

## **Use of reasonable force, restrictive interventions and seclusion addendum - DRAFT**

This addendum should be read alongside the Church Stretton School's Behaviour Policy.

### **1) Purpose and scope**

This policy outlines Church Stretton School's approach to the use of reasonable force, restrictive interventions and seclusion, in line with the DfE Restrictive interventions, including use of reasonable force, in schools – Guidance for schools in England (April 2026).

Our priority is to provide a safe, calm and supportive environment where pupils can learn and thrive. Staff are trained to use positive relationships, proactive strategies and de-escalation to prevent situations from escalating.

There are rare occasions when a pupil's behaviour presents a significant risk of harm to themselves or others. In these situations, staff may need to take proportionate and time-limited action to maintain safety. This is known as the use of reasonable force.

This policy applies to all staff working with pupils in school or during off-site activities under the school's supervision.

### **2) Principles**

- The safety and wellbeing of pupils and staff is paramount.
- Restrictive interventions are used only when necessary and proportionate, and only for the minimum time required.
- De-escalation and preventative approaches are prioritised.
- All pupils are treated with dignity and respect.
- Staff act in accordance with safeguarding, SEND and equality duties.

### **3) Key definitions (from DfE Guidance, April 2026)**

#### **Restrictive intervention**

Any action that prevents, restricts or subdues a pupil's movement.

#### **Reasonable force**

Using no more force than necessary and for the shortest time needed, in line with the circumstances.

#### **Restraint**

An intervention that immobilises a pupil or limits movement, with or without physical contact (e.g., holding arms or preventing movement by removing an item).

#### **Seclusion**

Supervised confinement where a pupil is prevented from leaving a space. This is a safety measure only and must never be used as a punishment.

### **Significant incident**

Any incident where the use of force goes beyond ordinary physical contact with pupils.

#### **4) Prevention and De-escalation**

Staff use a range of strategies to reduce escalation and prevent the need for restrictive interventions. These include calm communication, allowing space or reduced demands, offering reassurance and support, redirecting behaviour and adjusting the environment.

For pupils with SEND or other additional needs, individual support plans and reasonable adjustments are developed and reviewed following any significant incident.

#### **5) Who can use reasonable force**

All members of school staff have the legal power to use reasonable force when necessary under the circumstances set out in the DfE guidance.

Staff more likely to use restrictive interventions receive appropriate training consistent with DfE principles.

#### **6) When use of force may be appropriate**

Reasonable force may be used to prevent or stop a pupil from causing injury to themselves or others, committing a criminal offence, causing serious damage to property or causing serious disorder.

Staff must consider necessity, proportionality, pupil needs and vulnerabilities, and whether the intervention will reduce rather than escalate risk.

#### **7) Unacceptable uses of force**

Force must never be used as punishment. Any action affecting breathing or circulation is prohibited.

If a pupil ends up on the ground, staff must safely reposition them as quickly as possible.

#### **8) Seclusion**

Seclusion may be used only as a short-term safety measure during extreme dysregulation and must never be used as punishment. Pupils must be supervised and allowed to leave as soon as the risk has reduced.

All incidents of seclusion must be recorded and reported.

#### **9) Other physical contact**

The school does not operate a no-contact policy. Appropriate physical contact may be needed for first aid, guiding or escorting a pupil, comforting a distressed pupil or demonstrating skills.

#### **10) Recording and reporting duties**

School must record the following details as a minimum (in writing as soon as practicable and ideally the same day by staff involved). An optional recording form is included as an appendix below.

- names of pupil and staff directly involved
- any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code
- time, date, location and approximate duration of the intervention
- brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force or seclusion was applied, the degree, and details of any injuries sustained if applicable.
- brief account of why the use of force or seclusion was assessed as necessary in that instance
- any post-incident support, such as details of any medical treatment for injuries or other adverse impacts

The school will inform parents as soon as practicable and aim to do so on the same day of any incident of seclusion or restraint.

### **11) Post-incident support**

Following any restrictive intervention, the school will ensure:

- Medical and emotional support for the pupil
- Staff debrief and reflective discussion
- Review of behaviour support plans and risk assessments
- Consideration of environmental or systemic changes to reduce recurrence

Restorative approaches will be prioritised to repair relationships and rebuild a sense of safety.

### **12) Training and competence**

Only appropriately trained staff may use restrictive interventions except in emergencies. Training reflects DfE principles and includes prevention, de-escalation and safe practice.

### **13) Governance and oversight**

Leaders and governors monitor incident patterns, staff training needs, any disproportionate impact and the effectiveness of preventative approaches.

### **14) Complaints and allegations**

Complaints follow the school's Complaints Procedure. Allegations follow Keeping Children Safe in Education.

### **15) Searching pupils**

Head teachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item, but not to search for items banned under the school rules only. Staff should refer to the [Searching, Screening and Confiscation in Schools](#) guidance document for detailed advice on searching a pupil.

**Appendix: Suggested restrictive intervention / seclusion recording form**

**School:**

**Pupil Name:** \_\_\_\_\_

**Tutor Group / Year:** \_\_\_\_\_

**Date of Incident:** \_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Time of Incident:** \_\_\_\_\_

**Location:** \_\_\_\_\_

**1. Staff Involved**

Lead staff member: \_\_\_\_\_

Additional staff directly involved: \_\_\_\_\_

Other witnesses (staff/pupils): \_\_\_\_\_

**2. Pupil Information**

SEND status code: \_\_\_\_\_

Relevant needs or circumstances (medical, sensory, SEMH, communication, triggers, risk factors):

**3. Type of Incident**

Tick all that apply:

- Significant use of reasonable force
- Restraint (physical or non-physical)
- Seclusion
- Removal of mobility aid/device (non-contact restraint)

**4. Antecedents / Lead-up to Incident**

What happened prior to the incident? Include known triggers.

**5. Prevention and De-escalation Strategies Used**

Tick and describe:

- Verbal calming / reassurance
- Redirection
- Allowing space / reduced demands
- Environmental adjustments
- Emotional regulation support
- Support from known staff
- Use of pupil strategies
- Other: \_\_\_\_\_

Notes:

**6. Description of Restrictive Intervention / Seclusion**

Type of intervention: \_\_\_\_\_

Degree of force / method used: \_\_\_\_\_

Duration: \_\_\_\_\_

Was the pupil on the ground?

- Yes (repositioned to a safer/standing alternative as quickly as possible)
- No

Reason intervention was necessary (e.g., harm prevention, criminal offence, property damage, serious disorder):

**7. Pupil Welfare & Safety Considerations**

Communication used to explain what was happening:

Considerations of dignity, sensory, or medical needs:

Signs of distress or trauma observed:

### 8. Injuries & Immediate Aftercare

Injuries to pupil: \_\_\_\_\_

Injuries to staff: \_\_\_\_\_

First aid / medical treatment provided: \_\_\_\_\_

### 9. Post-Incident Actions

Pupil debrief completed by: \_\_\_\_\_

Staff debrief (uninvolved adult): \_\_\_\_\_

Behaviour Support Plan reviewed?  Yes  No

Risk assessment updated?  Yes  No

Restorative work completed?  Yes  No

Notes:

### 10. Parent/Carer Notification (Statutory)

Parents/carers must be informed as soon as practicable and ideally the same day.

Method:

Email / MIS message

Phone call

In-person meeting

Time contacted: \_\_\_\_\_

Staff contacting: \_\_\_\_\_

Information shared (required):

Time, date, location, duration

- Why intervention was necessary
- Type/degree of force (if applicable)
- Injuries and post-incident support

Exceptions applied (only if relevant):

- Risk of serious harm to pupil

### **11. Final Sign-Off**

Lead staff signature: \_\_\_\_\_

Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Senior leader reviewing: \_\_\_\_\_

Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_