



Policy and Procedure

Cross Gates Primary School

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

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Safeguarding Statement

At Cross Gates Primary School, we are committed to safeguarding and promoting the wellbeing of all children, and expect our staff and volunteers to share this commitment.

Aims

At Cross Gates Primary School, we strive to create a safe, secure and supportive environment for all our pupils and staff. We fully recognise the importance of safeguarding children and playing a full and active part in protecting pupils from harm. We aim to maintain consistent and safe practices in the use of handling, reasonable force and restraint.

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 pupils, 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
- Make clear the responsibilities of school leaders and governing bodies in respect of this power
- Protect the safety, wellbeing and dignity of all pupils and staff, and help create a positive and safe place for everyone at school

Purpose

The purpose of this policy is to make clear the position of the school with regards to necessary physical interventions and to safeguard the well-being of pupils and staff when a situation or incident requires the use of physical intervention. This policy is drawn up under Section 550A of the 1996 Education Act to clarify the powers of teachers and other staff who have lawful control or charge of pupils to prevent pupils committing a crime, causing injury or damage to themselves, other people or property or causing disruption. This policy applies when a member of staff is on the school premises or has charge of a pupil elsewhere e.g. fieldtrip or activity out of school.

School staff have a legal power to use force, and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.

- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior school leaders should support their staff when they use this power.

Legislation and guidance

This policy is based on the Department for Education (DfE) guidance on restrictive interventions, including the use of reasonable force, in schools. It also meets the requirements of:

- Section 93 of the Education and Inspections Act 2006
- Section 93A of the Education and Inspections Act 2006, inserted by the Apprenticeships, Skills, Children and Learning Act 2009
- Section 550ZA and section 550ZB of the Education Act 1996
- Equality Act 2010
- Health and Safety at Work etc. Act 1974 and associated regulations
- Human Rights Act 1998
- Keeping Children Safe in Education
- The School's (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025
- Department for Education guidance on searching, screening and confiscation

Definitions

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.

Reasonable - in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. (KCSiE 2025 Paragraph 163)

Handling – refers to any physical intervention applied by a member of staff where it necessary to make physical contact with a pupil in order to manage their conduct, or ensure their own or others safety. Handling strategies may be restrictive or non-restrictive and include shepherding, guiding, supporting, blocking, confining, holding and, in the most extreme cases, restraining.

Use of Reasonable Force – There are circumstances when it is appropriate for staff in schools and colleges to use 'reasonable force' to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.

Examples of the use of reasonable force could include:

- A staff member guiding a pupil to safety by the arm
- Staff breaking up a fight between pupils

Control - The term control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint - The positive application of force in order to actively prevent a child from causing significant injury to him/herself or others or seriously damaging property. Significant Injury would include actual or grievous bodily harm, physical or sexual abuse, risking the lives of, or injury to, themselves or others by wilful or reckless behaviour, and self-poisoning. It must be shown that on any occasion where physical restraint is used there were strong indicators that if immediate action had not been taken, significant injury would have followed.

Restrictive interventions - 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 pupils in different ways.

Examples of restrictive interventions could include:

- Supervised seclusion of a pupil in an area away from others, where the pupil is prevented from leaving for their own safety and/or the safety of others
- Passive physical contact, such as a staff member blocking a pupil's path if they're running towards danger (like a busy road), or staff standing between pupils to prevent a fight
- A staff member restraining a pupil to prevent injury to the pupil, or others

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

Appropriate Contact

Our school does not have a 'no contact' policy. We do not grant any requests by parents/carers or staff members not to use reasonable force and/or other restrictive interventions. This would be in direct opposition to the statutory duty of care for safeguarding that members of staff working in schools must abide by.

There are circumstances when it is appropriate for staff to have some physical contact with pupils which does not give rise to any question over the use of reasonable force or other restrictive interventions.

Examples include:

Providing first aid to a pupil

- Guiding or escorting a pupil through the school building or on a school trip by holding their hand
- Comforting a pupil who is upset
- Offering congratulations or praise, such as with a pat on the back or handshake
- To demonstrate how to use a musical instrument
- When demonstrating exercises or techniques during PE lessons or sports coaching

In assessing whether physical contact is appropriate in any given situation, staff should use their professional judgement, and have regard to:

- Our school's Child Protection and Safeguarding Policy; Intimate Care Policy; SEND Policy; Positive Behaviour Policy
- The specific circumstances, such as whether there are other adults present
- Factors including, but not limited to:
 - The pupil's age
 - Any known vulnerabilities, including whether the pupil has special educational needs and/or disabilities (SEND)
 - Whether any alternative strategies that don't involve physical contact can be used

Acceptable uses of force

All our school staff have a legal power to use reasonable force in certain situations.

Staff can use reasonable force to prevent or stop a pupil from:

- Hurting themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils, in or out of lessons

Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- Preventing the intentional damage or destruction to school, other children's or staff member's property

While all staff have this power, some staff, especially those who work closely with pupils who might show challenging behaviour, are more likely to need to use it than others.

We will ensure staff are adequately trained and that risk assessments are carried out where necessary.

Unacceptable uses of force

It is illegal to use force on a pupil for the purpose of punishment. We never use force as a sanction, threat or deterrent.

Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

The following uses of force are **never acceptable**:

- Staff using force for the purpose of punishment

- Staff restraining a pupil in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
- Staff using force on the ground. If a pupil is unintentionally held on the ground, staff should release their hold or move into a safer position as quickly as possible
- Holding/touching a pupil in any way that may be considered indecent

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:

- Creating a calm environment which will minimise the risk of incidents where the use of physical intervention may be required and can support pupils to achieve and thrive
- Having open body language and being aware of a pupil's personal space
- Taking a pupil away from an 'audience' – speaking to them on their own rather than in front of a group of other pupils or staff
- Using empathy – asking the pupil to help you understand their feelings
- Distraction techniques
- Offering a calm space for the pupil to go to so they can self-regulate
- Verbal warnings – calmly reminding the pupil of the consequences of their behaviour
- Sharing best practice for whole-class behaviour management, and for managing communal spaces such as corridors and playgrounds
- Actively teaching pupils how to manage strong emotions and conflict through Restorative Practice, Zones of Regulation, PSHE and opportunities for SMSC
- Aiming to de-escalate incidents if they do arise
- Development of working staff-pupil relationships and trust
- Recording and analysing data on the use of restrictive interventions to inform improvement planning
- Being aware of Individual Pupil Risk Assessments; Positive Handling Plans; Individual Provision Maps and Support Plans
- Working closely with parents/carers to support individual pupils
- Making 'reasonable adjustments' where a pupil has a disability, to help them participate in school life as fully as possible

Deciding when the use of restrictive interventions is appropriate

Necessary + Proportionate = Reasonable

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 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 pupil and/or others.

If it is deemed necessary and carried out proportionately to the behaviour displayed, it will be deemed reasonable.

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

If it is deemed necessary to use restrictive physical intervention, assistance should be called for and other pupils moved away from the vicinity.

Who can physically intervene?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

How can staff physically intervene?

There are a number of ways in which you can physically intervene, and you must choose the strategy appropriate to the situation and presenting least risk to yourself, the pupil and other persons. Appropriate actions include:

- **Shepherding or guiding;** using body positioning and positive gestures to move a pupil away from harm. This may include the placing of a hand on the back (between the shoulder blades) and using reasonable force to actively move them from one place to another.
- **Blocking or Interposing;** placing yourself between the pupil and their objective (e.g. another pupil) thereby preventing the potential injury damage or disruption to good order.
- **Holding and Leading;** gripping the pupil appropriately (e.g. by the forearm / upper arm) to prevent them from injury, damage, etc. In cases of resistance from a pupil, it may be necessary to employ holding to effectively achieve shepherding and, hence you are actively leading them away.

Other permissible physical contact with pupils

There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where physical touch with a pupil might be proper or necessary:

- Holding the hand of an anxious child when crossing a road or offering reassurance in going to an assembly
- When comforting a distressed pupil
- To demonstrate how to use a musical instrument
- To demonstrate exercises or techniques during PE lessons or sports coaching
- To give first aid
- Providing intimate care to a child

Seclusion

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

We only use seclusion as a safety measure when a pupil 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 pupil will be secluded in a safe place that does not feel threatening or intimidating to them, such as The Den
- The pupil will be supervised at all times, by at least 1 member of staff

As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave. Any incident involving the use of seclusion will be recorded and reported in accordance with the procedures set out in this policy.

Using reasonable force to search pupils

The headteacher and any member of staff authorised by the headteacher have a statutory power to search a pupil or their belongings if they have reasonable grounds to suspect that the pupil 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.

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 pupils and staff.

Pupil welfare

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

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

We will make sure each pupil 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 pupil and staff wellbeing and provide additional support if needed.

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

Considerations for pupils with SEND

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

We will carry out risk assessments for pupils 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 pupils 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 pupils 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 pupil, 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 pupil

- Staff members changing how they communicate with the pupil, such as being more mindful of body language, facial expressions and/or tone of voice
- Helping the pupil express their emotions before getting overwhelmed
- Engaging the pupil in activities to help them regulate their emotions
- Distracting the pupil with familiar objects or activities to redirect their attention

Where appropriate, we will create Individual Provision Maps and Support Plans for pupils with SEND. The plan will be reviewed regularly, and following any significant incident, with the pupil 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 pupil finds challenging
- Provide an overview of identified, personalised strategies for that child
- Explain the best ways to communicate with the child
- Highlight known triggers to avoid
- 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

Roles and responsibilities

The Governing Body

The governing board is responsible for:

- Reviewing and approving this policy
- Ensuring that a procedure is in place for recording and reporting each:
 - Significant incident involving force
 - Seclusion incident
 - Restraint incident
- Taking all reasonable steps to ensure that the procedures for recording and reporting the use of force, seclusion and restraint are followed
- Regularly reviewing and interrogating data on the use of restrictive interventions in our school
- Supporting and challenging school leaders to identify where changes may be needed to practice. For example:
 - If approaches have been used for some time but haven't been effective
 - If there is any disproportionate use of restrictive interventions, including in relation to pupils who share protected characteristics or have SEND or other types of vulnerabilities

The Headteacher/DSL

The Headteacher is responsible for:

- Overall implementation and oversight of this policy
- Making sure that appropriate and high-quality training on preventative strategies and the safe and lawful use of restrictive interventions is provided for staff who need it, based on our school's individual context and needs. At Cross Gates Primary School, all staff have received Level 1 Team Teach training.
- Ensuring adequate staffing levels to support positive behaviour management
- Monitoring incidents involving restrictive interventions, including regular review of incidents to refine and improve processes
- Ensuring compliance with recording and reporting requirements
- Authorising staff to search a pupil or their belongings if they have good reason to think the pupil has a prohibited or banned item
- Following the procedures set out in our complaints policy to deal with any complaint about the use of restrictive interventions
- Following the statutory safeguarding guidance [Keeping Children Safe in Education](#) if an allegation regarding inappropriate use of force and/or other restrictive intervention is made against a member of staff
- Contacting the local authority in cases where informing a pupil's parent/carers of the use of reasonable force, seclusion or restraint on their child would put that child at risk of significant harm
- Making sure records are kept securely and in accordance with safeguarding and data protection procedures
- Ensuring incidents are reported to parents/carers of the pupil involved

Special Educational Needs co-ordinator (SENCO)

The SENCO is responsible for:

- Working with pupils, parents/carers and relevant school staff to develop and review Individual Provision Maps, Support Plans and Individual Pupil Risk Assessments for any pupils with SEND where it's been identified that there is an increased likelihood of the need to use restrictive interventions
- Ensuring staff are aware of individual pupil needs and associated behaviour support strategies
- Working with staff who know pupils well, to identify and manage risk (such as trigger points when challenging behaviour is more likely to occur)
- Working with pupils, parents/carers, staff and other relevant professionals to develop prevention and de-escalation strategies
- Advising on reasonable adjustments for any pupils with disabilities when considering prevention and de-escalation strategies
- Participating in the review of restrictive intervention incidents involving any pupil with SEND
- Providing advice and support on the application of this policy for pupils with SEND
- Contributing to staff training on SEND and behaviour management, including the use of restrictive interventions

All staff

All members of staff are responsible for:

- Making sure they have read and understood the principles of this policy and any other linked policies
- Using de-escalation techniques and positive behaviour management strategies to try to minimise and prevent the need for restrictive interventions
- Accurately recording every seclusion incident, restraint incident and significant incident involving force that they are involved in
- Reporting these incidents via CPOMS
- Recording any injuries that occur as part of an incident involving restrictive intervention, and following our health and safety policy to ensure these are reported to the Health and Safety Executive where necessary
- Taking part in training on preventative strategies and the safe and lawful use of restrictive interventions, if relevant to their role (this may include additional training appropriate to their responsibilities)
- Engaging in follow-up conversation(s) to debrief and reflect on incidents involving restrictive intervention that they were involved in, to help us understand what happened and why

Recording and reporting arrangements

We have a legal duty to record and report all:

- Significant incidents involving force
- Seclusion incidents
- Restraint incidents

Recording incidents

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

The recording of a physical intervention should be standardised to support accuracy and availability of information. The following steps should be applied in all cases:

- All records of physical intervention should be completed on CPOMS with the alerts 'Behaviour' and Team Teach' added to the log
- The member of staff who initiated the intervention is the person who completes the documentation/ report/write up of the incident. Details and witness statements can be contributed to the initial report if required.
- The report will include a clear and brief description of what happened, including:
 - What led up to the incident
 - Any known or potential triggers for the behaviour
 - Any preventative or de-escalation strategies used
 - The type and degree of reasonable force used
 - Details of any physical injuries sustained, if applicable
 - A brief explanation of why using force was assessed as necessary in that situation
 - Details of any support given after the incident, such as medical help or emotional support
- The report must be completed before the end of the working day, and ideally before a member

of staff leaves the school site. This ensures that should the report be needed for safeguarding purposes, it is immediately available, communicating transparency of process and good practice.

- Before a pupil leaves the school site, following a physical intervention, clarity should be sought, and a record made of:
 - Any specific aspect of the physical intervention that the pupil is not happy with or wishes to make a complaint about
 - Any marks that have been caused by the physical intervention or that were present before the intervention, which may be confused with those potentially gained in the incident.
 - Whether a medical check has been offered, done or is required
 - Whether a pupil refused to cooperate with the acquisition of this information
- On gaining this information, it should be shared with the Headteacher and then relayed to parents/carers. The relaying of this information should be documented.
- On all occasions parents/carers should be notified if their child has had physical intervention. This should, on all occasions, take place on the day that the physical intervention took place, and at the earliest appropriate opportunity.
- If a child is in the care of the Local Authority (CLA) their Social Worker should be notified, on all occasions, on the day of the incident. This communication should be documented and supported in an email.
- When the pupil is in a conducive frame of mind, they should be given the opportunity to have a restorative conversation to rebuild relationships and to develop strategies or contribute to a plan that will reduce the likelihood of a re-occurrence.

Reporting incidents to parents/carers

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

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. We will do this even if the use of restrictive interventions is agreed as part of a pupil's behaviour support plan. Parents will receive an email notification to inform them that restrictive physical intervention has been used.

Parents/carers may not be reported to in circumstances where it is deemed that the child may be put at risk.

Following up with parents/carers after an incident

It's best practice to invite parents/carers to have a follow-up discussion about the incident, where appropriate. In most cases, parents/carers will be invited in for a meeting to discuss:

- Any behavioural triggers or warning signs of an impending incident
- Whether any agreed behaviour support plans were followed
- What de-escalation strategies were used and how effective they were
- What might be done differently in the future

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 pupil.

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 pupil ordinarily resides, this report will include all the information that we would normally share with the pupil's parents/carers, as well as the reasons why we thought it was unsafe to tell the pupil's parents/carers directly.

In cases where a pupil 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).

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

All staff at Cross Gates have received Level 1 Team Teach (The schools chosen, accredited training guide) training. Updates of training are in line with Team Teach guidance.

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 website. Printed copies can be obtained at the school office.

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](#).

Dealing with disputes

- All complaints about the use of force should be directed firstly to the Headteacher, in line with the stages set out in the school's complaints policy.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the "Allegations against adults" guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- HR should be informed and follow up processes should be carried out, in accordance with the Disciplinary Procedures and Policy
- The Governing Body should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

Links with other policies

This policy links to the following policies and procedures:

- Positive Behaviour policy
- Child protection and safeguarding policy
- Complaints policy
- Health and safety policy
- SEND Policy

Family, Pupil and Staff understanding of Physical Intervention in Schools.

Physical Intervention is an emotive and divisive subject for many philosophical and personal reasons. Within the area of Special Educational Needs and particularly in the management of young people who may present significantly challenging behaviours, it is however, an issue that presents itself with more frequency than in some other areas of education. It is therefore essential that, to prevent a misunderstanding of motive, justification, application or recording, all parties are consistently and fully informed of and understand the policy.

There are processes that will support a full understanding. These processes begin before a pupil enters the school, to the point where physical intervention may have been used, and beyond when the pupil is re-entering the learning environment.