Ken Catholic Schools' Partnership
'Academies in Christ'
Part of the Archdiocese of Southwark

Knowledge-rich, skills-led learning for all
Christ at our heart
Serving everyone in our community
Partnership of love, ambition, joy and peace

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

Model policy template			
Date of last review:	Mar-26	Date of next review:	Mar-27
Author:	HR & Policy Mgr	Owner:	Exec Directors of Education
Type of policy:	Trust-wide	Approval:	Education Standards Committee
Local Governance Committee Approval following personalisation			
Date of last review:		Date of next review	

Contents

1. Aims and scope 2
2. Legislation and guidance 2
3. Catholic Values 3
4. Definitions 3
5. Roles and responsibilities 5
6. Acceptable uses of force 7
7. Unacceptable uses of force 7

8. Using reasonable force to search pupils 8
9. Prevention and de-escalation strategies 8
10. Deciding when the use of restrictive interventions is appropriate 9
11. Considerations for pupils with SEND 10
12. Training and risk assessments 11
13. Recording and reporting arrangements 11
14. Complaints and allegations 14
15. Links with other policies 14
Appendix 1 – CPOMS record of restrictive intervention – what must be included 15

John 10:10 "…I came that they may have life and have it abundantly."

1. Aims and scope

At our 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 schools, 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)

3. Catholic Values

As a Catholic school, our school values are derived from the Gospel and the teachings of Christ. These values permeate all aspects of life at our school for every member of the school community. The following values guide us in our thoughts and actions at Our Lady of Hartley:

Love, Honesty, Kindness, Fairness, Understanding, Respect, Faith, Trust, Forgiveness.

4. 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

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
- Staff breaking up a fight between pupils
- A staff member restraining a pupil to prevent injury to the pupil, or others

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

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 4.2 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 4.1 of this policy for more information on appropriate physical contact.

4.1 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
- 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
    - 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.

4.2 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 would not be expected to feel threatening or intimidating to them but for their current level of emotional or behavioural dysregulation
- The pupil will be supervised at all times, by at least 1 member of staff

As soon as the immediate risk of harm has reduced to safe levels, 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 13 of this policy.

5. Roles and responsibilities

5.1 The local governance committee

The local governance committee is responsible for:

- Monitoring the effectiveness of this policy
- 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

5.2 The headteacher

The headteacher is responsible for:

- Overall implementation and oversight of this policy
- Making sure that appropriate and high-quality training on awareness and preventative strategies and the safe and lawful use of restrictive interventions is provided for all staff who may 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

5.3 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 in accordance with training provided to try to minimise and prevent the need for restrictive interventions
- Accurately recording on CPOMS every seclusion incident, restraint incident and significant incident involving force that they are involved in
- Reporting these incidents to the Headteacher, or other member of the SLT, as soon as possible
- Recording any injuries that occur as part of an incident involving restrictive intervention, and following our health and safety policy
- Taking part in training on preventative strategies and the safe and lawful use of restrictive interventions, as appropriate to their role (this may include additional training appropriate to their responsibilities)
- Engaging in follow-up conversation(s) to debrief and reflect on every incident involving restrictive intervention, to help us understand what happened and why

5.4 Designated safeguarding lead (DSL)

The DSL is responsible for:

- Reporting every seclusion incident, restraint incident and significant incident involving force to each parent/carer 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 13.2 and 13.3 of this policy)

5.5 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

5.6 Area School Improvement Partner

The Area School Improvement Partner will hold the headteacher to account to ensure that:

- a procedure is in place for recording and reporting each:
  - Significant incident involving force
  - Seclusion incident
  - Restraint incident
- all reasonable steps are taken to ensure that the procedures for recording and reporting the use of force, seclusion and restraint are followed.

6. 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 12 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 13 of this policy.

7. 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 6 of this policy sets out the instances where staff may use reasonable force. Section 10 of this policy provides guidance for staff on what to consider before using it.

8. 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.

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.

9. 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 and playgrounds
- Training staff in effective communication strategies, such as using appropriate tone of voice and empathy to aid de-escalation
- Development of working staff-pupil relationships and trust
- Recording and analysing data on the use of restrictive interventions to inform improvement planning

The individual approaches we use include:

- Working closely with parents/carers to support individual pupils
- Strategies to support individual pupils based on their identified needs, including:
    - The development of behaviour support plans
    - Strategies to help pupils calm down before their behaviour escalates
    - Making 'reasonable adjustments' where a pupil has a disability, to help them participate in school life as fully as possible

9.1 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
- Taking a pupil away from an 'audience' – speaking to them on their own rather than in front of a group of other pupils or staff
- Using empathy – asking the pupil to help you understand their feelings
- Distraction techniques
- Offering a calm space for the pupil to go to so they can self-regulate
- Verbal warnings – calmly reminding the pupil of the consequences of their behaviour

10. Deciding when the use of restrictive interventions is appropriate

10.1 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 9.1 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

10.2 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.

11. 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
- Staff members changing how they communicate with the pupil, such as being more mindful of body language, facial expressions and/or tone of voice
- Helping the pupil express their emotions before getting overwhelmed
- Engaging the pupil in activities to help them regulate their emotions
- Distracting the pupil with familiar objects or activities to redirect their attention

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

12. 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.

As part of their induction process, our staff are provided with regular training on managing behaviour. Behaviour management will also form part of continuing professional development.

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.

13. Recording and reporting arrangements

We have a legal duty to record and report all:

- Significant incidents involving force (see section 4 of this policy for a definition of 'significant incident')
- Seclusion incidents
- Restraint incidents

13.1 Recording incidents

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

Staff must record incidents on CPOMS, as soon as possible after the event, and should endeavour to do this on the same day. Staff should do this even if the use of restrictive interventions is agreed as part of a pupil's behaviour support plan. Appendix 1 sets out the information that should be recorded on CPOMS.

For significant incidents involving force, we will record on CPOMS:

- 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
- The time, date, location and approximate duration of the intervention
- A clear and brief 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 used
    - Details of any physical injuries sustained, if applicable
- A brief explanation of why using force was assessed as necessary in that situation
- Details of any support given after the incident, such as medical help or emotional support

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
- The time, date, location and approximate duration of the intervention
- A brief explanation of why the intervention was assessed as necessary in that situation
- Details of any physical injuries sustained, if applicable
- Details of any support given after the incident, such as medical help or emotional support

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.

13.2 Reporting incidents to parents/carers

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

After receiving the completed form, the Headteacher will contact the parent/carer by calling them on their stored contact number or if not contactable in this way, by sending an email. The Headteacher will also meet with all adults involved in the incident to review procedures and ensure that they were followed correctly.

We will inform parents/carers about an incident as soon as we can after it happens and will endeavour to do this on the same day. A written summary of the incident will be provided to parents/carers as soon as practicable following the incident. We will do this even if the use of restrictive interventions is agreed as part of a pupil's behaviour support plan.

The only exception to this is: 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 13.3 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

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

Where appropriate, parents/carers may be invited into school for a follow-up discussion about the incident. The discussion might include:

- Any behavioural triggers or warning signs of an impending incident
- Whether any agreed behaviour support plans were followed
- What de-escalation strategies were used and how effective they were
- What might be done differently in the future.

13.3 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 13.2), 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 13.2 of this policy).

13.4 Reporting and monitoring incident levels

To support effective oversight and ensure consistent monitoring across the Trust, schools will report on the use of restrictive interventions through the following mechanisms:

- **Termly headteacher reports** to Local Governance Committees will include a summary of all significant incidents involving force, seclusion incidents and restraint incidents recorded

during the term. This will include analysis of patterns and trends, in line with the responsibilities set out in section 5.1 of this policy
- The **Trust Annual Safeguarding Report** will include aggregated Trust-wide data on restrictive interventions, including incident levels, emerging themes, and any actions taken to improve practice or reduce the need for restrictive interventions. This report will be reviewed by the Education Standards Committee of the Trust Board.

These reporting arrangements ensure that the Trust maintains clear visibility of incident levels, fulfils its safeguarding responsibilities, and supports schools to continuously improve preventative and de-escalation practice.

14. 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 or from the school office.

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 and our child protection & safeguarding policy.

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.

Appendix 1 – CPOMS record of restrictive intervention – what must be included

Name of the child or young person concerned:

Any relevant needs or circumstances of the pupil, including whether they have an identified special educational need or disability, and their SEN status code:

Name of the person using the measure:

Witnesses:

Date: Time: Location:

Details of the behaviour leading to the use of restrictive intervention (factual and chronological: what the child or young person was doing or saying):

Was this a significant incident? (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)

Yes/No

Details of any de-escalation methods used to avoid the need to use that measure (what you did – what you said – what you tried):

Humour	Verbal advice and support	Firm clear direction	Negotiation	Limited choices
Distraction	Diversion	Reassurance	Planned ignoring	Contingent touch
Calm talking	Calm stance	Patience	Withdrawal offered	Withdrawal directed
Swap adult	Reminders about consequences	Success reminders	Drink of water offered	Where relevant: Strategies from PSP offered

Why was the measure necessary? (Describe your dynamic risk assessment and why you honestly believed that the measure you chose was in the best interests of the child or young person):

This could include:

Risk to child/YP concerned	Risk to others	Risk to safe physical environment	Risk to safe psychological environment
Prevention of psychological distress	Prevention of physical harm	Prevention of criminal offence	Temporary loss of competence or capacity

A description of the restrictive intervention measure used (what you did and what you said, the degree of force used – record the key facts/steps taken) (please see below for definitions)

The effectiveness of the measure:

Duration of any measure of restrictive intervention, reasonable force or seclusion in minutes and any time intervals between provisions of active support:

Any consequences of the use of the measure:

A description of any injury to the child concerned or any other person:

A description of any medical treatment offered or administered:

A description of any other support given after the incident:

External agencies informed and supporting records:

Agency	Date informed
Medical Referral	
Social Worker	
Health and Safety Report (RIDDOR)	
LADO	
Safer Schools Partnership Support Officer	
Placing Authority	
Responsible Parent*Record of conversation to be logged on CPOMs	
Other:	

Views of the young person and any additional comments:

DEFINITIONS

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

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
- Staff breaking up a fight between pupils
- A staff member restraining a pupil to prevent injury to the pupil, or others

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

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 4.2 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.