LANDAU FORTE CHARITABLE TRUST

Policy Name	**Restrictive Intervention Policy (Trust)**
Policy Number	**T082**
Date of Issue	**July 2026**
Reviewed by	**Amelia Eggleston**
Date of next review	**July 2027**

Restrictive Intervention & Reasonable Force Policy – Trust-Level Policy (April 2026)

1.Introduction and Purpose

This Trust-level policy sets out the principles, procedures and statutory expectations for the use of restrictive intervention, including reasonable force, across all academies within the Trust.

It ensures:

- A consistent safeguarding-led approach
- Compliance with national statutory guidance
- Clarity for staff, parents, pupils and governor
- A shared commitment to prevention, dignity and respect

Academy-level behaviour, safeguarding, SEND and de-escalation policies must be read alongside this Trust policy and adapted appropriately to reflect each school's local context, pupil cohort and needs.

2.Statutory and Regulatory Framework

This policy aligns with:

- Department for Education statutory guidance: Use of reasonable force in schools — https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools
- Ofsted safeguarding expectations
- LFCT Staff Code of Conduct

3.Scope

This policy applies to all Trust employees, supply/peripatetic staff, volunteers, contractors and all pupils under Trust supervision.

4.Definitions

Restrictive Intervention: Any action limiting a pupil's movement, liberty or independence.

Reasonable Force: Physical contact used only when necessary, proportionate, lawful and time-limited.

Not Restrictive: Guiding by hand, comforting contact, first aid.

5.When Restrictive Intervention May Be Used

Only when absolutely necessary to prevent:

1. Injury
2. A criminal offence
3. Serious property damage
4. Significant disruption

QEMS and Sixth Form Staff who are trained to use restrictive intervention are listed below

- Katie Adams
- Ashley Perry
- Claire Wright
- Ronan Gilbert

6.Core Principles

Interventions must be lawful, necessary, proportionate, least restrictive, time-limited and respectful.

7.Prevention and Early Intervention

Academies must identify risks early, implement personalised plans, use SEND-informed strategies, and work with parents.

8. De-Escalation (Must Be Used First Wherever Possible)

Whole-school strategies include identifying hotspots, staffing key times, using verbal warnings, and shared de-escalation language.
Individual strategies include calm tone, open body language, calm reminders, and avoiding overcrowding.

9. Staff Conduct, Training and Competence

All staff must follow the LFCT Staff Code of Conduct and be trained in de-escalation, lawful force, safeguarding and SEND.

10. Decision-Making and Proportionality

Staff must consider immediate risk, de-escalation attempts, necessity, proportionality and least-restrictive options.
Prohibited: pain, breathing restrictions, harmful holds, humiliating actions.

11. Safe Practice During Intervention

Use minimum force, assess risk, ensure a second adult is present, where possible, and stop once risk ends.

12. Recording & Reporting (Statutory Duty — April 2026)

Record all significant interventions including rationale, duration, injuries and next steps. Parents must be informed promptly.

13. Reporting Requirements
A written report must be provided to parents same day unless the pupil is 20+ or informing parents risks harm.

If informing parents is harmful, report instead to the Local Authority.

- Reports must include: time/date/location, rationale, type/degree of force, injuries and support.
- Do not include identifying details of other pupils.
- Best practice: meet with parents to review triggers, de-escalation and future planning.

Every Physical Intervention made must be logged and available at Trust level for review as part of the statutory obligations of the Trust.

14. Pupil Voice and Support
Pupils must receive emotional support, reassurance and an opportunity to share their views.

15. Parent/Carer Communication
Schools must communicate promptly, transparently and involve parents in planning.

16. Review, Oversight and Continuous Improvement
Academies must analyse patterns, update plans, coach staff and report to governors.

17. Governance and Accountability
Governors must understand guidance, review data, challenge leaders and ensure safeguarding oversight.

18. Related Policies
Includes Trust and Academy-level behaviour, safeguarding, SEND, de-escalation, exclusions and health & safety policies.

19. Policy Review
Annual review or earlier if national guidance changes.