another person or body, the school will comply with those requirements.

15.6 Health and safety

Any injury arising from an incident must be recorded under the school's health and safety procedures and reported externally where legally required.

16. Safeguarding, Information Sharing and Allegations Against Staff

Restrictive interventions form part of the school's wider safeguarding arrangements.

All staff must recognise that:

- safeguarding is everyone's responsibility;
- the welfare and best interests of the child remain central;
- concerns must be acted upon promptly;
- information should be shared appropriately where necessary to safeguard a child; and
- records must be accurate, proportionate, secure and accessible to those who need them.

KCSIE 2026 requires all staff to understand and follow the school's safeguarding procedures and reinforces a child-centred approach to safeguarding. ([Keeping Children Safe in Education 2026 – DfE](#))

Any allegation that a member of staff has used force or another restrictive intervention inappropriately must be treated as a safeguarding concern and managed under the school's safeguarding procedures and KCSIE 2026.

This includes consideration of whether the allegation meets the threshold for the school's procedures concerning allegations against people who work with children.

The school's information-sharing arrangements will reflect **Working Together to Safeguard Children 2026** and current DfE information-sharing guidance.

17. Monitoring, Governance and Review

The Headteacher will monitor restrictive-intervention incidents and provide appropriate reports to governors at least termly.

Monitoring will consider:

- frequency of incidents;
- individual pupils;
- repeated incidents;
- triggers and antecedents;
- location and time;
- type of intervention;
- duration;
- injuries;
- effectiveness of preventative strategies;
- use of behaviour support plans;
- SEND;
- protected characteristics;
- other vulnerabilities;
- staff training needs;
- parental involvement; and
- whether restrictive interventions are reducing over time.

The Full Governing Body will use this information to challenge and support school leaders and identify improvements.

Particular attention will be paid to any disproportionate use of restrictive interventions involving pupils with SEND, protected characteristics or other vulnerabilities.

The school will not draw conclusions from very small data sets without appropriate caution.

The policy will be reviewed annually or sooner where:

- legislation changes;
- DfE guidance changes;
- an incident identifies a need for revision;
- monitoring identifies a significant concern; or
- safeguarding arrangements change.

18. Complaints

Complaints regarding the use of restrictive interventions will be managed in accordance with the school's Complaints Policy.

Where a complaint raises a safeguarding concern or an allegation against a member of staff, it will be managed through the school's safeguarding procedures and KCSIE 2026 as appropriate.

The school will ensure that pupils and parents/carers are able to raise concerns about the use of restrictive interventions without fear of disadvantage.

19. Linked Policies and Documents

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- SEND Policy
- Staff Code of Conduct
- Health and Safety Policy
- Complaints Policy
- Attendance Policy
- Supporting Pupils with Medical Conditions Policy
- Equality Policy
- Online Safety Policy
- Educational Visits Policy
- Whistleblowing Policy
- Staff Disciplinary Policy
- individual Behaviour Support Plans
- individual Risk Assessments.

20. Key External Guidance

The following documents underpin this policy:

- **Keeping Children Safe in Education 2026**
- **Working Together to Safeguard Children 2026**
- **Information sharing to safeguard children and young people**
- **Restrictive interventions, including the use of reasonable force, in schools – DfE, April 2026**
- **Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025**
- **Behaviour in schools**
- **Searching, screening and confiscation in schools**
- **Special educational needs and disability (SEND) Code of Practice: 0 to 25 years**
- **Equality Act 2010**
- **Human Rights Act 1998**
- **Health and Safety at Work etc. Act 1974**

The school will review its practice whenever statutory duties or Department for Education guidance are amended.

Policy Statement

At Milton-on-Stour CE Primary School, we are committed to creating a community in which restrictive interventions are rarely necessary because children are known, understood, supported and valued.

Through **Love**, we seek to ensure that every child is safe, respected and cherished.

Through **Hope**, we respond to behaviour with patience, support and a belief in every child's capacity to grow, develop resilience and flourish.

Through **Joy**, we create an inclusive environment in which every child can participate, discover their gifts and experience the joy of learning.

Where restrictive intervention is unavoidable, we will use it only when necessary, lawfully and proportionately, with the dignity and welfare of the child at the centre of our decision-making.

Our aim is always to return as quickly as possible to the relationships, support and positive learning environment in which every child can be **Cherished in Love, Guided by Hope and Inspired with Joy**.

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