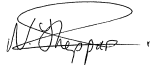




Restrictive Interventions Policy

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Signature:	
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1. Aims and Scope

Carisbrooke College aims to maintain a safe, secure, and supportive environment. Restrictive interventions (including reasonable force and seclusion) are used strictly as a last resort when all de-escalation strategies have failed and it is necessary to maintain safety.

This policy ensures staff are confident in using lawful interventions, outlines clear recording/reporting mandates, and protects the dignity of pupils and staff.

2. Legislation and Guidance

This policy complies with DfE guidance and meets the statutory requirements of:

- Sections 93 and 93A of the Education and Inspections Act 2006
- Sections 550ZA and 550ZB of the Education Act 1996
- The Equality Act 2010 & Human Rights Act 1998
- Health and Safety at Work etc. Act 1974
- Keeping Children Safe in Education (KCSIE)
- The Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025

3. Key Definitions

- **Restrictive Interventions:** An umbrella term for physical or non-physical actions that prevent, restrict, or subdue movement (e.g., blocking a pupil's path or supervised seclusion).
- **Reasonable Force:** Physical contact using no more force than needed for the shortest time required (e.g., breaking up a fight, guiding a pupil by the arm).
- **Restraint:** Form of non-disciplinary intervention that immobilises a pupil or limits movement (e.g., holding arms to prevent self-harm).
- **Seclusion:** Non-disciplinary confinement away from others where a pupil is prevented from leaving for safety reasons.
- **Significant Incident:** Any incident where the force used goes beyond appropriate, everyday physical contact.

3.1 Appropriate Physical Contact

Staff may use professional judgement to engage in appropriate physical contact for:

- First aid, comforting an upset pupil, or celebration (e.g. a handshake).
- Guiding a pupil safely or demonstrating skills in PE/Music/Technology.

3.2 Seclusion Protocols

Seclusion is strictly a safety measure for high dysregulation; it is never used as a punishment.

- **Environment:** Must be a safe, non-threatening space (e.g., Year Base, Heads Corridor, Senior Leadership office).
- **Supervision:** Supervised at all times by at least one staff member.
- **Duration:** Terminated immediately once the risk of harm reduces.

4. Roles and Responsibilities

- **Governing Board / Academy Committee:** Review policy, monitor incident data, and challenge school leaders to ensure effective, non-disproportionate practice.
- **Headteacher:** Oversee policy implementation, ensure high-quality staff training, manage adequate staffing, and handle allegations against staff via KCSIE.
- **Designated Safeguarding Lead (DSL):** Securely log incidents, report all occurrences to parents/carers on the same day, or contact the local authority if parental notification poses a safeguarding risk.
- **SENCO:** Develop behaviour support plans and risk assessments for pupils with SEND, advise on reasonable adjustments, and participate in incident reviews.
- **All Staff:** Practise de-escalation, complete training, engage in debriefs, and accurately report every incident to the DSL on the same day.

5. Acceptable vs. Unacceptable Uses of Force

Acceptable Uses

Staff have a legal power to use reasonable force to prevent a pupil from:

- Hurting themselves or others.
- Committing a criminal offence or causing severe disorder.
- Damaging property.

Unacceptable Uses

The following practices are never acceptable:

- Force used as a punishment, sanction, or deterrent.
- Restraints that compromise airways, breathing, or circulation (e.g. pressure on the neck/abdomen).
- Ground restraints. If a pupil unintentionally ends up on the ground, they must be released immediately.

Searching Pupils

Authorised staff can use reasonable force to search a pupil for statutory prohibited items (e.g., weapons, drugs, stolen goods). Force cannot be used to search for items banned only by school rules (e.g., mobile phones).

6. Prevention and De-escalation Strategies

The school uses a restorative behaviour approach focusing on communication, environment management, and choice. When a crisis arises, staff must first attempt de-escalation techniques:

- Maintaining open body language and respecting personal space.
- Removing the pupil from an 'audience'.
- Using empathy, distraction, or offering a calm space to self-regulate.
- Giving calm verbal warnings regarding consequences.

7. Operational Decisions and Post-Incident Support

- **Necessity and Proportionality:** Interventions must use the minimum force required for the shortest time. If an intervention escalates danger, staff must reconsider.
- **Welfare & Dignity:** Respect the pupil's dignity, avoid public interventions, and explain what is happening.
- **Post-Incident Support:** Medical assessments will be provided if needed. Separate debrief conversations must be held for staff and pupils, ideally facilitated by an uninvolved staff member, to reflect and rebuild relationships.

8. Considerations for Pupils with SEND

- Risk assessments and individual profiles must be created proactively where there is an increased likelihood of restrictive interventions.
- Reasonable adjustments must be applied under the Equality Act 2010 (e.g. adjusting communication styles, reducing environmental stimuli, and targeted emotional regulation tasks).

9. Recording and Reporting Arrangements

9.1 Recording Incidents

- Staff must complete the online form (*Use of Restrictive Interventions - Report Form*) as soon as possible, ideally on the same day.
- Submitted forms go to the Assistant Headteacher for Pastoral / DSL, and details are logged on CPOMS.
- Required details: Names, pupil needs/SEND codes, time/duration, clear triggers, de-escalation methods attempted, type of force used, injuries, and parental notification details. Incidents meeting multiple definitions (e.g., force and seclusion) only need to be logged once.

9.2 Reporting Incidents

- **To Parents/Carers:** The DSL or a Deputy DSL will contact parents/carers (ideally via phone) on the same day.
 - *Exception:* If parental notification is assessed to risk significant harm to the pupil, the report is bypassed directly to the local authority.
- **To Local Authority:** Mandatory if the parental exception rule applies, or if the pupil is subject to a care order or accommodated under the Children Act 1989.

10. Complaints and Links

- **Complaints:** Handled via the school's Complaints Procedure on the website. Staff allegations are managed via KCSIE protocols.
- **Linked Policies:** Behaviour and culture policy, Child Protection and Safeguarding, Trust Code of Conduct, and Special Educational Needs policy.