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young people.**



Use of Restrictive Interventions Policy (including use of reasonable force and Seclusion)

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Date:	April 2026	Review date	April 2029
Approved by: Local Governing Body		Date:	12/05/26

1. Statement of Intent

The Charter Schools Educational Trust and Dulwich Hamlet Junior School takes seriously its duty of care towards pupils, employees and visitors to the school.

- The first and paramount consideration is the welfare of the children in our care.
- The second is the welfare and protection of the adults who look after them

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 pupils and staff, and help create a positive and safe place for everyone at school

2. 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 Schools \(Recording and Reporting of Seclusion and Restraint\) \(No. 2\) \(England\) Regulations 2025](#)
- Department for Education guidance on [searching, screening and confiscation](#)
- Paragraph 16A of the schedule to The Education (Independent School Standards) Regulations 2014 (inserted by [The Schools \(Recording and Reporting of Seclusion and Restraint\) \(No. 2\) \(England\) Regulations 2025](#))

3. Definitions

3.1 Where a pupil has to be held in some way to keep everyone safe:

- a. **Restrictive Intervention:** a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This guidance uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

- b. Reasonable Force:** a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.
- c. Restraint:** a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint

3.2 Where a pupil has to be kept separate or moved away from others to keep them safe: (see section 8.2 and appendix 4)

- a. Seclusion:** a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave. (please see appendix 4 for more information about how this is defined)
- b. Safeguarding separation:** This is a non-disciplinary, protective measure used in response to a risk assessment. It is to ensure the welfare of the whole school community. It means removing the pupil from other pupils and keeping them away until the ongoing risk has been reduced – this will likely take an extended period of time, possible several days.
- c. Removal from the classroom:** As distinct from a safeguarding separation, or a seclusion, being removed from the classroom will be in response to a breach of the school's code of conduct. A removal could last for a few minutes or could be the length of an internal suspension, but the focus will always be on reflection and sanction.

There is a firm legal line between removal from the classroom/safeguarding separation (working in a different room) and seclusion (being confined in a space they cannot leave).

If category 1a, b, c or 2a are used, then this is considered a significant incident

Category 2b – is significant but not reportable in the same way, because this would be put in place with the explicit knowledge of the parents/carers before it happens, there would be other documents recording its use like risk assessments, review meetings etc.

Category 2c– removal from the classroom which includes internal exclusion/isolation falls under the scope of the school's behaviour policy and does not have to be reported in the same way.

4. Roles and Responsibilities

4.1 The Local Governing Body (LGB)

The LGB 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

4.2 The Headteacher (read also Principal, Executive Headteacher or Head of School)

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
- 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

4.3 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 to the designated safeguarding lead (DSL)
- 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.

4.4 Designated safeguarding lead (DSL)

The DSL is responsible for:

- Reporting every seclusion incident, restraint incident and significant incident involving force to each parent/carer of the pupil involved
- Making sure records are kept securely and in accordance with safeguarding and data protection procedures
- Contacting the local authority in cases where informing a pupil's parent/carer of the use of reasonable force, seclusion or restraint on their child would put that child at risk of significant harm (see sections 12.2 and 12.3 of this policy)

4.5 Special educational needs co-ordinator (SENCO)

The SENCO is responsible for:

- Working with pupils, parents/carers and relevant school staff to develop and review behaviour support plans and 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

5. Appropriate physical contact with pupils

The 2006 Education and Inspections Act, section 93 allows members of staff to use restrictive intervention to

- *control or restrain a pupil*
- *to prevent a pupil from hurting themselves or others*
- *committing a criminal offence,*
- *to prevent damage to property*
- *Stop a pupil causing disorder among pupils, in or out of lessons*
- *Search for weapons without consent (see confiscation and search policy)*

5.1 Appropriate and permitted physical contact with pupils

Government guidance recognises that there will be some circumstances where physical contact with pupils may be necessary, such as:

- When demonstrating exercises or techniques during PE lessons or sports coaching
- To demonstrate how to use a piece of equipment or a musical instrument
- Guiding or escorting a pupil through the school building or on a school trip by holding their hand
- Providing first aid
- To prompt or help young children or pupils with special educational needs / disability
- Offering congratulations or praise, such as with a pat on the back or handshake
- Touching may also be necessary where a pupil is in distress and needs comforting.

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

- The school's child protection and safeguarding 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

5.2 Before any restrictive intervention is used

De-Escalation FIRST

The aim of de-escalation is to reduce the level of agitation/risk so that at an appropriate time, discussion becomes an option and a better outcome can be achieved.

De-escalation techniques are most successful when used early, so it is essential to spot the individual signs for individual pupils; usually captured in a risk assessment or behaviour plan.

De-escalation strategies will be captured within the school's behaviour policy.

Sometimes, no matter how carefully and skilfully you try to de-escalate a situation, it may still reach crisis point and restrictive intervention is necessary.

Stand back SECOND

If the pupil, other pupils and staff members are safe, the next course of action is to stand back and attempt to de-escalate. This de-escalation could involve saying and doing very little, just being present to ensure safety for all. If the pupil leaves the area, it is recommended that a line of sight is maintained – this will depend largely on the age and need of the pupil.

Restrictive interventions including reasonable force – LAST RESORT

Please refer to the definitions on page 3 – such actions will likely include (but are not limited to)

- physically interposing between pupils
- blocking a pupil's path
- holding – usually hands and/or arms
- leading a pupil by the hand or arm from the classroom/space to another place away from others, in order to keep everyone safe
- (in extreme circumstances) using more restrictive holds. If these are used, they are used by staff who have been trained
- If the hold is on the ground – (which would only be in very rare and extreme circumstances for the shortest time possible) the force applied to the pupil must be alongside and holding, rather than from above, pressing down
- The restrictive intervention used would need to be in proportion to the consequences it is intended to prevent - e.g. its use cannot be justified to prevent trivial misbehaviour
- must only be used for the minimum amount of time necessary to diffuse or resolve the immediate situation

Restrictive intervention must NEVER

- inflict pain
- impede breathing
- target vulnerable parts of the body (neck, chest, genitals, or undue weight on spine)
- result in hypertension, hyperflexion and pressure on or across joints

5.3 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

5.4 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 behaviour policy.

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, such as smart phones, other smart devices, cameras, video/sound recording equipment. (Please see DHJS Relationships and Behaviour Policy for full list).

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. Please see our behaviour policy for more information on how we conduct searches.

6. Authorised Staff

All our 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

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.

Staff have the power in law to use force where:

- The member of staff and pupil are on the premises of the school.
- They are elsewhere and the member of staff has lawful control or charge of the pupil i.e. on trips or visits.

However, everyone has the right to defend themselves against attack provided they do not use a disproportionate degree of force to do so. Similarly, in an emergency, for example if a pupil was at immediate risk of injury or on the point of inflicting injury on someone else, any member of staff would be entitled to intervene.

7. Staff Training

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.

Dulwich Hamlet Junior School has also undergone trauma informed training from Trauma Informed Schools UK and our behaviour policy is based around the trauma informed techniques, which means specific techniques around protecting, relating, regulating, and reflecting underpin our everyday practice with our pupils.

Staff are trained via Intelligensa for the purposes of physical restraint. This training is a certificated course, taught in accordance with the DfE guidance. Intelligensa are BILD-ACT Restraint Reduction Network certified. The level of training required is kept under review and may change in response to the needs of our pupils.

8. Types on Incidents where restrictive intervention could be used

Decisions on whether the precise circumstances of an incident justify the use of restrictive intervention must be reasonable. Typically, such decisions have to be made quickly, with little time for reflection. All staff have a duty of care towards all pupils to keep them safe so there are situations where action has to be taken. However, we would not expect staff to physically intervene where it may put them at risk of harm.

8.1 Examples of situations that may call for restrictive intervention:

- A pupil attempts to, or actually harms themselves, a member of staff, another pupil or a member of the public
- A pupil is committing, or on the verge of committing, deliberate damage to property
- A pupil absconds from a class or tries to leave school. Refusal of a pupil to remain in a particular place is not enough on its own to justify use of force, BUT it would be justifiable if allowing the pupil to leave would entail a serious risk to the pupil's safety or to the safety of other pupils or staff. **At Dulwich Hamlet Junior School, as all our pupils are under 12 years, we view absconding from the premises, or from a member of staff who is responsible for them, as a serious risk to safety.**
- A pupil persistently refuses to follow instruction to leave a classroom
- A pupil is behaving in a way that seriously disrupts a lesson, visit or event

Necessity and proportionality

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

8.2 Safeguarding Separation

Sometimes the risk to the school community as a whole (including the pupil) is so great, that a safeguarding separation has to be put in place for a period of time.

Such circumstances include, but are not limited to:

- **Child on Child Abuse:** To separate pupils during an active investigation.

- **Risk to Safety:** When a pupil's presence in a specific area or classroom poses an immediate safeguarding risk to themselves or others and this is unlikely to be resolved quickly.
- **Operational Practicality:** (where the separation is directed to be off site) Where the school site does not allow for sufficient physical distance between parties involved in a serious safeguarding concern.

What is a safeguarding separation?

This is a non-disciplinary, protective measure used to manage risks and ensure the welfare of the school community. It confirms the school's "general management powers" to separate a pupil/s for the purpose of safeguarding, distinct from "directing off-site to improve behaviour" under Section 29A. This type of passive restraint has particular reasons for use, and is distinct from removal from the classroom

8.3 How does a safeguarding separation work in practice?

Procedural Framework – on site separation

The school will adhere to the following standards when a safeguarding separation is enacted:

- **Be put in place** only by the school's headteacher (read also Principal or Executive Headteacher), after a review of current risk assessments and behaviour plans as a mechanism to reduce suspensions and potentially to avoid a permanent exclusion – it's protective in nature rather than a punitive. If the pupil is on site, the registration is as normal.
- The Headteacher or another member of the Senior Leadership Team will communicate the reason for the separation, if it is on the school site, with the parents, and spend time going through exactly **how the separation will work**. This includes:
 - Explaining the room to be used and how it will be set up
 - Explaining who will be supervising the pupil and which member of SLT will be overseeing that
 - Explaining how learning will be planned and adjusted for the pupil, particularly for those with EHCPs
 - Explaining what will happen during break and lunch times
 - Whether learning such as PE (including swimming) DT, Art, Science that requires specialist spaces and equipment, will be on the pupil's timetable during the separation
 - Whether the pupil will be able to attend any trips or visits with others
 - If during a public examination – how the pupil will be able to sit that exam

Procedural Framework – off site separation

If the risk assessment demonstrates that the pupils can only be kept separate and safe by one child being off site, then the bullet points above will be considered in that context. This will include liaising with the local authority to consider alternatives

If the pupil is off site, the registration code is B

8.4 Guiding principles around separation

Safeguarding & SEND Safeguards

- **The Best Interests Principle:** In line with *Keeping Children Safe in Education (KCSIE)*, the best interests of the children involved will be the primary consideration.
- **SEND Adjustments:** If a pupil has an Education, Health and Care Plan (EHCP), the school's senior leadership will jointly review the separation to ensure "reasonable adjustments" are met and that the separation does not cause undue distress or trauma.
- **Duration:** There is a fixed time frame that is clearly communicated to all stakeholders, including the pupil, from the outset. The timeframe will depend on the circumstances, the risk assessment and what eventual outcome is being worked towards. There must be plans for monitoring, review and reintegration. (If it were later found that the separation needed to be extended this should be clearly communicated and explained). A safeguarding separation is not indefinite.

A Safeguarding Separation will conclude when:

- An investigation is completed and a long-term plan (e.g., managed move, reintegration, or permanent exclusion) is decided.
- A revised risk assessment concludes that the parties can safely occupy the same space.
- The Local Authority provides alternative long-term provision.

8.5 Communication:

Every part of the process should be documented to ensure that all stakeholders are clear on what is happening and why. If/when re-integration occurs, a reintegration meeting happens in the usual way.

9. Pupil and staff welfare

9.1 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.

9.2 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.

Our school 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.

10. 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:

- Adaptations to our logical behaviour consequences (see DHJS Relationships and Behaviour Policy)
- Reset/ movement breaks
- Non-verbal communication tools
- Creating sensory spaces for regulation
- Sensory aids such as ear defenders and weighted blankets
- Reward charts
- Social stories

Where appropriate, we will create individual behaviour 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
- Explain the best ways to communicate with the pupil
- 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. Recording Incidents

We have a legal duty to record and report all:

- Significant incidents involving force
- Seclusion incidents
- Restraint incidents

Every significant incident (as defined in section 3.2), will be recorded and reported as soon as possible, ideally on the same day and no later than 24 hours after the event, in accordance with this policy. The decision to restrain a child and the incident will be recorded in detail on our Management Information System (MIS). See appendix 1.

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 pupil's behaviour support plan.

11.1 For significant incidents involving force, we will record:

- The names of the pupil and staff members directly involved
- Any relevant needs or circumstances of the pupil, 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 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
- When and how parents/carers were notified
- The pupil's and / or witnesses' accounts
- Any follow-up actions

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

- The names of the pupil and staff members directly involved
- Any relevant needs or circumstances of the pupil, 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
- When and how parents/carers were notified
- The pupil's and / or witnesses' accounts
- Any follow-up actions

Note: if a seclusion or restraint incident also constitutes a significant incident involving force, we will record it in line with our procedure for recording significant incidents involving force. It does not need to be recorded twice.

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

11.3 Reporting incidents to parents/carers

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

- A member of the Core Leadership Team (CLT) will be responsible for collating all information to complete the report, including the pupil and witness statements
- A member of the CLT will be responsible for recording the incident on the school MIS
- A member of the CLT will be responsible for making contact with the parent or carer, ideally via telephone call in the first instance, then followed-up in writing

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.

There are 2 exceptions to this:

- If a member of staff thinks that telling the pupil's parents/carers would likely result in significant harm to that pupil. 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 pupil ordinarily resides
- 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 information about the incident in writing.

Note: if a seclusion or restraint incident also constitutes a significant incident involving force, we will report it in line with our procedure for reporting significant incidents involving force. It does not need to be reported twice.

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.

11.4 Following up with parents/carers after an incident

We will endeavor to have a discussion with parents and carers following an incident, where appropriate. This discussion might include:

- 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

11.5 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, as set out in this policy).

If person is injured in the course of a significant event, all injuries should be recorded in accordance with school procedures and the Health and Safety Policy.

Members of staff who have been harmed may wish to report this to the police.

12.Complaints and allegations

Parents have the right to complain about actions taken by school staff. If a specific allegation of abuse is made against a member of staff then The Charter Schools Educational Trust will follow the guidance set out in Keeping Children Safe in Education and the Trust Allegations of Abuse Policy.

All other complaints will be dealt with under the Trust Complaints Policy and Procedures.

Data about significant behaviour incidences which includes where positive handling, separation or non-restrictive restraint is used, is shared with the Directors of Education, the Trust CEO the local governing body and Trustees every full term.

Appendix One: The Charter Schools Educational Trust – Dulwich Hamlet Junior school

Restrictive Intervention significant incident - Report Form

*To be completed when any child is involved in the use of Positive Handling at school.
A copy of this must be shared on the schools MIS system.*

Child's Name:	Date:
Year Group/Class:	Time:
Staff Involved:	
Adult Witnesses:	

Outline of events leading up to incidents and steps taken to defuse the situation <u>other than physical intervention.</u> (How did you follow the steps to de-escalate in your behaviour policy.?)

Behaviour resulting in a restrictive intervention				
Absconding	Physical Aggression towards member of staff	Physical Aggression towards another pupil/pupils	Other behaviours that are a danger to themselves.	Other behaviours that are a danger to others.
Additional Details:				

Positive Handling Strategies used				
Friendly Hold with caring C	Single Elbow	Figure of four	Double Elbow	Escort to Chairs
Two person Single Elbow	Non-restrictive restraint (what type?)	T wrap	Steering Away	Seclusion
Duration of each hold/seclusion used:				

Additional Details:

Where the incident took place			
Classroom (specify)	Turney Playground	Village Playground	Library
Toilets	Dining Hall	Music Room	Other (detail below)
Additional Details: Is CCTV available?			

After care of those involved				
Debrief with the child	Debrief with staff	Respite for child	Respite for staff	Opportunity for staff and child to reconcile
Additional Details:				

<p>In your opinion is further investigation needed? Yes / No Why? (please detail reasons)</p>
<p>Has a first aid form been completed, if necessary? Yes / No</p>
<p>Has the designated safeguarding officer been informed? Yes / No</p>

Form completed by;

Name: _____ Role: _____

Date: _____ Signature: _____

For the named CLT member to complete:

Witness statements collected from (please list and attach)
Parents contacted on (date/time):
Names of parents contacted;
Parents contacted by: (the person who made the contact)
How were parents contacted? (phone/meeting etc)

To the best of my knowledge, information and belief the contents of this form are a true reflection of what happened.

Name: _____ Role: _____

Date: _____ Signature: _____

Appendix 2: De-escalation and Restrictive intervention Plan

Name		DOB	
Baseline Behaviours – Pls describe how the YP normally interacts with others			
Describe how the Young Person (YP) presents on a day to day basis.			
Proactive Strategies to maintain baseline behaviour			
Include strategies such as positive communication and reinforcement, body language and personal space etc.			
Trigger Behaviours – Describe common triggers which may led to the YP displaying heightened arousal levels			
Describe the type of situation that may cause the YP to display challenging behaviour.			
Stage 1 – Anxiety Behaviours			
Pls describe the types of behaviours that the YP will display when they have been subjected to trigger behaviours i.e. Posturing body Language, Verbal abuse etc.			

Stage 1 – Anxiety Behaviours – Preferred Supportive and Intervention Strategies

Pls describe a range of strategies (i.e. Verbal Support, Reassurance, Negotiation) that will help to return the YP to baseline behaviour.

Stage 2 – Escalation Behaviour

Pls describe the types of behaviours that the YP will display when Stage 1 supportive strategies have failed to bring the YP back to their baseline behaviour i.e. Rule Breaking, Pushing Boundaries, non-compliance etc.

Stage 2 – Escalation Behaviour – Preferred Supportive and Intervention Strategies

Pls describe how the YP wants you to respond to them when their behaviour is escalating (i.e. Cool Off, Time Out, Staff Withdrawal).

Stage 3 – Crisis Behaviour

Pls describe what this YP does when they are displaying crisis behaviour. This would include self-harming, assaults, significant damage to property).

Stage 3 – Crisis Behaviour – Preferred Supportive and Intervention Strategies

Describe preferred holds, positional information, staff numbers, get-outs etc. Medical Info - that should be taken into account before physical intervention i.e. Asthma, Brittle bones.

Stage 4 – Recovery Phase

Pls describe how the YP would present in the recovery phase. This may include the YP being angry, agitated and hypersensitive.

Stage 4 – Recovery Phase– Preferred Supportive and Intervention Strategies

Pls include strategies that the YP would want you to use to help restore them back to Baseline behaviour and reduce their arousal levels.

Stage 5 – Post Crisis Phase

Pls describe how the YP would present in the Post crisis phase, this may include withdrawn, upset, tearful etc.

Stage 5 – Post Crisis Phase – Preferred Supportive and Intervention Strategies

Pls include strategies that the YP would want you to use to help restore the relationships. This would include Bridge Builders Praise Points etc.

Stage 6 – Follow Up – Post Incident Discussion

Listen -To the YP’s view first
 Link - Feelings to behaviours for all concerned
 Learn - Find better ways for next time

Staff should use the discussion with the YP to inform future planning and amend this document as necessary. The focus should be on developing the YP’s own tools to help them to manage their emotions in a more positive manner.

Who is to be informed after an incident – pls tick ✓

Parent / Carer		Residential Manager	
Social Worker		Unit Manager - Residential	
Staff Team		Ofsted	

Role	Name	Signature
YP		
Parent / Carer		
Keyworker		
Residential Manager		
Social Worker		
Health Professional		

Date of Completion	
Date of Review	

Appendix Three (aide memoire)

NB – under no circumstances should an untrained person be using these holds

T Wrap: Standing, sitting or kneeling behind a small person, holding the small person's hands crossed in front of their hips, leaving elbows apart with ribs and abdomen clear.

Single Elbow: Standing, sitting or kneeling alongside the person, holding the nearest forearm drawn back to be parallel to the ground with hands close to the chest and supporting pressure through the hip. The nearest hand holds the forearm with the other supporting the shoulder.

Double Elbow: Standing alongside the person, holding both forearms drawn back to be parallel with the ground with hands close to the chest and supporting pressure through the hip. One arm is supporting the person's back.

Figure of Four: Standing, sitting or kneeling alongside the pupil with the hand of the outer arm holding underneath the person's nearest forearm and the other passing under the armpit, across the top of nearest forearm to hold own wrist.

Legs: Sitting or kneeling, entirely supporting own weight, using hip, arm and forearm to limit the range of kicking.

Friendly Hold (using caring C): The Shape: Form a "C" shape using the web of your hand between the thumb and index finger.

- **The Contact:** Place the fleshy part of the "C" against the pupil's limb (typically just above the elbow or at the wrist).
- **No Grasping:** Your fingers and thumb should remain open and should **not** meet to encircle the limb. This prevents "squeezing," which can cause bruising or trigger a "fight or flight" response.
- **Pressure:** Apply gentle, broad-surface pressure rather than fingertip pressure, which ensures the contact is supportive rather than restrictive

Appendix Four: Further definitions/information about seclusion

If a child is removed to a room where the door is locked and there is more than one adult in the room, would this be classed as seclusion in UK schools?

The short answer is **yes**, because the defining factor is the **restriction of liberty**, not whether the child is technically "alone." Seclusion is defined by the **confinement** of a pupil, not just their isolation.

- **The "Locked Door" Rule:** If a child is in a room and is prevented from leaving—whether by a locked door, a handle held from the outside, or even the *belief* that they will be punished if they try to leave—it is legally considered seclusion.
- **The Presence of Adults:** While some older definitions focused on a child being "alone," modern safeguarding and human rights frameworks (including the *Human Rights Act* and *The Children Act*) view the **inability to leave** as the critical issue. Even with adults present, if the child is being "contained" against their will in a locked space, it is a restrictive intervention.

NB Confinement is the mechanism, while seclusion is the legal classification. They are not separate "levels" of intervention; rather, the act of confinement is what legally triggers the definition of seclusion.

Why the distinction matters for a Headteacher

While the terms are often used interchangeably in common speech, in a legal and regulatory sense:

- **Confinement** describes the **physical state**: The door is locked, or staff are physically blocking the exit.
- **Seclusion** describes the **regulatory event**: This is the term you must use in your official "Seclusion and Restraint" logs and in your mandatory same-day written report to parents.

The "Adults in the Room" nuance

This is a critical area for your school's policy - a pupil is secluded if they are detained "in a place apart from any other person **except the member or members of staff.**"

- **If the child is alone:** It is seclusion.
- **If the child is with staff but the door is locked:** It is still seclusion (specifically, "supervised confinement").
- **Why this matters:** Historically, some schools argued that if a teacher was in the room, it wasn't seclusion—it was "1-to-1 support." The 2026 rules close this loophole. If the child is not free to leave, the presence of staff does not change the fact that it is a restrictive intervention (seclusion) that requires statutory recording.

Summary: If we prevent a pupil from leaving a room, we are confining them. If we are confining them, we are secluding them. If we seclude them, we must record it and tell the parents today.