

Learning in Nature CIC & Beccles Forest Schools



Restrictive Intervention Policy

Safeguarding and Welfare Requirement:

3.75 Providers must keep a record of any occasion where physical intervention is used, and parents and/or carers must be informed on the same day, or as soon as reasonably practicable.

This policy was adopted by:	Learning in Nature CIC & Beccles Forest Schools
Date of adoption:	24th May 2026
Date to be reviewed:	24th May 2027
Signed, on behalf of the provider:	
Name of signatory:	Rach Whitwood
Role of signatory:	Co-Director

Learning in Nature CIC & Beccles Forest Schools

Old School House, Barsham, Beccles, Suffolk, NR34 8HA

Company Number: 11747933

Ofsted URN: 2610910 Setting ref: 2610909



Policy Statement

The use of restrictive interventions, including reasonable force and seclusion, can have a significant impact on the learners, staff members and parents/carers involved and should be avoided wherever possible. However, there are times when the use of restrictive interventions is both lawful and necessary when it keeps individuals and the wider community safe. We aim to proactively minimise the need to use restrictive interventions through early support, prevention and de-escalation strategies, and when necessary, to help staff feel more confident in knowing how to use these interventions safely, appropriately and lawfully.

The principal legislation to which this guidance relates are:

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

Please see Appendices for the legal framework and definitions upon which this policy is written.

Procedures

Terminology

For clarity, this policy will use the following definitions:

- **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.

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- **Seclusion:** a non-disciplinary intervention involving keeping a child confined to a place away from others, and preventing them from leaving either by physical obstruction or blocking.
- **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 setting.

Who can use reasonable force and when?

All members of forest school staff have a legal power to use reasonable force in certain circumstances, to prevent or stop a child from:

- Causing injury to themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among children

Staff who are likely to need to use reasonable force and/or other restrictive interventions, such as restraint, are adequately trained in its safe and lawful use and in preventative strategies. In instances where one member of staff is trained and one is untrained, the untrained member of staff must defer to advice and instructions from the trained member of staff.

No one should be restrained in a way that affects their airway, breathing or circulation, for example, by covering the mouth and/or nose, or applying pressure to the neck region or abdomen. The use of force can be dangerous, particularly where it occurs on the ground. If a pupil is unintentionally held on the ground, staff should release their holds or re-position into a safer alternative or standing position as quickly as possible.

Here are questions that staff members ask themselves before applying any form of force:

- 1) Is it necessary? Is there another way to solve the situation - are there other staff members near enough to support me?
- 2) Is it proportionate? Interventions should use the least amount of force for the least amount of time. Does the child have any medical conditions that need to be considered?
- 3) Have I fully considered the child's welfare? We must consider the child's dignity at all times.
- 4) Does the child have medical or SEND support needs or diagnosis? Does this impact the intervention?

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Prevention and De-Escalation

We aim to proactively minimise the need to use restrictive interventions through early support, prevention and de-escalation strategies. Our provision, holding the Forest School Ethos at its core, supports attendees to regulate. Staff form strong relationships with attendees and are sensitive to their support needs. They are able to respond to behavioural shifts and physiological signs of distress, such as changes in vocal tone or movements, by changing the environment to soothe the individual. Forest school staff are also skilled at de-escalating behaviour by using non-violent communication. Anyone wishing to increase their skills can access training online such as [Marshal Rosenberg](#).

Documenting the Event

Where a physical intervention has been necessary, Beccles Forest School staff members complete a [W Record of Intervention or Restriction Form.docx](#) as soon as possible after the event.

Parents/carers are informed by phone call as soon as possible after the event and the time and date of the call is recorded on the form. A manager is also informed as soon as possible after the event, and the time and date of the communication is recorded on the form.

The completed form is passed to the manager, who will store it on Basecamp and take any further action, if required.

Complaints and Allegations

Any complaints regarding the use of restrictive interventions should be dealt with in accordance with the Beccles Forest School's normal complaints procedure outlined in [W Suggestions, Concerns and Complaints Policy \(August 2026\).docx](#) . 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 should be followed. This includes the provisions regarding suspension of staff.

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Appendices

Appendix 1: Statutory Guidance and Legal Frameworks

Department for Education (2025) *Early Years Foundation Stage Statutory Framework for group and school based providers*, Available at

https://assets.publishing.service.gov.uk/media/68c024cb8c6d992f23edd79c/Early_years_foundation_stage_statutory_framework_-_for_group_and_school-based_providers.pdf.pdf (Accessed 24th May 2026)

Department for Education (2025) *Keeping children safe in education 2025*, Available at

https://assets.publishing.service.gov.uk/media/68add931969253904d155860/Keeping_children_safe_in_education_from_1_September_2025.pdf (Accessed 24th May 2026)

Department for Education (2026) *Restrictive interventions, including use of reasonable force, in schools*, Available at

https://assets.publishing.service.gov.uk/media/6943dad6501cdd438f4cf5aa/Restrictive_interventions_including_use_of_reasonable_force_in_schools.pdf (Accessed 24th May 2026)

Education and Inspections Act (2006) Available at

<https://www.legislation.gov.uk/ukpga/2006/40/section/93> (Accessed 24th May 2026)

Equality Act (2010) Available at <https://www.legislation.gov.uk/ukpga/2010/15/contents> (Accessed 24th May 2026)

Health and Safety at Work Etc. Act (1974) Available at

<https://www.legislation.gov.uk/ukpga/1974/37/contents> (Accessed 24th May 2026)

Health and Safety Executive (n.d.) *Guidance*, Available at <https://www.hse.gov.uk/index.htm>

(Accessed 24th May 2026)

Human Rights Act (1998) Available at <https://www.legislation.gov.uk/ukpga/1998/42/contents>

(Accessed 24th May 2026)

Marshal Rosenberg (2019) *NonViolent Communication by Marshal Rosenberg : Animated Book Summary*, Available at <https://www.youtube.com/watch?v=8sjA90hvnQ0>

(Accessed 24th May 2026)

The Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations

(2025) Available at <https://www.legislation.gov.uk/uksi/2025/1348> (Accessed 24th May 2026)