KGPS Restrictive Interventions (Including Reasonable Force, Restraint and Seclusion) Policy

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1. Introduction and Aims

There are circumstances when it is lawful and necessary for school staff to use **restrictive interventions**, including **reasonable force**, to safeguard pupils and others. KGPS is committed to establishing a calm, safe and supportive environment conducive to learning and wellbeing.

The aims of this Policy are to:

- Support a calm, safe, and supportive learning environment.
- Form part of KGPS's whole-school approach to safeguarding and behaviour (including *Keeping Children Safe in Education (KCSIE)*).
- Protect every person in the school community from harm.
- Protect pupils from any physical intervention that is unnecessary, inappropriate, excessive, unsafe, or harmful.
- Ensure staff understand what constitutes appropriate physical contact, reasonable force, and other restrictive interventions.
- Ensure statutory duties for recording and reporting are met (including April 2026 requirements).

Restrictive interventions are not a punishment and must never be used to cause pain, humiliation, or to enforce compliance where there is no immediate risk.

2. Scope and Responsibilities

This Policy applies across KGPS, including EYFS, Key Stage 1 and Key Stage 2, and applies:

- On school premises and during school-led activities offsite (educational visits, fixtures, trips), wherever pupils are in the lawful charge of staff.
- To all staff, and to others temporarily in charge of pupils (e.g., authorised volunteers) where appropriate.

Responsibilities

- **Head / Senior Leadership Team (SLT):**
  ensures implementation, training decisions, culture, and compliance.
- **Designated Safeguarding Lead (DSL):**
  oversight where safeguarding concerns arise; monitors patterns and risk.
- **Governing Body / Proprietor:**
  ensures required procedures exist for recording/reporting and monitors data to identify patterns, training needs, and any disproportionate use.
- **All staff:**
  follow prevention and de-escalation approaches and comply with recording/reporting procedures.

3. Legal Framework and Status of Guidance

This Policy reflects:

- DfE guidance: Restrictive interventions, including use of reasonable force, in schools (April 2026)
- DfE Behaviour in Schools (February 2024)
- Education and Inspections Act 2006 (sections 93 and 93A)
- Education Act 1996 (including powers relating to searching for prohibited items)
- Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025
- Health and Safety at Work etc. Act 1974
- Human Rights Act 1998
- Equality Act 2010

Statutory guidance:

KGPS must have regard to statutory requirements on recording and reporting significant incidents involving the use of force (effective April 2026).

4. Terminology and Definitions

For clarity, KGPS uses the following terms:

- **Restrictive intervention:** Any action (physical or non-physical) intended to prevent, restrict or subdue movement of the body, or part of the body, of a pupil.
- **Reasonable force:** A legal term covering physical restrictive interventions. "Reasonable" means using no more force than necessary for the least amount of time, depending on the circumstances.
- **Significant incident (use of force):** Any incident where force goes beyond ordinary/appropriate physical contact as described in Section 8 (including where physical force is used to implement a non-physical restrictive intervention). Significant incidents must be recorded and reported in line with statutory duties (Section 14).
- **Restraint:** A non-disciplinary intervention that immobilises a pupil or limits their movement. This may include direct physical contact (e.g., holding arms) or non-force related restraint (e.g., removing a walking aid).
- **Seclusion:** A non-disciplinary intervention involving confining a pupil away from others and preventing them from leaving by physical obstruction, blocking, or making them believe they will be punished if they try to leave.

5. Minimising the Need for Restrictive Interventions

KGPS recognises restrictive interventions are last resort measures.

Staff should:

- Use prevention and de-escalation strategies: calm communication, space, distraction/diversion, active listening, offering choices, redirecting attention, adjusting demands, and using supportive adults.
- Consider environment and triggers (noise, crowding, transitions, sensory overload).
- When safe and possible, warn a pupil that staff may need to intervene physically if they do not desist.
- Seek support from another adult where possible to assist and act as a witness.
- Maintain a calm, measured approach; never act in anger.
- Not put themselves at unreasonable risk—call for assistance if intervention would likely cause injury.

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6. Reasonable Force

Reasonable force may be used only if:

- It is necessary to prevent injury, an offence, damage to property, or serious disorder; and
- It is proportionate, using the least force for the shortest time; and
- Staff have considered the pupil's welfare, dignity, vulnerabilities, and SEND/medical needs.

Staff must continually reassess: if the intervention escalates the situation, they should reconsider their approach and attempt safer alternatives where possible.

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7. When Might it be Appropriate to Use Reasonable Force?

Examples (not exhaustive) include:

- A pupil attacks or is about to attack another pupil or adult.
- Pupils are fighting and cannot be separated safely through verbal direction alone.
- A pupil is at risk of causing injury through dangerous behaviour (e.g., running into a road, throwing objects).
- A pupil is damaging property in a way likely to cause harm (e.g., smashing glass).
- A pupil's behaviour is causing serious disorder that presents safety risk.

Refusal/defiance alone does not justify force unless it is linked to a safety risk (e.g., refusing to leave an unsafe area).

8. Other Physical Contact with Pupils

KGPS does not operate a "no contact" policy. Appropriate physical contact is sometimes necessary and can be entirely proper.

Examples include:

- First aid or medical assistance.

- Guiding or escorting pupils (e.g., holding a pupil's hand, guiding by arm, supporting a pupil to a self-regulation space they have chosen).
- Comforting a distressed pupil (age-appropriate, context-appropriate, professional).
- Congratulating/praising (e.g., handshake, pat on back).
- Demonstrating techniques (PE, music, drama) where appropriate.

Staff should use professional judgement and have regard to:

- Safeguarding/child protection procedures.
- Context (e.g., visibility, other adults present).
- Pupil age, needs, and any known sensitivities or vulnerabilities.
- Whether alternatives are available that do not involve physical contact.

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9. Restraint (Including Non-Force Related Restraint)

Restraint is non-disciplinary and may be used only when necessary and proportionate to manage an immediate safety risk.

Restraint may include:

- Holding a pupil's arms to reduce harm.
- Preventing a pupil from moving into danger.
- Non-force restraint, where movement is limited without direct physical contact (e.g., removing a walking aid in exceptional circumstances to prevent immediate harm).

Any restraint incident must be recorded and reported in line with Section 14 and Appendix B.

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10. Seclusion

Seclusion should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation (i.e., not acting with intent).

Seclusion must:

- Never be used as punishment or through threat of punishment.
- Occur in a safe space that does not feel threatening or intimidating.
- Include continuous supervision by staff at all times.
- End as soon as the immediate risk has reduced, and the pupil must be allowed to leave.

- Be recorded and reported in line with Section 14 and Appendix B.

(Seclusion is different from disciplinary removal from a classroom; staff should follow the Behaviour Policy for disciplinary measures.)

11. Unacceptable Uses of Force and Unsafe Practice

It is illegal to use force for punishment.

Staff must not restrain in ways that affect airway, breathing or circulation, including:

- Covering a pupil's mouth/nose.
- Applying pressure to the neck region or abdomen.
- Using holds that risk positional asphyxia.

Force can be particularly dangerous on the ground. If a pupil is unintentionally held on the ground, staff must release or reposition to a safer alternative as quickly as possible.

Staff should not (except to prevent immediate serious harm where no other option exists):

- Hold a pupil by the neck.
- Hit, slap, punch, kick, or deliberately inflict pain.
- Twist joints, force limbs, trip, or drag.
- Hold a pupil face down.
- Hold in a way that could be interpreted as indecent.

Where appropriate, a pupil should receive a medical assessment for any injury as soon as possible.

12. Considerations for Pupils with SEND and Other Vulnerabilities

KGPS recognises pupils with SEND can be disproportionately subject to restrictive interventions.
Staff will:

- Seek to understand triggers (pain, sensory overload, anxiety, unfamiliarity, communication needs).
- Use staff who know the pupil well to help identify early warning signs.
- Work with parents and professionals to create proactive strategies to reduce incidents.
- Co-produce and regularly review Behaviour Support Plans where appropriate.
- Make reasonable adjustments under the Equality Act 2010 to avoid disadvantage.

Where a Behaviour Support Plan identifies a higher likelihood of restrictive intervention:

- KGPS will ensure appropriate risk assessments and mitigation (environmental adjustments, staffing, training, prevention strategies).
- Even where plans exist, any restrictive intervention must still be assessed as necessary and proportionate in the moment.

13. Post-Incident Support, Debriefing and Rebuilding Relationships

KGPS will evaluate incidents as soon as practicable to understand:

- Why the intervention was used.
- Impact on pupil/staff wellbeing.
- Patterns and triggers.
- How future incidents might be reduced.

Support may include:

- Medical assessment and treatment for injuries where appropriate.
- Staff and pupil wellbeing support (check-ins, pastoral support, counselling where needed).
- A reflective follow-up conversation to repair relationships and learn, ideally facilitated by a staff member not directly involved, with another adult present where helpful.
- Support for any witnesses who were distressed.

14. Recording and Reporting Duties (Statutory)

KGPS will maintain procedures to comply with statutory duties:

A. Recording significant incidents of use of force (statutory)

KGPS must record each significant incident where a member of staff uses force on a pupil.

- Recorded as soon as practicable, ideally no later than the same day.
- Recorded in writing by the staff member(s) involved.

Minimum record includes:

- Names of pupil and staff directly involved.
- Relevant pupil needs/circumstances, including SEND and SEN status code.
- Time, date, location, and approximate duration.
- Brief account of what happened, what led up to it, known triggers, prevention/de-escalation strategies used, type/degree of force, and any injuries.
- Why force was assessed as necessary.
- Post-incident support (medical treatment, pastoral support).

(See Appendix A.)

B. Reporting significant incidents of use of force to parents (statutory)

KGPS must report each significant incident to parents as soon as practicable, ideally no later than the same day.

The written report must include at minimum:

- Time, date, location, and approximate duration.
- Why intervention was assessed as necessary.
- Type and degree of force.
- Any injuries.

Exceptions: where the pupil is aged 20+ (not applicable in KGPS), or where reporting would likely result in serious harm to the pupil. In that case, KGPS will report to any parent it can safely report to, or the relevant local authority if none.

C. Recording and reporting seclusion and restraint (statutory)

KGPS must record each **seclusion** or **restraint** incident (including **non-force restraint**, such as removal of a walking aid).

- Recorded **as soon as practicable**, ideally **no later than the same day**.
- Parents must be informed **as soon as practicable**, ideally **no later than the same day**, subject to the same "serious harm" exception above.

Minimum record includes:

- Names of pupil and staff involved.
- Time, date, location, approximate duration.
- Relevant needs/circumstances, including SEND and SEN status code.
- Why intervention was assessed as necessary.
- Any injuries.
- Post-incident support.

(See Appendix B.)

Avoid double-reporting:

If a restraint incident also constitutes a significant use of force, KGPS will follow the significant use of force reporting procedure (Appendix A), and does not need to report the same information twice.

D. Internal systems

All incidents will also be logged on the school safeguarding/behaviour recording system (e.g., CPOMS or equivalent) in line with KGPS practice.

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15. Complaints and Allegations

Complaints from parents will be handled under the KGPS Complaints Procedure.

If an allegation of inappropriate use of force/restrictive intervention is made against a member of staff, KGPS will follow KCSIE procedures and consider suspension where appropriate.

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16. Record Keeping (Retention and Data Protection)

Records made under this Policy are retained and destroyed in line with KGPS retention policies.

Records may include personal data and will be processed in accordance with data protection law.

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17. Monitoring, Governance and Review

KGPS will undertake systematic ongoing auditing of restrictive intervention logs, separate from individual incident reviews.

- Audits conducted at least termly by the Head and DSL (or nominated SLT lead).
- Review patterns/trends, repeated use with individuals, consistency of practice, and any disproportionate impact (e.g.,

SEND/protected characteristics).

- Findings reported to the Governing Body / Proprietor to inform training, policy refinement, and improvements.

This Policy will be reviewed annually by SLT and the Governing Body / Proprietor, and sooner if required by changes in law/guidance or audit findings.

Author: Headteacher (April 2026)
Review: September 2027, or as necessary by changes in requirements

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Appendix A – Significant Use of Force Incident Record (Section 93A)

Pupil details: Name, class, DOB

SEND / vulnerabilities: SEN status code, disability/medical/mental health/other vulnerabilities

Date / time / location:

Approx. duration of intervention:

Staff directly involved:

Other staff witnesses:

Other pupils involved/witnesses (incl. vulnerabilities):

Account of incident (brief):

- What led up to incident / context
- Known/potential triggers
- Prevention/de-escalation used
- Warnings given (if applicable)

Why force was assessed as necessary (brief):
(e.g., prevent injury/offence/property damage/disorder)

Type and degree of force used (brief):
(include whether used to implement a non-physical restrictive intervention)

Injuries / first aid / medical attention:
(attach/record separately under accident reporting where needed)

Post-incident support provided:
(pupil, staff, witnesses; debrief; pastoral support)

Parent reporting (written):

- Date/time parents informed
- Method (email/portal letter)

- Summary of information provided
- Any parental views expressed (record factually)

Follow-up actions: (behaviour support plan review, risk assessment update, training needs)

Report completed by: Name / Role / Date

Countersigned by (SLT): Name / Role / Date

Appendix B – Seclusion / Restraint Incident Record (including non-force restraint)

Type of intervention: ☐ Seclusion ☐ Restraint (physical) ☐ Restraint (non-force)

Pupil details: Name, class, DOB

SEND / vulnerabilities: SEN status code, disability/medical/mental health/other vulnerabilities

Date / time / location:

Approx. duration:

Staff directly involved:

Witnesses:

Why intervention was assessed as necessary (brief): (identify immediate risk of harm)

Description (brief):

- What happened immediately before
- Any de-escalation attempted
- For seclusion: confirmation of continuous supervision and that space was safe/non-threatening
- For restraint: how movement was limited; any safety repositioning

Injuries / medical attention:

Post-incident support provided:

Parent reporting (written):

- Date/time parents informed
- Method (email/portal letter)
- Summary of information provided
- Any parental views expressed (record factually)

Follow-up actions: (behaviour support plan review, reasonable adjustments, risk assessment, support offered)

Report completed by: Name / Role / Date

Countersigned by (SLT): Name / Role / Date