



## CHARVIL PRIMARY PIGGOTT

‘Go and do Likewise’ Luke 10:25-37, The Parable of the Good Samaritan  
We live with love and compassion, seeking help in times of need

### RESTRICTIVE INTERVENTIONS (INCLUDING USE OF REASONABLE FORCE) AND SECLUSION

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<b>Approver:</b>	Local Governing Committee
<b>Date:</b>	17 <sup>th</sup> March 2026
<b>Next review:</b>	March 2029 or earlier if there are any statutory or guidance changes
<b>Category of policy:</b>	Local Governing Committee Policy

#### Changes history

Version:	Date:	Amended by:	Substantive changes:	Purpose:
1	New policy			To reflect the Schools (Recording & Reporting of Seclusion & Restraint) (No.2) (England) Regulations 2025 and the DfE guidance on Restrictive interventions including use of reasonable force, in schools 2026

At The Piggott School: Charvil Primary we value all God's children. We hold our Christian vision and values of Courage, Respect, Honesty, Dedication, Equality and Love at the heart of our approach to behaviour. These core Christian values and our vision, to 'Go and do likewise' are used to promote positive behaviour for learning, as well as supporting children in developing the awareness, knowledge, understanding and leadership skills necessary to contribute positively to wider society as good citizens.

Our approach to managing behaviour is rooted in a therapeutic approach. We believe in proactive, supportive strategies that address the root causes of behaviour.

Restrictive intervention is only considered when all other positive behavioural support strategies have been explored and there is a risk of harm.

Please refer to our **Behaviour Policy** for the therapeutic principles that guide our practice and the specific protocols we follow to ensure the safety and wellbeing of all pupils.

A restrictive intervention is a means to prevent, restrict or subdue movement of the body or part of a body of a pupil. It covers both physical and non-physical actions aimed to restrain pupils.

All members of staff can use a restrictive intervention, including reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

The DfE guidance (Restrictive interventions, including use of reasonable force, in schools 2026) states that schools should not have a 'no contact' policy and schools should not grant any requests by parents or staff members not to use reasonable force and/or other restrictive interventions. This is to ensure that staff can intervene where reasonable in the circumstances to fully protect pupils.

There are circumstances where it is appropriate for staff to have some physical contact with pupils which does not give rise to reasonable force or restrictive interventions. Examples include administering first aid, to guide or escort pupils, to comfort a distressed pupil, to praise or congratulate a pupil (e.g. a pat on the back), to demonstrate techniques in subjects such as music and PE). Staff will use their judgement and have regard to the school's policies, particularly safeguarding, the age of the pupil, wider circumstances such as if there are other adults present, whether the pupil has SEND or other vulnerabilities and whether there are alternative strategies which do not use physical contact when determining if physical contact is appropriate.

The Headteacher and authorised members of school staff may also use such force as is reasonable when conducting a search for knives, blades or weapons, alcohol, controlled drugs, stolen items, or articles that they reasonably suspect have been or are likely to be used to commit a criminal offence or cause personal injury or damage to property.

We recognise the importance of minimising the need to use restrictive interventions. We will do this via whole school methods of de-escalation and prevention and individual approaches including:

- Developing positive staff-pupil relationships and trust
- Considering how the school and classroom environment can support all pupils to achieve and thrive

- Sharing best practice for whole-class management
- Training staff in effective communication strategies
- Giving pupils time, space and strategies to calm down before their behaviour escalates
- Use of de-escalation techniques
- Working closely with families to support individual pupils
- Strategies to support individual pupils based on their identified needs including behaviour support plans
- Making reasonable adjustments for pupils with SEND
- Use of individual positive handling plans
- Recording and analysing data in the use of restrictive interventions to inform development

The decision whether to use a restrictive intervention depends on the individual circumstances of each situation. Staff should consider:

- If it is necessary (taking into account if there are there other more effective, less restrictive ways to manage a situation, if it is likely to successfully reduce the relevant risks, if it is likely to escalate the situation further and communicate with other staff if there are broader risks in the environment)
- If it is proportionate, using the least restrictive intervention necessary for the least amount of time to reduce the relevant risks taking into account the personal circumstances of the pupil (any medical conditions, SEND, age and size of the pupil and equality considerations under the Equality Act 2010)
- The impact on the pupil's overall welfare balanced against any actions taken

Staff will as far as possible:

- maintain respect for a pupil's dignity including considering the location and environment where any intervention is used
- clearly and communicate to the pupil what is happening, why and what the pupil needs to do
- use, for pupils with difficulties with speech, language or communication, or those with English as an additional language, verbal and non-verbal strategies to ensure the pupil understands what is happening and has adequate time to process information and respond
- understand how the pupil is feeling and use this information to decide if the restrictive intervention should be applied, continued, reduced or stopped

**Consideration for pupils with SEND** -Some young people with SEND may react to confusing or distressing situations by displaying behaviours which may be harmful to themselves and others. We will seek to understand the underlying triggers of challenging behaviour and develop proactive strategies to reduce the likelihood of restrictive interventions being used. We will work with the pupil, parents/carers and other professionals to develop behaviour support plans, prevention and de-escalation strategies. Behaviour support plans may detail circumstances where it is appropriate for staff to have increased contact with the pupil and its parameters. This will be discussed with relevant people such as teachers, parents/carers, the pupil, pastoral staff and other professionals.

Where there is an identified risk of an increased likelihood in the need to use restrictive interventions, we will have a positive handling plan and risk assessment (which is created in collaboration with parents) and identify, where possible, the mitigation of risks such as training and prevention strategies.

Behaviour support plans are reviewed with the pupil (depending on their age and understanding) and parents/carers periodically and following any significant incident so that any changes can be made.

However, whether the use of a restrictive intervention is appropriate will depend on the circumstances, irrespective of whether it has been considered as part of a behaviour support plan.

## **Pupil and staff support**

As soon as practicable after the use of a restrictive intervention, incidents will be considered to understand why it was used, the impact on pupils, staff, any patterns/trends and how restrictive interventions may be avoided in the future. If necessary, the pupil and staff member will receive a medical assessment and treatment for any injuries as soon as possible.

Restorative follow up conversations are offered to support pupil and staff wellbeing and to rebuild relationships.

Additional support can be offered, if needed, including further follow up conversations and counselling. Support will be given, where possible, to any pupil who witnesses an incident of restrictive intervention where a peer may have been injured or who became distressed.

## **Seclusion**

Seclusion is a non-disciplinary measure involving keeping a pupil confined to a place away from others and prevented from leaving. This will only be used as a safety measure to protect others from harm where a pupil is experiencing high levels of emotional or behavioural dysregulation and not as a disciplinary measure. The pupil in these circumstances is not acting with intent. There are disciplinary measures that appear similar such as a pupil's removal from the classroom however these disciplinary measures are for deliberate or wilful misbehaviour.

The place to which the pupil is confined will be safe and not threatening or intimidating to the pupil. The pupil will be supervised throughout the period of seclusion. When the immediate risk of harm has reduced the pupil will be allowed to leave.

## **Recording and reporting**

### **Incidents of significant force**

An incident using the use of significant force will be recorded in writing as soon as practicable after the event and wherever possible on the same day using CPOMS.

The school will report each significant use of force to each of the pupils' parents, carers and anyone with parental responsibility as soon as practicable and wherever possible on the same day. This is unless it appears to the staff member that reporting would be likely to result in serious harm to the pupil. In this case the staff member will report the incident to any parent, carer, person with parental responsibility who it can be reported to without resulting in significant harm or, if there are none, to the Local Authority within which the pupil usually resides.

The report will be in writing (for example via email) and include the following details:

- Time, date and location and approximate duration of the intervention
- Brief account of why the intervention was assessed as necessary in that instance
- Brief account of what type of force was applied, and the degree of force
- Details of any physical injuries sustained, if applicable
- Any post event support provided

We will not include staff or other pupil's names to comply with data protection legislation.

We will record the incident and share the written CPOMS account with parents, even if the use of reasonable

force is agreed with parents/carers in the pupil's behaviour plan.

### **Incidents of seclusion and non-force related restraint**

An incident using the use of seclusion and/or non-force related restraint will be recorded in writing as soon as practicable after the event and wherever possible on the same day using the school's report form. If the incident involved significant force as well the use of seclusion and/or non-force restraint will be recorded on the significant force record.

The record will include the following details:

- Time, date and location and approximate duration of the intervention
- Brief account of why the intervention was assessed as necessary in that instance
- Any post event support provided

The school will report a seclusion and/or non-force restraint to each of the pupils' parents, carers and anyone with parental responsibility as soon as practicable and wherever possible on the same day. This is unless it appears to the staff member that reporting would be likely to result in serious harm to the pupil. In this case the staff member will report the incident to any parent, carer, person with parental responsibility who it can be reported to without resulting in significant harm or, if there are none, to the Local Authority within which the pupil usually resides. If the incident involves a significant force as well as a seclusion and/or non-force restraint only one report will be provided to parents/carers; this will be a record for significant force as detailed above.

We will not include other pupil's names to comply with data protection legislation.

We will record the incident even if the use of seclusion and/or no-force restraint is agreed with parents/carers in the pupil's behaviour plan.

### **Monitoring**

#### **SLT**

The SLT will use the data to improve practice.

### **Local Governing Committee**

The Local Governing Committee will review and scrutinise data on restrictive interventions at least annually to identify and implement improvements to practice and policies, to identify areas of learning and development for staff, understand pupils' repeat patterns or triggers to ensure the effectiveness of pupil support measures and identify any disproportionate use of restrictive interventions in relation to pupils who share protected characteristics, have SEN or other vulnerabilities. The Local Governing Committee will however consider the limitations of data and what can be inferred. The analysis will be proportionate and avoid over-interpreting small subgroups.

### **Complaints about restrictive interventions**

Complaints about the use of restrictive interventions will be dealt with in accordance with the school's complaints policy. If an allegation is made regarding an inappropriate use of force and/or other restrictive intervention against a member of staff the procedures in Keeping Children Safe in Education and our safeguarding policy will be followed.

## **Power to search pupils and child possessions**

School staff can search a child for any item if the pupil agrees.

The Headteacher and staff authorised by the Headteacher, have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the child may have a 'Prohibited Item, including knives, blades and weapons, controlled drugs, vapes, tobacco, alcohol and stolen items. This is not an exhaustive list.

The school will adhere to the DfE guidance [Searching, screening and confiscation \(publishing.service.gov.uk](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/Searching_screening_and_confiscation_guidance.pdf)