



Little Ilford School: Restrictive Interventions Policy

(Including Reasonable Force and Seclusion)

Date of Policy: April 2026 Review Date: April 2027

1. Rationale and Aims

It is recognised that challenge behaviour is part of the developmental profile of some students. At Little Ilford School, we strive to create a safe, secure, and supportive environment. While we prioritise de-escalation and regulation, there are times when the use of restrictive interventions and de-escalation spaces is lawful and necessary to keep people safe.

This policy aims to:

- Minimise the need for restrictive interventions through early support and de-escalation.
- Help staff feel confident in using interventions **safely, appropriately, and lawfully**.
- **Clearly set out the statutory steps for recording and reporting incidents of force, seclusion, and restraint.**

2. Updated Definitions

This policy now uses 'restrictive interventions' as an umbrella term to describe both physical and non-physical actions aimed to restrain pupils.

- **Reasonable Force:** Using no more force than is needed for the **least amount of time**.
- **Restraint:** A non-disciplinary intervention which **immobilises a pupil or limits their movement** (e.g., holding arms to sides or removing a pupil's crutches).
- **Seclusion:** A non-disciplinary intervention that keeps a pupil **confined to a place away from others and prevents them from leaving** (e.g., a 'holding' room).
- **Significant Incident:** Any incident where the use of force goes **beyond appropriate physical contact**, including force used to implement a non-physical intervention.

3. Circumstances for Use

Reasonable force may be used to prevent a student from:

- Hurting themselves or others.
- **Committing a criminal offence.**
- Damaging property.
- Causing **significant disorder** among pupils.

Restrictive interventions are a last resort and must never be used as a punishment, threat, or disciplinary sanction.

4. Unacceptable Use of Force

The following are strictly prohibited:

- **Force used for the purpose of punishment.**
- **Restraint that affects a pupil's airway, breathing, or circulation (e.g., pressure on the neck or abdomen).**
- The use of force on the ground. If a pupil is unintentionally held on the ground, staff must release their hold or move to a safer position immediately.

5. Seclusion Protocols

Seclusion is a safety measure, not a punishment.

- The pupil must be secluded in a **safe place that does not feel threatening.**
- The pupil **must be supervised at all times by at least one member of staff.**
- The pupil **must be allowed to leave as soon as the immediate risk of harm has reduced.**
- **Every incident of seclusion must be recorded and reported to parents/carers.**

6. Roles and Responsibilities

- **Governing Board:** Must ensure a procedure is in place for recording/reporting and **regularly review data on the use of restrictive interventions to identify any disproportionate use.**
- **Headteacher:** Responsible for implementation, ensuring **high-quality training on preventative strategies**, and monitoring compliance with **statutory reporting.**
- **All Staff:** Must accurately record **every seclusion, restraint, and significant incident of force** and report these to the DSL.
- **Designated Safeguarding Lead (DSL):** Must **report every significant incident, seclusion, or restraint to each parent/carer** of the pupil involved.

7. Statutory Recording and Reporting

Effective April 2026, there is a legal duty to record and report the use of force and seclusion.

- All incidences of restraint and seclusion will be logged on Satchel and CPOMS.
- **The DSL must notify parents/carers of the incident as soon as possible.**
- **If informing a parent would put the child at risk of significant harm, the local authority must be contacted instead.**

8. Support for Pupils with SEND

For pupils with SEND, the SENCO will work with staff and parents to:

- **Develop individual behaviour support plans and risk assessments.**
- **Identify trigger points and specific de-escalation strategies.**
- **Ensure that any restrictive intervention considers the student's specific vulnerabilities and sensory sensitivities.**