



Restrictive Interventions,
Including the Use of Reasonable Force
and Seclusion Policy.

1. Policy Statement

Bradfield Secondary School is committed to creating a safe, supportive and inclusive environment for all pupils and staff. Restrictive interventions including reasonable force, restraint, and seclusion are used only when necessary, proportionate, and lawful, and always as a last resort.

The Department for Education guidance states that:

“There are times when the use of restrictive interventions will be lawful and necessary; for example, to keep individuals and the wider school community safe.”

This policy ensures that our practice aligns with statutory duties, including the Education and Inspections Act 2006, the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025, the Equality Act 2010, and the Human Rights Act 1998.

2. Scope

This policy applies to:

- All staff employed by the school
- Visiting professionals
- Supply staff
- Volunteers working under school direction

It covers:

- Reasonable force
- Physical and non-physical restraint
- Seclusion
- Recording and reporting duties

3. Definitions

The policy adopts the definitions from the DfE guidance:

- Restrictive intervention: “a means to prevent, restrict, or subdue movement of the body... of a pupil.”
- Reasonable force: using “no more force than is necessary for the least amount of time.”
- Seclusion: “keeping a pupil confined to a place away from others and preventing them from leaving.”
- Significant incident: any use of force beyond normal appropriate physical contact.

4. Principles

4.1 Minimising the Need for Restrictive Interventions

Bradfield Secondary School prioritises:

- Prevention
- Early intervention
- De-escalation
- Positive relationships
- Environmental adjustments

The guidance emphasises:

“Schools should proactively minimise the need to use restrictive interventions through early support, prevention and de-escalation strategies.”

4.2 When Restrictive Interventions may be used

Staff may use reasonable force only to prevent a pupil from:

- Causing injury to themselves or others
- Committing a criminal offence
- Damaging property
- Causing serious disorder

4.3 Prohibited Practices

The following are never permitted:

- Using force as punishment
- Any restraint affecting breathing or circulation
- Pressure on the neck, chest, or abdomen
- Threatening seclusion as a disciplinary measure

The guidance states:

“It is illegal to use force on a pupil for the purpose of punishment.”

5. Use of Seclusion

Seclusion is not a disciplinary measure. It may only be used:

- As a safety measure
- When a pupil is in extreme emotional dysregulation
- When they are not acting with intent

Conditions:

- The space must be safe and not feel threatening
- The pupil must be supervised at all times
- They must be allowed to leave as soon as the risk reduces
- All seclusion incidents must be recorded and reported.

6. Staff Training

The school ensures:

- Staff likely to use restrictive interventions receive appropriate training
- Training reflects the principles of necessity, proportionality, and welfare
- Staff understand de-escalation, communication strategies, and SEND considerations

7. Considerations for Pupils with SEND

The school recognises that pupils with SEND may be disproportionately affected.

We will:

- Identify triggers
- Adjust the environment
- Use proactive strategies
- Co-produce behaviour support plans with parents
- Make reasonable adjustments under the Equality Act 2010

The guidance notes:

“Pupils with SEND may find the use of restrictive interventions particularly distressing.”

8. Decision-Making Framework

Before using a restrictive intervention, staff must consider:

8.1 Necessity

- Are there safer alternatives?
- Will intervention reduce risk or escalate it?

8.2 Proportionality

- Use the least restrictive intervention
- For the shortest time

8.3 Welfare

- Consider trauma, communication needs, medical conditions
- Maintain dignity
- Communicate clearly and calmly

9. Recording and Reporting

The school complies fully with the statutory duties on pages 14–16 of the [restrictive interventions, including the use of reasonable force, in schools guidance](#).

9.1 Recording Significant Use of Force

Records must be completed as soon as practicable, ideally the same day, and include:

- Names of pupil and staff
- SEN status
- Time, date, location, duration
- What happened and why
- De-escalation strategies used
- Injuries
- Post-incident support

9.2 Reporting to Parents

- Parents must be informed:
- As soon as practicable
- Ideally the same day
- In writing
- Exceptions apply only where reporting would likely cause serious harm.

9.3 Recording and Reporting Seclusion and Non-Physical Restraint

All incidents must be:

- Recorded in writing
- Reported to parents
- Logged even if part of a behaviour plan

10. Post-Incident Support

The school will:

- Provide medical assessment if needed
- Offers debrief conversations to staff and pupils
- Support witnesses
- Review behaviour plans
- Analyse patterns to reduce future incidents

The guidance states:

“Schools should evaluate all incidents... to understand why it was used, the impact... and how the use of restrictive interventions might be avoided in future.”

11. Governance and Oversight

The governing body will:

- Ensure compliance with recording and reporting duties
- Review data regularly
- Identify patterns, including disproportionate use
- Support staff development

12. Complaints and Allegations

Complaints follow the school’s standard complaints procedure.

Allegations against staff follow Keeping Children Safe in Education procedures.

13. Communication of the Policy

The policy will be:

- Shared with all staff
- Available to parents and pupils
- Included in staff induction
- Reviewed annually