



Achieving together in faith

Holy Cross Catholic MAC
Christ the King Catholic Primary School

**Use of restrictive interventions policy
(including reasonable force
and seclusion)**

Responsible for Policy	Martyn Alcott
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1. Aims and scope

At Christ the King Catholic Primary School we strive to create a safe, secure and supportive environment for all our pupils and staff.

There are times when the use of restrictive interventions, including reasonable force and seclusion, is lawful and necessary to keep people safe. However, we understand that the use of restrictive interventions can have a significant impact on pupils, staff and parents/carers. In our school, they are only ever considered as a last resort, once all other prevention and de-escalation strategies have been exhausted.

This policy aims to:

- › Minimise the need to use restrictive interventions, through early support, prevention and de-escalation strategies
- › Help school staff feel confident in knowing how to use restrictive interventions safely, appropriately and lawfully, when they are necessary
- › Clearly set out the steps for recording and reporting incidents of reasonable force, seclusion and restraint
- › Protect the safety, wellbeing and dignity of all pupils and staff, and help create a positive and safe place for everyone at school

2. Legislation and guidance

This policy is based on the Department for Education (DfE) [guidance on restrictive interventions, including the use of reasonable force, in schools](#). It also meets the requirements of:

- › [Section 93 of the Education and Inspections Act 2006](#)
- › Section 93A of the Education and Inspections Act 2006, inserted by the [Apprenticeships, Skills, Children and Learning Act 2009](#)
- › [Section 550ZA](#) and [section 550ZB](#) of the Education Act 1996
- › [Equality Act 2010](#)
- › [Health and Safety at Work etc. Act 1974](#) and associated regulations
- › [Human Rights Act 1998](#)
- › [Keeping Children Safe in Education](#)
- › [The Schools \(Recording and Reporting of Seclusion and Restraint\) \(No. 2\) \(England\) Regulations 2025](#)
- › Department for Education guidance on [searching, screening and confiscation](#)

- › Paragraph 16A of the schedule to The Education (Independent School Standards) Regulations 2014 (inserted by [The Schools \(Recording and Reporting of Seclusion and Restraint\) \(No. 2\) \(England\) Regulations 2025](#))

This policy also complies with our funding agreement and articles of association.

3. Definitions

The terms we use in this policy are defined as follows. These definitions are based on the Department for Education's guidance on restrictive interventions (linked to in section 2 of this policy).

- › **Restrictive interventions** are used to prevent, restrict or subdue movement of the body or part of the body. This policy uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

Examples of restrictive interventions could include:

- Supervised seclusion of a pupil in an area away from others, where the pupil is prevented from leaving for their own safety and/or the safety of others
- Passive physical contact, such as a staff member blocking a pupil's path if they're running towards danger (like a busy road), or staff standing between pupils to prevent a fight
- Guiding or holding a pupil to prevent immediate harm, for example, briefly holding a pupil's hand or arm to stop them from running out of the school building or into an unsafe area.
- Blocking access to a hazardous area, for example, a staff member standing in a doorway or in front of equipment to prevent a pupil from entering an area where they could be injured.
- Preventing a pupil from hurting themselves, for example, staff using their body position to prevent a pupil from banging their head against a wall or accessing an unsafe object.
- Separating pupils during an altercation, for example, a staff member positioning themselves between two pupils who are attempting to hit or kick each other, where necessary to prevent injury.
- Stopping a pupil from entering a dangerous situation, for example, physically preventing a pupil from stepping into a car park while vehicles are moving.
- Briefly guiding a pupil away from danger, for example, gently guiding a pupil by the arm away from a playground gate, climbing area or other immediate hazard.
- Preventing a pupil from leaving a supervised activity where there is an immediate safety risk, for example, positioning staff between the pupil and an exit while additional support is sought.

Physical contact should be proportionate, necessary, and used for the shortest time reasonably required to manage the immediate risk, rather than as a means of compliance or convenience.

› **Reasonable force** refers to the broad range of actions used by staff that involve a degree of physical contact to restrain children, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.

Examples of the use of reasonable force could include:

- A staff member guiding a pupil to safety by the arm where there is an immediate risk of harm.
- Staff breaking up a fight between pupils to prevent injury.
- A staff member restraining a pupil to prevent injury to the pupil, or others, where this is necessary and proportionate.
- A staff member preventing a pupil from running into a road, car park or other area presenting an immediate danger.
- A staff member physically intervening to prevent a pupil from accessing a dangerous object or hazardous area.
- A staff member using appropriate physical guidance to move a pupil away from an immediate danger, such as broken glass, moving vehicles or unsafe playground equipment.
- A staff member intervening to prevent a pupil from seriously hurting themselves, for example by preventing them from repeatedly hitting their head against a hard surface.
- A staff member positioning themselves between pupils to prevent an imminent physical confrontation from escalating.
- A staff member briefly holding or guiding a pupil who is attempting to leave the school site where doing so presents an immediate risk to their safety.
- A staff member using physical intervention to prevent a pupil from harming another pupil, for example where a pupil is attempting to hit, kick, bite or throw an object at someone.

› **Restraint** is a form of non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact.

Examples could include:

- A staff member holding a pupil's arms to their sides when the pupil is attempting to harm themselves or others
- Removing a pupil's crutches where they are being used to cause harm to themselves or others, and where this is necessary to prevent immediate injury.
- A staff member holding or supporting a pupil to prevent them from running into a road, car park or other immediate danger.

- A staff member preventing a pupil from accessing or using an object that could cause serious injury, where less restrictive measures have not been effective.
 - A staff member physically preventing a pupil from repeatedly hitting, kicking or biting themselves or another person.
 - A staff member holding a pupil briefly to prevent them from striking another pupil during a physical altercation.
 - A staff member using an appropriate restrictive hold to prevent a pupil from banging their head against a wall or other hard surface, where there is an immediate risk of injury.
 - A staff member preventing a pupil from leaving the school site where the pupil is at immediate risk of serious harm, using the minimum level of restriction necessary and for the shortest time required.
 - Staff positioning themselves or using physical intervention to limit a pupil's movement where this is necessary to prevent an imminent risk of serious injury, while seeking additional support.
- › **Seclusion** is a non-disciplinary intervention that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others. This could be through physical obstruction or by making the pupil believe that they will be punished if they leave. For example, putting a pupil into a 'holding' room until they calm down is a form of seclusion.

See section 3.2 of this policy for more information on seclusion.

- › A **significant incident** is any incident where the use of force goes beyond appropriate physical contact between a member of staff and a pupil. This includes when physical force is used to implement a non-physical restrictive intervention.

See section 3.1 of this policy for more information on appropriate physical contact.

3.1 Appropriate physical contact with pupils

Our school does not have a 'no contact' policy. We do not grant any requests by parents/carers or staff members not to use reasonable force and/or other restrictive interventions.

There are circumstances when it is appropriate for staff to have some physical contact with pupils which does not give rise to any question over the use of reasonable force or other restrictive interventions.

Examples include:

- › Providing first aid to a pupil
- › Guiding or escorting a pupil through the school building or on a school trip by holding their hand
- › Comforting a pupil who is upset
- › Offering congratulations or praise, such as with a pat on the back or handshake

- › To demonstrate how to use a musical instrument
- › When demonstrating exercises or techniques during PE lessons or sports coaching

In assessing whether physical contact is appropriate in any given situation, staff should use their professional judgement, and have regard to:

- › Our school's child protection and safeguarding policy
- › Our school's **Behaviour Policy**.
- › Our school's **SEND Policy**, including any individual needs, support plans or risk assessments.
- › Our school's **Health and Safety Policy**.
- › Our school's **First Aid and Medical Needs Policy**, where relevant.
- › Any relevant **individual risk assessment, behaviour support plan, personal handling plan or care plan** for the pupil.
- › The specific circumstances, such as whether there are other adults present
- › Factors including, but not limited to:
 - The pupil's age
 - Any known vulnerabilities, including whether the pupil has special educational needs and/or disabilities (SEND)
 - Whether any alternative strategies that don't involve physical contact can be used

3.2 Seclusion

As defined above, seclusion is a non-disciplinary intervention that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others. This could be through physical obstruction or by making the pupil believe that they will be punished if they leave. For example, putting a pupil into a 'holding' room until they calm down is a form of seclusion.

We only use seclusion as a safety measure when a pupil is experiencing high levels of emotional or behavioural dysregulation. Seclusion is not used as a threat or punishment. Seclusion is not a disciplinary response to deliberate or wilful misbehaviour. Please see our behaviour policy for information on our response to misbehaviour.

During seclusion:

- › The pupil will be secluded in a safe place that does not feel threatening or intimidating to them, such as a designated **Learning Mentor room, calm space or other suitable low-stimulation area** within the school.
- › The pupil will be supervised at all times by at least one member of staff. Where appropriate, an additional member of staff will be available to provide support and ensure the safety of the pupil and others.
- › Staff will remain calm and use reassuring, age-appropriate language to help the pupil understand that the intervention is being used to keep them and others safe.

- › The area will be free from objects or hazards that could reasonably be used to cause harm.
- › Staff will continue to monitor the pupil's physical and emotional wellbeing throughout the period of seclusion and will seek additional support if there are concerns about their welfare or safety.
- › The pupil will not be left alone or isolated from appropriate adult support.
- › Seclusion will be used for the **shortest period reasonably necessary** to manage the immediate risk.
- › As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave the seclusion area and supported to return to an appropriate activity or safe space.
- › Following an incident, the school will record the use of seclusion in accordance with its policies and procedures and consider whether any further support, review or risk assessment is required.

As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave.

Any incident involving the use of seclusion will be recorded and reported in accordance with the procedures set out in section 12 of this policy.

4. Roles and responsibilities

4.1 The local governing board

The LGB is responsible for:

- › Reviewing and approving this policy
- › Ensuring that a procedure is in place for recording and reporting each:
 - Significant incident involving force
 - Seclusion incident
 - Restraint incident
- › Taking all reasonable steps to ensure that the procedures for recording and reporting the use of force, seclusion and restraint are followed
- › Regularly reviewing and interrogating data on the use of restrictive interventions in our school
- › Supporting and challenging school leaders to identify where changes may be needed to practice. For example:
 - If approaches have been used for some time but haven't been effective
 - If there is any disproportionate use of restrictive interventions, including in relation to pupils who share protected characteristics or have SEND or other types of vulnerabilities

4.2 The headteacher

The headteacher is responsible for:

- › Overall implementation and oversight of this policy
- › Making sure that appropriate and high-quality training on preventative strategies and the safe and lawful use of restrictive interventions is provided for staff who need it, based on our school's individual context and needs
- › Ensuring adequate staffing levels to support positive behaviour management
- › Monitoring incidents involving restrictive interventions, including regular review of incidents to refine and improve processes
- › Ensuring compliance with recording and reporting requirements
- › Authorising staff to search a pupil or their belongings if they have good reason to think the pupil has a prohibited or banned item
- › Following the procedures set out in our complaints policy to deal with any complaint about the use of restrictive interventions
- › Following the statutory safeguarding guidance [Keeping Children Safe in Education](#) if an allegation regarding inappropriate use of force and/or other restrictive intervention is made against a member of staff

4.3 All staff

All members of staff are responsible for:

- › Making sure they have read and understood the principles of this policy and any other linked policies
- › Using de-escalation techniques and positive behaviour management strategies to try to minimise and prevent the need for restrictive interventions
- › Accurately recording every seclusion incident, restraint incident and significant incident involving force that they are involved in
- › Reporting these incidents to the designated safeguarding lead (DSL)
- › Recording any injuries that occur as part of an incident involving restrictive intervention, and following our health and safety policy to ensure these are reported to the Health and Safety Executive where necessary
- › Taking part in training on preventative strategies and the safe and lawful use of restrictive interventions, if relevant to their role (this may include additional training appropriate to their responsibilities)
- › Engaging in follow-up conversation(s) to debrief and reflect on incidents involving restrictive intervention that they were involved in, to help us understand what happened and why

4.4 Designated safeguarding lead (DSL)

The DSL and safeguarding team are responsible for:

- › Reporting every seclusion incident, restraint incident and significant incident involving force to each parent/carers of the pupil involved

- › Making sure records are kept securely and in accordance with safeguarding and data protection procedures
- › Contacting the local authority in cases where informing a pupil's parent/carer of the use of reasonable force, seclusion or restraint on their child would put that child at risk of significant harm (see sections 12.2 and 12.3 of this policy)

4.5 Special educational needs co-ordinator (SENCO)

The SENCO is responsible for:

- › Working with pupils, parents/carers and relevant school staff to develop and review behaviour support plans and risk assessments for any pupils with SEND where it's been identified that there is an increased likelihood of the need to use restrictive interventions
- › Ensuring staff are aware of individual pupil needs and associated behaviour support strategies
- › Working with staff who know pupils well, to identify and manage risk (such as trigger points when challenging behaviour is more likely to occur)
- › Working with pupils, parents/carers, staff and other relevant professionals to develop prevention and de-escalation strategies
- › Advising on reasonable adjustments for any pupils with disabilities when considering prevention and de-escalation strategies
- › Participating in the review of restrictive intervention incidents involving any pupil with SEND
- › Providing advice and support on the application of this policy for pupils with SEND
- › Contributing to staff training on SEND and behaviour management, including the use of restrictive interventions

5. Acceptable uses of force

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

Staff can use reasonable force to prevent or stop a pupil from:

- › Hurting themselves or others
- › Committing a criminal offence
- › Damaging property
- › Causing disorder among pupils, in or out of lessons

While all staff have this power, some staff, especially those who work closely with pupils who might show challenging behaviour, are more likely to need to use it than others.

We will ensure staff are adequately trained and that risk assessments are carried out where necessary. See section 11 of this policy for information on training and risk assessments.

Any significant incident involving the use of force will be recorded and reported in accordance with the procedures set out in section 12 of this policy.

6. Unacceptable uses of force

It is illegal to use force on a pupil for the purpose of punishment. We never use force as a sanction, threat or deterrent.

Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

The following uses of force are **never acceptable**:

- › Staff using force for the purpose of punishment
- › Staff restraining a pupil in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
- › Staff using force on the ground. If a pupil is unintentionally held on the ground, staff should release their hold or move into a safer position as quickly as possible

Section 5 of this policy sets out the instances where staff may use reasonable force. Section 9 of this policy provides guidance for staff on what to consider before using it.

7. Using reasonable force to search pupils

The headteacher and any member of staff authorised by the headteacher have a statutory power to search a pupil or their belongings if they have reasonable grounds to suspect that the pupil may have a prohibited item (as listed in the DfE's [searching, screening and confiscation guidance](#)) or an item banned under our school rules.

They **can** use reasonable force to search for prohibited items (as listed in the DfE's searching, screening and confiscation guidance), such as knives, weapons, stolen items or illegal drugs. They **cannot** use reasonable force to search for items that are banned under our school rules only, such as mobile phones, smartwatches, toys or other personal items that are not prohibited items under the DfE guidance.

Any search will be carried out in accordance with our school's **Searching, Screening and Confiscation Policy** and the relevant DfE guidance. Staff will use the least intrusive approach appropriate to the circumstances and will only use reasonable force where permitted and necessary

The decision to use reasonable force to carry out a search should be made carefully, on a case-by-case basis and taking into consideration the level of risk to pupils and staff. Please see our behaviour policy for more information on how we conduct searches.

8. Prevention and de-escalation strategies

Restrictive intervention is used only when necessary. We aim to minimise its use as much as possible, using both whole-school and individual approaches.

Our whole-school approach includes:

- › Consideration of how our school and classroom environment can support all pupils to achieve and thrive
- › Sharing best practice for whole-class behaviour management, and for managing communal spaces such as corridors, playgrounds, dining areas and assembly spaces.
- › Recording and analysing data on the use of restrictive interventions to inform improvement planning
- › Establishing clear, consistent and age-appropriate expectations and routines across the school.
- › Using positive reinforcement and recognition to encourage appropriate behaviour and celebrate pupils' successes.
- › Training staff in effective communication strategies, such as using an appropriate tone of voice, active listening and empathy to aid de-escalation.
- › Developing positive working relationships and trust between staff and pupils.
- › Ensuring staff understand pupils' individual needs, including communication, sensory, emotional and developmental needs, and adapting approaches where appropriate.
- › Identifying potential triggers for dysregulation and using proactive strategies to reduce the likelihood of incidents occurring.
- › Using consistent de-escalation and calming strategies across the school, including access to appropriate quiet or calm spaces where needed.
- › Working in partnership with parents and carers to understand and support pupils' individual needs and behaviour.
- › Providing appropriate support following incidents, including helping pupils to reflect, regulate and repair relationships where appropriate.
- › Recording and analysing data on the use of restrictive interventions to identify patterns, inform risk assessments and support ongoing improvement planning.
- › Regularly reviewing the effectiveness of our behaviour and restrictive intervention practices to ensure they remain appropriate, proportionate and focused on keeping pupils and staff safe.

The individual approaches we use include:

- Working closely with parents/carers to support individual pupils and ensure that strategies are consistent between home and school where appropriate.
- Strategies to support individual pupils based on their identified needs, including:
 - The development and regular review of behaviour support plans, risk assessments and other individual support plans where required.
 - Strategies to help pupils calm and regulate before their behaviour escalates, such as access to a quiet space, movement breaks, sensory activities, visual prompts, distraction or support from a trusted adult.
 - Identifying individual triggers and early warning signs and putting proactive strategies in place to reduce the likelihood of dysregulation.
 - Providing clear, consistent and age-appropriate expectations, with instructions adapted to the pupil's communication and developmental needs.
 - Using individual communication strategies, such as visual timetables, now-and-next boards, social stories or emotion scales, where appropriate.
 - Providing additional adult support at key times or in situations that may be particularly challenging for the pupil.
 - Making reasonable adjustments where a pupil has a disability, to help them participate in school life as fully as possible.
 - Working with the SENCO and other relevant professionals to identify appropriate strategies and support for pupils with additional needs.
 - Developing an individualised approach to de-escalation, including identifying strategies, language and adults that are most effective in helping the pupil to remain calm and safe.
 - Reviewing the effectiveness of individual strategies following incidents and adapting support where necessary.

8.1 De-escalation when a situation arises

When a staff member is faced with a situation where a restrictive intervention may need to be used, they should consider using de-escalation techniques first, wherever possible. Techniques that could be used in these situations include:

- Having open body language and being aware of a pupil's personal space
- Using a calm, quiet and reassuring tone of voice, with simple, clear and age-appropriate language.
- Taking a pupil away from an 'audience' – speaking to them privately rather than in front of a group of other pupils or staff, where it is safe and appropriate to do so.
- Using empathy and active listening, for example, acknowledging the pupil's feelings and helping them to explain what is upsetting them.
- Allowing the pupil time and space to respond, rather than repeatedly questioning or giving instructions when they are highly dysregulated.
- Using distraction or redirection techniques, such as changing the activity, offering an alternative task or directing the pupil towards a preferred activity.

- Offering a calm or quiet space where the pupil can go to self-regulate, with appropriate adult support where required.
- Offering limited, realistic choices, for example, “Would you like to work here or in the quiet space?”
- Using visual prompts or other communication aids, such as now-and-next boards, visual timetables or emotion scales, where appropriate to the pupil’s needs.
- Reducing environmental triggers, such as noise, crowding or unnecessary demands, where this can be done safely.
- Providing reassurance and reminding the pupil that staff are there to help keep them safe.
- Giving calm verbal reminders about expectations and consequences, avoiding confrontational or threatening language.
- Where appropriate, allowing additional processing time before repeating an instruction or introducing another demand.
- Seeking support from a trusted adult or colleague where this is likely to help the pupil to regulate and reduce the risk of escalation.
- Where immediate risk is present, prioritising safety and reducing the level of stimulation rather than continuing to challenge or reason with the pupil.

9. Deciding when the use of restrictive interventions is appropriate

9.1 Necessity and proportionality

The decision on whether to use restrictive interventions is down to the professional judgment of the staff member and will always depend on the individual circumstances of each situation.

Staff should always consider whether there are other ways to manage the situation, such as the de-escalation techniques outlined in section 8.1 of this policy and/or seeking assistance from a colleague. However, there may be times when staff have no other choice but to use restrictive interventions, to reduce the risk of harm to the pupil and/or others.

When assessing whether a restrictive intervention is required, staff should always consider:

➤ Is it necessary?

- Are there other more effective, less restrictive ways to manage the situation?
- Is a restrictive intervention likely to successfully reduce the risks, or could its use escalate the situation further or cause more harm than the behaviour itself?

➤ Is it proportionate?

- Staff should use the **least** amount of force or the **least** restrictive intervention for the **least** amount of time required to reduce the risks
- If the intervention itself is escalating the situation, staff should reconsider their approach and attempt an alternative strategy
- Staff should consider the individual circumstances of the pupil, such as their age, size and any medical conditions, SEND or other vulnerabilities

9.2 Pupil and staff welfare

Pupil welfare

The most important consideration when using a restrictive intervention is the safety and wellbeing of the pupil involved, as well as the safety of other pupils and staff. Staff should always consider the potential impact on the pupil's welfare balanced against any actions taken. For example, staff should bear in mind that pupils who have experienced adverse life events, trauma or neglect, or who have diagnosed or undiagnosed medical conditions or sensory impairments, communication difficulties or other needs, may find the use of restrictive interventions particularly distressing.

If a restrictive intervention is needed, staff should always aim to maintain respect for a pupil's dignity. This includes consideration of the location and environment where any intervention is used, such as in front of their peers.

Staff should, wherever possible, clearly and calmly communicate to the pupil what is happening, why, and what the pupil needs to do, including using verbal and non-verbal strategies where needed, and giving time for the pupil to process information and respond where appropriate.

Staff should seek to understand how the pupil is feeling and use this information to determine whether the restrictive intervention should be, or continue to be, applied, reduced or stopped.

Support following an incident

As soon as possible after any use of restrictive intervention, our school will evaluate the incident to understand why restrictive intervention was used, the impact on pupils and staff, any patterns and trends, and how another incident could be avoided in the future.

Our school will make sure each pupil and staff member involved get the right support, including a medical assessment and treatment if needed, and an opportunity to reflect on and talk through the incident.

This follow-up conversation(s) will be part of the overall debriefing process to understand what happened during the incident and why, based on separate reflections from all parties involved. Conversations should also aim to repair and rebuild relationships through dialogue.

Wherever possible, this process will be facilitated by a staff member who was not involved in the incident. It may also include the presence of an additional person to ensure impartiality and support. The school will continue to monitor pupil and staff wellbeing and provide additional support if needed.

Depending on the circumstances, support may also be offered to those who witnessed the incident.

10. Considerations for pupils with SEND

We understand that pupils with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Pupils who have difficulty communicating verbally might show their needs and discomfort through their actions.

Our school is committed to understanding what might trigger challenging behaviour in pupils with SEND, and to providing the right support and an inclusive environment.

We will carry out risk assessments for pupils with SEND, where we identify that there is an increased likelihood of needing to use reasonable force and/or other restrictive interventions. Our school is aware of its duty under the Equality Act 2010 to make reasonable adjustments for pupils with disabilities to avoid disadvantage and ensure they can take part in school life as fully as possible.

We will utilise staff who know individual pupils well to help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur, and develop proactive strategies to reduce the likelihood of restrictive interventions being used. We will also work with the pupil, their parents/carers and other professionals to develop prevention and de-escalation strategies.

These strategies might include:

- › Removing stimuli that may be causing distress to the pupil such as excessive noise, bright lights, crowded spaces or unnecessary demands.
- › Staff members adapting how they communicate with the pupil, including being mindful of body language, facial expressions, tone of voice, volume and the amount of language used.
- › Helping the pupil recognise and communicate their emotions and needs, using appropriate tools such as emotion scales, visual prompts, communication cards or agreed signals.
- › Engaging the pupil in activities to help them regulate their emotions
- › Distracting the pupil with familiar objects or activities to redirect their attention
- › Identifying and responding to the pupil's early signs of distress or dysregulation, before behaviour escalates.
- › Providing access to a quiet or calm space where the pupil can regulate away from potential triggers, where appropriate.
- › Offering movement or sensory breaks as part of an agreed individual support strategy.
- › Engaging the pupil in familiar activities or preferred interests that help them regulate their emotions.
- › Distracting or redirecting the pupil with familiar objects, activities or positive choices where this is likely to reduce distress.
- › Breaking tasks or instructions into smaller, manageable steps and allowing additional processing time.

- › Providing predictability and preparation for changes, for example through visual timetables, now-and-next boards, countdowns or advance warnings of transitions.
- › Adjusting or temporarily removing a demand that is contributing to escalation, where appropriate, while ensuring that reasonable adjustments do not unnecessarily limit the pupil's access to learning.
- › Using consistent routines and agreed responses so that pupils experience a predictable approach from staff.
- › Identifying specific triggers and patterns through observation and incident records, and regularly reviewing the effectiveness of preventative strategies.
- › Ensuring that all relevant staff are familiar with the pupil's individual risk assessment, behaviour support plan and agreed de-escalation strategies.
- › Agreeing with the pupil, where appropriate, which strategies and adults they find helpful when becoming distressed, and incorporating these preferences into their support plan.

Where appropriate, we will create individual behaviour support plans for pupils with SEND. The plan will be reviewed regularly, and following any significant incident, with the pupil and parents/carers to make sure it's still working well. The plan will:

- › Outline any adjustments, such as to address aspects of the school environment which the pupil finds challenging
- › Explain the best ways to communicate with the pupil
- › In some cases, specify when increased physical contact with staff might be appropriate. These situations will be discussed with everyone involved and clearly written down in the plan

11. Training and risk assessments

Our school will make sure that all staff who are likely to need to use reasonable force and/or other restrictive interventions are adequately trained in their safe and lawful use and in preventative strategies.

We also have a duty to ensure the health, safety and welfare of our staff. Therefore, we carry out risk assessments to ensure that staff who regularly work alongside pupils where the use of reasonable force and/or other restrictive interventions may be required can do so as safely as possible.

12. Recording and reporting arrangements

We have a legal duty to record and report all:

- › Significant incidents involving force (see section 3 of this policy for a definition of 'significant incident')
- › Seclusion incidents
- › Restraint incidents

12.1 Recording incidents

Our school has a clear process in place for recording the incidents listed above.

- All staff have access to CPOMS must record any relevant incident or concern on the system as soon as possible after the event. Staff should endeavour to complete the record on the same day.
- Records should provide a factual and objective account of what happened, including the circumstances leading up to the incident, any de-escalation strategies attempted, the restrictive intervention used (if applicable), how long it lasted where this can be established, and the outcome.
- Staff must record incidents even where the use of a restrictive intervention is agreed as part of a pupil's behaviour support plan or risk assessment.
- Staff should record any relevant injuries, concerns about the pupil's wellbeing, or concerns relating to other pupils or staff, and follow the school's safeguarding and first-aid procedures where appropriate.
- The Designated Safeguarding Lead (DSL) and safeguarding team have access to incidents and concerns recorded on CPOMS.
- Members of the safeguarding team must review and mark incidents as read when they have been reviewed. Where further information, clarification or action is required, the safeguarding team will follow this up with the relevant staff member and record any additional information and action taken on CPOMS.
- Where an incident requires an immediate safeguarding response, staff must report this directly to the DSL or another member of the safeguarding team without waiting for the CPOMS record to be reviewed.
- CPOMS records will be used to identify patterns, triggers and trends and to inform risk assessments, behaviour support plans, preventative strategies and wider school improvement.
- All records must be completed in accordance with our Child Protection and Safeguarding Policy, CPOMS procedures and relevant data protection and confidentiality requirements.

For significant incidents involving force, we will record:

- The names of the pupil and staff members directly involved.
- Any relevant needs or circumstances of the pupil, including whether they have an identified special educational need or disability, and their SEN status code, where appropriate.
- The time, date, location and approximate duration of the intervention.
- A clear and brief, factual description of what happened, including:
 - What led up to the incident.
 - Any known or potential triggers for the behaviour.
 - Any preventative or de-escalation strategies used.
 - The type and degree of reasonable force or restrictive intervention used.
 - Details of any physical injuries sustained, if applicable.
 - The behaviour or immediate risk that made the intervention necessary.
- A brief explanation of why the use of force was assessed as necessary and proportionate in that situation.

- Details of any support given after the incident, such as first aid, medical help or emotional support.
- The pupil's account of the incident, where they are able and willing to provide one.
- Accounts from any staff members or pupils who witnessed the incident, where relevant.
- Details of when and how parents/carers were informed, including the name of the staff member who made contact and any relevant response.
- Details of any injury, safeguarding concern or property damage arising from the incident.
- Any immediate actions taken to ensure the continued safety and wellbeing of the pupil, other pupils and staff.
- Any follow-up actions identified, including reviewing the pupil's risk assessment, behaviour support plan or individual support strategies, where appropriate.
- Any additional information or actions recorded by the safeguarding team on CPOMS following their review of the incident.

For seclusion incidents and restraint incidents, we will record:

- The names of the pupil and staff members directly involved.
- Any relevant needs or circumstances of the pupil, including whether they have an identified special educational need or disability, and their SEN status code, where appropriate.
- The time, date, location and approximate duration of the intervention.
- A clear and factual description of the circumstances leading to the intervention, including any known or potential triggers.
- Any preventative or de-escalation strategies used before the intervention, where applicable.
- A description of the type of intervention used, including the nature of any restraint or how the pupil was prevented from leaving during seclusion.
- A brief explanation of why the intervention was assessed as necessary and proportionate in that situation.
- Details of any physical injuries sustained, if applicable.
- Details of any support given after the incident, such as first aid, medical help or emotional support.
- The pupil's account of the incident, where they are able and willing to provide one.
- Accounts from staff members or other witnesses, where relevant.
- Details of when and how parents/carers were notified, including any relevant response.
- Details of any immediate safeguarding or welfare concerns arising from the incident and any action taken.
- Any follow-up actions, including consideration of whether the pupil's risk assessment, behaviour support plan or individual support strategies need to be reviewed.
- Any additional information or actions recorded by the safeguarding team on CPOMS following their review of the incident.

Note: if a seclusion or restraint incident also constitutes a significant incident involving force, we will record it in line with our procedure for recording significant incidents involving force. It does not need to be recorded twice.

Completed reports will be kept securely and retained in line with our data protection procedures.

12.2 Reporting incidents to parents/carers

When reporting an incident to parents/carers, we will take the following steps:

1. Parents/carers will be contacted by telephone as soon as reasonably practicable following a significant incident involving reasonable force, restraint or seclusion. We will do this even if the use of restrictive interventions is agreed as part of a pupil's behaviour support plan.
2. A member of the appropriate school staff will provide a brief factual account of the incident, including the reason for the intervention and any relevant actions taken to support the pupil.
3. Where appropriate, parents/carers will be invited to attend school for a meeting to discuss the incident in more detail, the circumstances leading up to it and any support that may be required.
4. The incident will be recorded on CPOMS, including details of the contact with parents/carers and any relevant information arising from the discussion.
5. The safeguarding team will review the incident and ensure that any necessary follow-up actions are identified and recorded, including reviewing the pupil's risk assessment or behaviour support plan where appropriate.
6. Where parents/carers cannot be contacted by telephone, the school will follow its usual safeguarding and communication procedures to ensure that they are informed as soon as possible.

There is 1 exception to this:

If a member of staff thinks that telling the pupil's parents/carers would likely result in significant harm to that pupil. In these cases, we will report the incident to any parent(s)/carer(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority where the pupil ordinarily resides (see section 12.3 of this policy)

When we report **significant incidents involving force** to parents/carers, we will include the following details:

- › The time, date, location and approximate duration of the intervention
- › A brief explanation of why the intervention was assessed as necessary in that situation
- › A short description of the type and degree of force that was used
- › Details of any physical injuries sustained, if applicable

When we report **seclusion incidents and restraint incidents** to parents/carers, we will provide parents/carers with the following:

- A summary of the incident, including the date, time and location of the incident and the circumstances leading up to the intervention.
- Details of any de-escalation or preventative strategies used before the intervention, where applicable.
- A description of the type of seclusion or restraint used and the approximate duration.
- An explanation of why the intervention was considered necessary and proportionate to keep the pupil or others safe.
- Details of any injuries sustained and any first aid, medical or emotional support provided.
- Details of any follow-up actions or changes to the pupil's support arrangements, where appropriate.
- Parents/carers will be invited to contact or meet with the school to discuss the incident, ask questions and contribute to any further support or preventative strategies required.

Note: if a seclusion or restraint incident also constitutes a significant incident involving force, we will report it in line with our procedure for reporting significant incidents involving force. It does not need to be reported twice.

When reporting to parents/carers, we will have regard to data protection requirements when deciding what information to share. For example, we will not include any identifying details of any other pupil.

Following up with parents/carers after an incident

- Any behavioural triggers, circumstances or early warning signs identified before the incident.
- Whether the pupil's behaviour support plan, risk assessment or other agreed strategies were followed.
- What de-escalation and preventative strategies were used and how effective they were.
- The pupil's perspective and any relevant information shared by the pupil, where appropriate.
- Any factors at home or school that may be relevant to understanding the incident, where parents/carers wish to share them.
- Whether any reasonable adjustments or additional support may be appropriate for the pupil.
- What worked well and what might be done differently in the future.

- Whether the pupil's behaviour support plan, risk assessment or individual strategies need to be reviewed or updated.
- Any further support that may be beneficial, including involvement from the SENCO or other appropriate professionals.
- How school and home can work together to support the pupil and reduce the likelihood of future restrictive interventions.

Any agreed actions or changes to support arrangements will be recorded on CPOMS and shared with relevant staff on a need-to-know basis.

12.3 Reporting incidents to the local authority

In cases where we have assessed that an incident needs to be reported to the local authority where the pupil ordinarily resides (as outlined in section 12.2), this report will include all the information that we would normally share with the pupil's parents/carers, as well as the reasons why we thought it was unsafe to tell the pupil's parents/carers directly.

In cases where a pupil has parents/carers and is the subject of a care order under section 31 of the Children Act 1989 or is being accommodated under section 20 of the Children Act 1989, we will report the incident to the relevant local authority in addition to the parents/carers (unless we deem it unsafe to inform the parents/carers, as set out in section 12.2 of this policy).

13. Complaints and allegations

Any complaints about the use of restrictive interventions will be handled through our school's complaints policy, which you can find on the school website – policy page [CTK school website – policy page](#)

We take any allegation of inappropriate use of force and/or other restrictive interventions made against a member of staff very seriously. We will deal with allegations in line with the statutory safeguarding guidance [Keeping Children Safe in Education](#).

14. Monitoring and review

This policy will be reviewed annually.

At every review, this policy will be approved by The Resources Committee

15. Links with other policies

This policy links to the following policies and procedures:

- › Behaviour policy
- › Child protection and safeguarding policy
- › Complaints policy
- › Health and safety policy
- › SEND policy