

# Littleover Community School



## and Sixth Form Centre

---

### Use of Restrictive Interventions Policy (including reasonable force and seclusion)

|               |                   |
|---------------|-------------------|
| School Leader | Alistair Goodhead |
| Link Governor | James Law         |

|                            |                 |            |              |
|----------------------------|-----------------|------------|--------------|
| Policy approved on (date): |                 | 10/06/2026 |              |
| By:                        | Governing Board | Signed:    | <i>J Law</i> |

|                    |                        |          |                                                                                      |
|--------------------|------------------------|----------|--------------------------------------------------------------------------------------|
| Last reviewed on : |                        | May 2026 |                                                                                      |
| By:                | Senior Management Team | Signed:  |  |

|                       |                |
|-----------------------|----------------|
| Date of next review : | September 2027 |
|-----------------------|----------------|

## Contents

|                                                                            |    |
|----------------------------------------------------------------------------|----|
| Contents .....                                                             | 1  |
| 1. Policy Statement .....                                                  | 2  |
| 2. Policy Responsibility .....                                             | 2  |
| 3. Policy Aims .....                                                       | 2  |
| 4. What are Restrictive Interventions? .....                               | 2  |
| 5. Implementation of Restrictive Interventions .....                       | 3  |
| 6. Seclusion .....                                                         | 3  |
| 7. Recording Restrictive Interventions- reasonable force .....             | 4  |
| 7.1 Use of Reasonable force to search for prohibited items .....           | 4  |
| 8. Prevention and de-escalation strategies .....                           | 4  |
| 8.1 De-escalation when a situation arises .....                            | 5  |
| 9. Deciding when the use of restrictive interventions is appropriate ..... | 5  |
| 9.2 Student and staff welfare .....                                        | 5  |
| Support following an incident .....                                        | 6  |
| 10. Considerations for students with SEN .....                             | 6  |
| 11. Training and risk assessments .....                                    | 7  |
| 12. Recording and reporting arrangements .....                             | 7  |
| 12.1 Recording incidents .....                                             | 7  |
| 12.2 Reporting incidents to parents/carers .....                           | 8  |
| 12.3 Reporting incidents to the local authority .....                      | 8  |
| 13. Complaints and allegations .....                                       | 8  |
| 14. Monitoring and Review .....                                            | 9  |
| 15. Links to other policies and guidance .....                             | 9  |
| APPENDIX A .....                                                           | 10 |

## 1. Policy Statement

---

Members of staff have the power, in law, to use restrictive interventions in preventing students from committing an offence, injuring themselves or others, damaging property, or to maintain good order and discipline in the classroom.

## 2. Policy Responsibility

---

The Headteacher and Deputy Headteacher are the members of staff responsible for implementation, coordination and review of this policy.

## 3. Policy Aims

---

At Littleover Community School we strive to create a safe, secure and supportive environment for all our students 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 students, staff and parents/carers. In our school, 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 students and staff, and help create a positive and safe place for everyone at school

## 4. What are Restrictive Interventions?

---

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.

**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 students in different ways.

- **Supervised seclusion** of a student in an area away from others, where the student is prevented from leaving for their own safety and/or the safety of others
- **Passive physical contact**, such as a staff member blocking a student's path if they're running towards danger (like a busy road), or staff standing between students 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.
  - A staff member guiding a student to safety by the arm
  - Staff breaking up a fight between students
  - A staff member restraining a student to prevent injury to the student, or others
- **Restraint** is a form of non-disciplinary intervention which immobilises a student or limits their movement. This may or may not include direct physical contact.
  - A staff member holding a student's arms to their sides when the student is attempting to harm themselves or others
- **Seclusion** is a non-disciplinary intervention that keeps a student confined to a place away from others and prevents them from leaving, for the safety of that student and/or others. This could be

through physical obstruction or by making the student believe that they will be punished if they leave. For example, putting a student into a 'holding' room until they calm down is a form of seclusion.

A **significant incident** is any incident where the use of force goes beyond appropriate physical contact between a member of staff and a student. This includes when physical force is used to implement a non-physical restrictive intervention.

## 5. Implementation of Restrictive Interventions

---

All members of staff working with students at Littleover Community School are authorised to handle, use restrictive interventions, or reasonable force or restrain students if/when such physical intervention is necessary.

No member of staff is required to employ any physical intervention strategy if they are not comfortable or confident to do so effectively.

No member of staff should intervene physically if they have reason to believe that to do so would worsen the situation/incident that is taking place.

In all circumstances where physical intervention is or may become required, members of staff should ensure that adult assistance is requested before intervention, although it is understood that circumstances may lead to the need for intervention prior to the assistance arriving.

Staff considering handling, use of restrictive intervention reasonable force or restraint must provide opportunity for the student to alter their behaviour/actions before employing a physical intervention strategy and should continue to make instructions to the student and details of their intended interventions clear.

The method of physical intervention employed must use the minimum reasonable force for the minimum length of time (additional guidance regarding what intervention is and is not appropriate is given in Section 8 and 9).

## 6. Seclusion

---

As defined above, seclusion is a non-disciplinary intervention that keeps a student confined to a place away from others and prevents them from leaving, for the safety of that student and/or others. This could be through physical obstruction or by making the student believe that they will be punished if they leave. For example, putting a student into a 'holding' room until they calm down is a form of seclusion.

We only use seclusion as a safety measure when a student 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 student will be supervised at all times.
- › The student will be given time to deescalate if needed.
- › As soon as the risk of harm has reduced appropriately, the student will be allowed to leave and move to an area of the school instructed by the member of staff supervising the situation or senior leader.

Any incident involving the use of seclusion will be recorded and reported in accordance with the procedures set out in section 12 of this policy.

## 7. Recording Restrictive Interventions- reasonable force

---

All incidents where staff feel that they have used force to modify behaviour or conduct should be recorded. It is not necessary to record every incident of contact with a child, but where a member of staff perceives that contact has been received at all negatively, they are advised to record the circumstances. All reports should be completed as per the format in Appendix A

The record should be signed and dated by the staff member, as well as the headteacher.

This record should be uploaded to CPOMs. The Headteacher will be informed of the intervention that has taken place. It is the responsibility of the intervening member of staff to complete the record on the day that the intervention took place. The circumstances and nature of the physical intervention will be held on the record of the student involved. The DSL will inform any necessary agencies/authorities of the physical intervention in accordance with DfE and LA guidance. For the safeguarding of both staff and student, any subsequent investigation of the situation/incident should be undertaken by a member of staff other than the one applying the physical contact.

### 7.1 Use of Reasonable force to search for prohibited items.

The headteacher and any member of staff authorised by the headteacher have a statutory power to search a student or their belongings if they have reasonable grounds to suspect that the student 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 students and staff. Please see our behaviour policy for more information on how we conduct searches.

## 8. 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 students 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-student relationships and trust
- › Recording and analysing data on the use of restrictive interventions to inform improvement planning

The individual approaches we use include:

- › Strategies to support individual students based on their identified needs, including:
  - The development of personal support plans
  - Strategies to help students calm down before their behaviour escalates

- Making 'reasonable adjustments' where a student has a disability, to help them participate in school life as fully as possible

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

### **9. Deciding when the use of restrictive interventions is appropriate.**

---

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 8.1 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 student 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 student, such as their age, size and any medical conditions, SEND or other vulnerabilities

### **9.2 Student and staff welfare**

#### **Student welfare**

The most important consideration when using a restrictive intervention is the safety and wellbeing of the student involved, as well as the safety of other students and staff. Staff should always consider the potential impact on the student's welfare balanced against any actions taken. For example, staff should bear in mind that students 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 student'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 student what is happening, why, and what the student needs to do, including using verbal and non-verbal strategies where needed, and giving time for the student to process information and respond where appropriate.

Staff should seek to understand how the student 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 students and staff, any patterns and trends, and how another incident could be avoided in the future.

Our school will make sure each student 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 student and staff wellbeing and provide additional support if needed.

Depending on the circumstances, support may also be offered to those who witnessed the incident.

## **10. Considerations for students with SEN**

---

We understand that students with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Students 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 students with SEND, and to providing the right support and an inclusive environment.

We will carry out risk assessments for students 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 students 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 students 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 student, 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 student
- › Staff members changing how they communicate with the student, such as being more mindful of body language, facial expressions and/or tone of voice
- › Helping the student express their emotions before getting overwhelmed

- › Engaging the student in activities to help them regulate their emotions
- › Distracting the student with familiar objects or activities to redirect their attention

Where appropriate, we will create individual behaviour support plans for students with SEND. The plan will be reviewed regularly, and following any significant incident, with the student 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 student finds challenging
- › Explain the best ways to communicate with the student
- › 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

## **11. 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.

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 students where the use of reasonable force and/or other restrictive interventions may be required can do so as safely as possible.

## **12. Recording and reporting arrangements**

---

We have a legal duty to record and report all:

- › Significant incidents involving force (see section 3 of this policy for a definition of 'significant incident')
- › Seclusion incidents
- › Restraint- via physical intervention incidents (Complete Appendix A)

### **12.1 Recording incidents**

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

Staff must record incidents in writing, 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 student's behaviour support plan.

**For seclusion incidents and restraint incidents**, we will record:

- › The names of the student and staff members directly involved
- › Any relevant needs or circumstances of the student, 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
- › Uploaded to CPOMS.
- › Discuss incident with Headteacher and copy of the information sent to Headteacher.

Completed reports will be kept securely and retained in line with our data protection procedures.



### **12.2 Reporting incidents to parents/carers**

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

The Headteacher or Senior Leader will contact parents and discuss the incident, going through the information listed in Appendix A or above depending on the nature of the incident.

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, although this may not always be possible. We will do this even if the use of restrictive interventions is agreed as part of a student's behaviour support plan.

There is 1 exception to this:

- › If a member of staff thinks that telling the student's parents/carers would likely result in significant harm to that student. 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 student ordinarily resides (see section 12.3 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

When we report **seclusion incidents and restraint incidents** to parents/carers, we will provide parents/carers with a copy of our written record of the incident.

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 student.

Where appropriate, the school may contact parents and carers for a follow up discussion.

### **12.3 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 student ordinarily resides (as outlined in section 12.2), this report will include all the information that we would normally share with the student's parents/carers, as well as the reasons why we thought it was unsafe to tell the student's parents/carers directly.

In cases where a student 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 12.2 of this policy).

## **13. 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.

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](#).

---

#### **14. Monitoring and Review**

This policy will be reviewed annually by the Deputy Headteacher for Behaviour and Attendance.

At every review, this policy will be approved by the full Governing Body.

---

#### **15. Links to other policies and guidance**

This policy links to the following policies and procedures:

- › Behaviour policy
- › Child protection and safeguarding policy
- › Complaints policy
- › Health and safety policy
- › SEND policy
- › [https://assets.publishing.service.gov.uk/media/6943dad6501cdd438f4cf5aa/Restrictive\\_interventions\\_including\\_use\\_of\\_reasonable\\_force\\_in\\_schools.pdf](https://assets.publishing.service.gov.uk/media/6943dad6501cdd438f4cf5aa/Restrictive_interventions_including_use_of_reasonable_force_in_schools.pdf)
- › [https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfefa55c/Searching\\_Screening\\_and\\_Confiscation\\_guidance\\_July\\_2022.pdf](https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfefa55c/Searching_Screening_and_Confiscation_guidance_July_2022.pdf)

## APPENDIX A

### Physical Intervention Incident Reporting Form

|                                                                                                                                   |  |
|-----------------------------------------------------------------------------------------------------------------------------------|--|
| Details of student or students on whom force was used by a member of staff                                                        |  |
| Name(s)                                                                                                                           |  |
| Form                                                                                                                              |  |
| Date, time and location of incident                                                                                               |  |
| Names of staff involved (directly or as witnesses)                                                                                |  |
| Details of other students involved (directly or as witnesses)                                                                     |  |
| Do any of the students involved have SEND?                                                                                        |  |
| Description of incident by the staff involved, including any attempts to de-escalate and warnings given that force might be used. |  |
| Reason for using force and description of force used                                                                              |  |
| Any injury suffered by staff or students and any medical/1st aid required                                                         |  |
| Reasons for making a record of the incident.                                                                                      |  |
| Follow up, including post-incident support and any disciplinary action against students.                                          |  |
| When and how those with parental responsibility were informed about the incident and any views they have expressed.               |  |
| Has any complaint been lodged (details should not be recorded here)?                                                              |  |
| Report compiled by:                                                                                                               |  |
| Name and role                                                                                                                     |  |
| Signed Date                                                                                                                       |  |
| Report countersigned by:                                                                                                          |  |
| Name and role                                                                                                                     |  |
| Signed & Date                                                                                                                     |  |

Please ensure this form is copied to the Headteacher and DSL for recording.