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Streatham Wells Primary

Use of Restrictive Interventions

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TCSET and Streatham Wells Primary 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

Under 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 person from being injured or committing a criminal offence,*
- *to prevent damage to property;*
- *to prevent behaviour that prejudices the maintenance of school discipline regardless of whether that behaviour would also be counted as a criminal offence.*
- Search for weapons without consent (see confiscation and search policy)

NB – 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;

- To demonstrate exercises or sports / PE techniques
- To demonstrate how to use a piece of equipment or a musical instrument
- To give first aid
- To prompt or help young children or pupils with special educational needs / disability
- Touching may also be appropriate where a pupil is being congratulated or praised
- Touching may also be necessary where a pupil is in distress and needs comforting.

This policy is written within the above context and [the DfE guidance on restrictive interventions including use of reasonable force in schools \(April 2026\)](#)

DEFINITIONS

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

- 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.
- 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.
- 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

2. Where a pupil has to be kept separate or moved away from others to keep them safe: (please see pp 6-7 for further detail and appendix 4)

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- 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, possibly 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.

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)

- o physically interposing between pupils;
- o blocking a pupil's path;

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- o holding – usually hands and/or arms
- o leading a pupil by the hand or arm from the classroom/space to another place away from others, in order to keep everyone safe.
- o (in extreme circumstances) using more restrictive holds. If these are used, they are used by staff who have been trained.
- o If the hold is on the ground – (which would only be in very rare and extreme circumstances) the force applied to the pupil must be alongside and holding, rather than from above pressing down.
- o 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
- o 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

It is always unlawful to use force as a punishment. This is because it would fall within the definition of corporal punishment, abolished by section 548 of the Education Act 1996.

Staff Training

At Streatham Wells Primary all staff receive training and continual reminders about our behaviour policy and best practice in relation to this.

Streatham Wells Primary has also undergone trauma informed training and/or 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.

Authorised Staff

Who is able to use restrictive intervention? - S93 of the Education Act 2006, allows a person who is, in relation to a pupil, a member of the staff, to prevent a pupil from doing or continuing to do any of the following, namely:

- Committing any offence, including anything that would be an offence if that young person was not under the age of criminal responsibility.
- Causing personal injury to, or damage to property of, any person including the pupil themselves[sic]
- Prejudicing the maintenance of good order and discipline at the school or among any of its pupils receiving education at the school, whether during a teaching session or elsewhere

Definition of member of staff:

- Any teacher who works at the school, and any other person the headteacher has authorised to have control or charge of pupils,

Extent of the responsibility of those authorised

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.

Types of incident

Decisions on whether the precise circumstances of an incident justify the use of restrictive intervention must be reasonable i.e. would any reasonable person with similar experience have reacted in a similar way? Typically, such decisions have to be made quickly, with little time for reflection.

BUT: Members of staff have a Duty of Care towards all pupils to keep them safe – *so you cannot do nothing!* You could shout and/or summon help but we would not necessarily expect staff to physically intervene where it may put them at risk of harm.

Examples of situations that may call for restrictive intervention:

- A pupil attempts to, or actually harms a member of staff, another pupil or a member of the public
- A pupil is committing, or on the verge of committing, deliberate damage/injury to property or another person or themselves.
- 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 Streatham Wells Primary, 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 an instruction to leave a classroom
- A pupil is behaving in a way that seriously disrupts a lesson, visit or event

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

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:

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- o **Be put in place** only by the school's headteacher /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.
- o Headteacher (possibly with SENCO) 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:
 - o Explaining the room to be used and how it will be set up
 - o Explaining who will be supervising the pupil and which member of SLT will be overseeing that
 - o Explaining how learning will be planned and adjusted for the pupil, particularly for those with EHCPs
 - o Explaining what will happen during break and lunch times
 - o 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
 - o Whether the pupil will be able to attend any trips or visits with others
 - o If during a public examination – how the pupil will be able to sit that exam
- o **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. As a Trust we can arrange for off site separation to be at another of our Trust schools, keeping within the phase. If this isn't suitable then we will liaise with the local authority to consider alternatives

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

Guiding principles around separations:

- o **Safeguarding & SEND Safeguards**
 - o **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.
 - o **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.
- o **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:

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

Recording Incidents (see appendix)

Every significant incident (as defined on p4), will be recorded and reported on CPOMS as soon as possible, ideally on the same day and no later than 24 hours after the event, in accordance with this policy.

The purpose of recording is to ensure policy guidelines are followed, to inform parents, to prevent misunderstanding of the incident and to provide a record for any future enquiry.

Copies of such reports may be given to the parent for their records upon request, however there are some circumstances in which the school would not disclose information (**see Data protection Act 1998 – sections 30 (2) and 38 (1)**).

If person is injured in the course of a significant event, all injuries should be recorded in accordance with school procedures and relevant injuries to staff or pupils should be reported to the Health and Safety Executive (RIDDOR).

0845 300 99 23 (www.hse.gov.uk/riddor/index.htm)

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

Complaints

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 TCSET will follow the guidance set out in KCSIE, that of reporting to the LADO

Other complains will be dealt with under our normal [complaints procedure](#). **This policy and the degree to which it had been followed will be at the core of any investigation.**

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 1

De-escalation and Restrictive intervention Plan (suggested)

Name		DOB	
Baseline Behaviours – Pls describe how the YP normally interacts with others			
Describe how the 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	<input type="checkbox"/>	Residential Manager	<input type="checkbox"/>
Social Worker	<input type="checkbox"/>	Unit Manager - Residential	<input type="checkbox"/>
Staff Team	<input type="checkbox"/>	Ofsted	<input type="checkbox"/>

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

Date of Completion	
Date of Review	

Appendix 2 (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 3

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.

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- **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.