

# Broomwood Primary School

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## Use of restrictive interventions policy

### (including reasonable force and seclusion)

#### Introduction

At Broomwood Primary School we believe that children have the right to independence, choice and inclusion, and we seek to provide opportunities for personal growth and emotional health and wellbeing. Children who are unable to control their actions or unable to appreciate danger have a right to be protected; as do those around them and staff have a duty of care, for all, to exercise.

#### Aims

At Broomwood Primary School we strive to create a safe, secure and supportive environment for all our pupils and staff.

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
- Protect the safety, wellbeing and dignity of all pupils and staff, and help create a positive and safe place for everyone at school

#### Rationale

Children learn who they are and how the world is, by forming relationships with people and things around them. The quality of a child's relationship with significant adults is vital to their healthy development and emotional health and wellbeing.

Many of the pupils who require emotional support from school may have been subject to trauma or distress or may not have had a positive start in life. It is with this in mind, that staff seek to respond to children's developmental needs by using appropriate safe touch.

Our school policy takes into account the extensive neurobiological research and studies relating to attachment theory and child development that identify safe touch as a positive contribution to brain development, mental health and the development of social skills. The school has adopted an informed, evidence based decision to allow safe touch as a developmentally appropriate intervention that will aid healthy growth and learning.

Our policy rests on the belief that every member of staff needs to know the difference between appropriate and inappropriate touch. Hence, staff need to demonstrate a clear understanding of the difference. Equally, when a child is in deep distress, staff need to know when and how sufficient connection and psychological holding can be provided without touching.

All staff need to be clearly aware of procedures within this policy. The policy should be seen in the wider context of the 'Relational Belonging Policy' which aims to promote positive values and good behaviour choices.

### **Legal Framework**

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](#)

## Objectives

Good personal and professional relationships between staff and pupils are vital to ensure good order in school. It is recognised that the majority of pupils respond positively to the discipline and control practised by staff. At Broomwood we do everything that we can firstly to prevent incidents through the creation of a calm, supportive and inclusive environment and then we implement many de-escalation strategies to support pupils who become dysregulated. Examples include our overall commitment to Relational Belonging, using the zones of regulation, having a rest area in each class and where required personalising approaches to individual pupils.

However, in exceptional circumstances, staff may need to take action in situations where the use of reasonable, proportionate and necessary force is required. Broomwood Primary School acknowledges that physical techniques are only a small part of a whole setting approach to behaviour management.

## 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 (linked to in section 2 of this policy).

- **Restrictive interventions** are 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
- **Reasonable force** refers to the broad range of actions used by staff that involve a degree of physical contact to restrain children, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances. All staff have the legal power to do this when necessary, proportionate and reasonable. **These incidents will need to be recorded and parents informed.** It may be that after such an incident, a risk assessment is appropriate to put into place for the child.

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

- A staff member restraining a pupil to prevent injury to the pupil, or others
- **Restraint** is a form of non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. Examples could include: A staff member holding a pupil's arms to their sides when the pupil is attempting to harm themselves or others
  - Removing a pupil's crutches to help them
  - Hand over hand support
  - Agreed sensory regulation support
- **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.
- A **significant incident** is any incident where the use of force goes beyond appropriate physical contact between a member of staff and a pupil. This includes when physical force is used to implement a non-physical restrictive intervention. **These incidents will be recorded formally and parents will be informed.**

**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.

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.

As highlighted above, there are times when the use of force is lawful. Section 93 of the Education and Inspections Act 2006 provides all school staff, including non-teaching staff, with the power to use reasonable force in certain circumstances

As per the Education and Inspections Act 2006 and subsequent DfE guidance, a member of staff may use reasonable force to:

- Prevent a pupil from causing injury to themselves or others.
- Prevent serious damage to property.
- Committing a criminal offence
- Maintain good order and discipline (Behaviour).

At Broomwood we interpret this in our school that physical intervention will be used only as a measure of last resort and applied using a calm and measured

approach. It will only be used when NECESSARY, PROPORTIONATE and REASONABLE.

No member of staff is required to use restraint, but all staff retain a duty of care to protect children and act appropriately in given circumstances.

Staff should look at the different definitions and ensure that they are clear when this is appropriate and when it should be recorded and parents should be informed.

## **Roles and responsibilities**

### **The governing board**

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**

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
- › Reporting incidents to the governing body on a termly basis

### **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- use the document appendix 1
- › Reporting these incidents to the headteacher
- › 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

### **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)

## **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

### **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:**

- Consideration of how our school and classroom environment can support all pupils to achieve and thrive- quality first teaching and adaptive practice embedded in the classroom with ordinarily available provision being implemented effectively.
- Sharing best practice for whole-class behaviour management, and for managing communal spaces such as corridors and playgrounds. At Broomwood we implement a relational belonging approach to behaviour which is underpinned by trauma informed practice, seeing behaviour as a communication to an unmet need. We implement zones of regulation across the school helping children to identify emotions and understand strategies that they can implement.

- Training staff in effective communication strategies, such as using appropriate tone of voice and empathy to aid de-escalation- restorative practice and emotional coaching principles
- Development of working staff-pupil relationships and trust
- Recording and analysing data on the use of restrictive interventions to inform improvement planning

### **The individual approaches we use include:**

- Working closely with parents/carers to support individual pupils

Strategies to support individual pupils based on their identified needs, including:

- The development of inclusion plans- for key children sensory breaks, forest school, counselling are part of their inclusion plan t support them to manage their emotions
- Strategies to help pupils calm down before their behaviour escalates
- Making 'reasonable adjustments' where a pupil has a disability, to help them participate in school life as fully as possible
- For some children, as part of our graduated approach, we utilise our internal hub so that they can be supported in a smaller more targeted environment

### **De-escalation when a situation arises**

When a staff member is faced with a situation where a restrictive intervention may need to be used, they should consider using de-escalation techniques first, wherever possible. Techniques that could be used in these situations include:

- 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
- Whilst having some non-negotiables, giving the child some autonomy and a 'choice'- *You can go to the sensory room or the library, but we can't stay in the corridor*
- Knowing if you're the 'right' member of staff to support the child. We expect staff to be self aware in how they are feeling and know when to see a colleagues assistance.

### **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 and 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

**Unacceptable use 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

**Types of Touch**

**Casual / informal / incidental touch** Staff use touch with pupils as part of a normal relationship, for example comforting a child, giving reassurance and congratulating. This might include putting an arm out to bar an exit from a room, taking a child by the hand, patting on the back or putting an arm around the

shoulders. The benefit of this action is often proactive and can prevent a situation from escalating.

**General reparative touch** This is used by staff working with children who are having difficulties with their emotions. Healthy emotional development requires safe touch as a means of calming, soothing and containing distress for a frightened, angry or sad child. Touch used to regulate a child's emotions triggers the release of the calming chemical oxytocin in the body. Reparative touch may include stroking a back or squeezing an arm.

**Contact/interactive Play** Contact play is used by staff adopting a role similar to a parent in a healthy child-parent relationship. This will only take place when the child has developed a trusting relationship with the adult and when they feel completely comfortable and at ease with this type of contact. Contact play may include an adult chasing and catching the child or an adult and child playing a game of building towers with their hands.

This sort of play releases the following chemicals in the brain: Opioids – to calm and soothe and give pleasure; Dopamine – to focus, be alert and concentrate; BDNF (Brain Derived Neurotrophic Factor) – a brain 'fertiliser' that encourages growth.

### **The relevant considerations when using physical interventions which must be taken into account:**

- The degree of force must be proportionate to the circumstances and incident, and seriousness of the event (or the consequences it is intended to prevent).
- It should always be the minimum needed to achieve the desired result, (it might also depend on the age, understanding and sex of the pupil).
- Use of force is only reasonable if particular circumstances warrant it, otherwise it is unlawful; it therefore follows that it should not be used for situations that can be resolved without it, or for trivial misdemeanors. All use must be necessary.
- Positive handling must not be used to make a child comply with instructions unless it complies with the key points above.
- A child who is in a state of dysregulation and has no mechanism for self calming or regulating their strong emotional reactions will be physically contained by staff. This kind of containment will involve at least one member of staff who has been Team Teacher Trained and the appropriate technique will be used. It may also be necessary for another member of staff to control a child's kicking legs.

Staff will employ the safest and gentlest means of holding a child, which is entirely designed to enable the child to feel safe and soothed, bring them down from an uncontrollable state of hyperarousal. Maintaining boundaries in such cases can be a vital corrective emotional experience, without which the child can be left at risk of actual physical or psychological damage.

The brain does not develop self-soothing neuronal pathways unless this safe emotional regulation has been experienced. Physical containment of a dysregulating child can be the only way to provide the reassurance necessary to restore calm.

During any incident of physical holding intervention, staff must seek as far as possible to:

- lower the child's level of anxiety during the restraint by continually offering verbal reassurance and avoiding generating fear of injury in the child;
- cause the minimum level of restriction of movement of limbs consistent with the danger of injury (so, for example, will not restrict the movement of the child's legs when they are on the ground unless in an enclosed space where flailing legs are likely to be injured);
- ensure at least one other member of staff is present.

### **Who can use positive handling?**

Several key members of staff have been Team Teach trained; these staff are listed in appendix B. This training supports staff in using pre-emotive and responsive positive handling strategies and techniques. As far as is possible the staff using positive handling will be those which are Team Teach trained. However, there may be occasions when this is not possible. All staff have a duty of care and may need to be involved in a positive handling scenario. In these circumstances a trained member of staff will replace them as soon as possible.

### **Broomwood Primary School's Position**

The school recognises that, in exceptional circumstances, any member of staff may need to intervene physically to prevent harm to a pupil, themselves, or others. Such intervention must always be reasonable, proportionate, and in line with statutory guidance. However, the school's clear expectation is that physical restraint is used only as a last resort, after all appropriate de-escalation strategies have been attempted. Wherever possible, physical intervention should be carried out by staff who are appropriately trained, such as those with Team Teach training, to ensure the safety and dignity of all involved. All incidents of physical intervention must be recorded and reported in accordance with school procedures.

## Small specialist provision

The school recognises that, within its specialist provision, some pupils may present behaviours that risk harm to themselves or others, including hair pulling, biting, scratching or hitting. All such pupils will have individual risk assessments and behaviour support plans which identify triggers, preventative strategies and appropriate responses. These will be shared with parents/carers and reviewed regularly.

In line with Education and Inspections Act 2006, any member of staff may use reasonable force where necessary to prevent injury, damage to property, or serious disruption. However, physical intervention must always be a last resort and, wherever possible, carried out by staff trained in Team Teach. All staff within our SSC are team teach trained to at least level 1.

While not all physical contact requires recording, any use of force must be recorded in accordance with the school's procedures. This includes interventions to prevent harm, such as stopping hair pulling, biting, or separating pupils during a physical incident. Records will be proportionate while ensuring appropriate safeguarding, oversight and communication with parents/carers.

## 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.

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.

### **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 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

## **Recording and reporting arrangements**

**We have a legal duty to record and report all:**

- Significant incidents involving force
- Seclusion incidents
- Restraint incidents

Our school has a clear process in place for recording the incidents listed above. The form, found as appendix 1, needs to be completed to record any of the above incidents.

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. The form needs to be completed and emailed to the headteacher as soon as possible. The headteacher may then question further for any clarification.

**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

**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

**Headteacher review**

- The headteacher will do an incident review with the staff member/s who needed to use physical intervention to ensure that all procedures have been followed correctly and to ensure that the staff member is ok. If the headteacher is involved the Chair or Vice Chair of Governors will be contacted.
- If appropriate, the voice of the child will be captured inked with the physical intervention

**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.

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.

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.

### **LADO Consultation**

Where a complaint arises, or if there is any uncertainty about the appropriateness of staff actions, the Headteacher will consult the LADO for advice.

In the event of a formal allegation, the school will follow safeguarding procedures in line with Keeping Children Safe in Education.

### **Visits Out of School**

Our equal opportunities policy states that all pupils should be included in all curriculum activities. However, health and safety remain a priority and staff should carry out risk assessments for pupils who may present a risk before visits.

Considerations include:

- The pupil's ability to cope with the visit demands.
- Sufficient suitably trained staff present.
- Communication with school for support if necessary.

A parent may be required to attend the trip with the child to support the child in being able to attend.

### **Legal Duties**

Under the Equality Act 2010, schools must make reasonable adjustments to include children with SEND and disabilities in trips and activities.

The DfE guidance on Health and Safety on Educational Visits (2018) makes clear that schools should include all pupils where reasonably possible, but the Headteacher has overall responsibility for deciding whether a pupil can safely attend.

### **The Headteacher may decide a child should not attend only if:**

- A risk assessment shows there are significant, unmanageable health and safety risks.
- Reasonable adjustments (extra staff, alternative arrangements, specialist support) have been considered and tried but are still insufficient to reduce risk to an acceptable level.

### **Process Expected**

- Carry out a written risk assessment for the pupil and trip.
- Involve parents/carers in discussions about risks and possible adjustments.
- Document why attendance is unsafe and what alternatives were considered.
- Offer an alternative educational activity if the pupil cannot attend.

### **Whistleblowing**

It is acknowledged that under some circumstances, physical intervention can be misapplied. Staff are reminded of their duty of care to report concerns to the Headteacher or Chair of Governors. Concerns will be investigated and, if appropriate, referred to safeguarding or disciplinary procedures. Staff will be supported in doing so.

### **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 school website.

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](#). The Headteacher will seek support from the LADO where appropriate

and if the complaint or allegation is against the headteacher the chair of governors will manage it.

### Monitoring and review

This policy will be reviewed every two years unless there are legislation changes where it will then be updated at an earlier point.

At every review, this policy will be approved by the finance and resources committee which includes health and safety.

### Links with other policies

This policy links to the following policies and procedures:

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

The existence of this policy and early parental involvement reduces but does not remove the risk of complaints. Where complaints arise, they will be managed under the Complaints Policy, Child Protection Procedures and, if necessary, referral to the LADO.

### Equal Opportunities and Inclusion

Broomwood Primary School welcomes and values disabled people taking an active part in school life. We are committed to ensuring disabled pupils are not disadvantaged and will make reasonable adjustments in line with the Equality Act 2010.

### Appendix A: Team Teach Techniques

Hair pulling- Strategies like the oyster opener

#### Single Person Holds

Caring C Guide

Half Shield Guide

Help Hug

Turn, Gather, Guide – Walking

#### Small Child Techniques

Caring C Guide

Single Person Double Elbow  
Small Child 2 Chairs with Support  
Small Child Beanbag Response  
Small Child Escort  
Small Child Response to Deadweight  
**Two Person Holds- only by level 2 trained staff**  
Alternative Changeover  
Response to Deadweight  
Response to Spitting (holding head)  
Two Person Graded Hold (standing)  
Two Person Hold to Chairs (seated)

## Appendix 1

# Physical Intervention Report Form

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This form should be filled in by a member of staff who used physical intervention on a pupil (force, seclusion, restraint, or a combination of any of these).

You should record the incident by filling out this form as soon as possible after the event, **no later than the same day**.

**Staff:** please read the accompanying staff guide to support you with completing this form. Don't hesitate to ask for support if you need it, from Louise Owen Headteacher or Allison McCarthy DSL.

## Staff, pupil and incident details

| STAFF DETAILS                                                                              |  |
|--------------------------------------------------------------------------------------------|--|
| Name of the member of staff who used physical intervention, and who is writing this report |  |
| Role of the member of staff who used physical intervention, and who is writing this report |  |
| Names and roles of any other staff involved                                                |  |

## PUPIL DETAILS

|                                                                            |  |
|----------------------------------------------------------------------------|--|
| Name of pupil who a physical intervention was used on                      |  |
| Names of any other pupils directly involved                                |  |
| Any needs or circumstances of the pupil, e.g. if the pupil has SEND        |  |
| The pupil's SEN code, if they have SEN (ask your SENCO if you're not sure) |  |

## INCIDENT DETAILS

|                                                                                                                                                        |                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Date of incident                                                                                                                                       |                                                                                                                                                                                  |
| Time of incident                                                                                                                                       |                                                                                                                                                                                  |
| Location of incident                                                                                                                                   |                                                                                                                                                                                  |
| Approximate duration of the intervention                                                                                                               |                                                                                                                                                                                  |
| Physical intervention(s) used                                                                                                                          |                                                                                                                                                                                  |
| If reasonable force was used: <ul style="list-style-type: none"> <li>What type of reasonable force was applied</li> <li>The degree of force</li> </ul> |                                                                                                                                                                                  |
| Were there any physical injuries to pupil and/or staff member(s)?                                                                                      | YES/NO<br>(If yes, make sure any injuries are also recorded as set out in your school's health and safety policy and reported to the Health and Safety Executive where required) |
| Details of any physical injuries (if applicable)                                                                                                       |                                                                                                                                                                                  |
| Any support provided after the incident, including any medical treatment for injuries to pupil and/or staff member(s)?                                 |                                                                                                                                                                                  |

## Incident account

This should be a **brief account** of:

- **What** happened
- **Why** you assessed that it was necessary to use the intervention you used

You should include:

- What led up to the incident
- Any potential or identified triggers
- Any preventative or de-escalation strategies you used

You can find more support on how to write an incident report on page 2 of the accompanying staff guide.

### WHAT HAPPENED

WHY I ASSESSED THAT IT WAS NECESSARY TO USE THE INTERVENTION I USED (IF NOT COVERED ABOVE)

I confirm that the information above is accurate to the best of my knowledge.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Signed by the Headteacher after a discussion \_\_\_\_\_ Date: \_\_\_\_\_

REPORT TO PARENT – THIS SHOULD BE CARRIED OUT BY HEADTEACHER OR DSL

|                                                               |  |
|---------------------------------------------------------------|--|
| Date                                                          |  |
| Time                                                          |  |
| Communication<br>Method <i>attach copy<br/>where possible</i> |  |
| Reported By                                                   |  |

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

| FOLLOW UP ACTIONS                                                                            |  |
|----------------------------------------------------------------------------------------------|--|
| Other Agencies informed                                                                      |  |
| Any further action required –<br>e.g. supporting others who<br>may have witnessed event etc. |  |
| Actions completed by                                                                         |  |

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix 2

Team teach training completed

| Staff name        | Level   | When                                  |
|-------------------|---------|---------------------------------------|
| Jess Russell      | 1       | 22 <sup>nd</sup> April 26             |
| Jess Cunliffe     | 1       | 22 <sup>nd</sup> April 26             |
| Sarah Walton      | 1       | 22 <sup>nd</sup> April 26             |
| Sarah Stairmand   | 1 and 2 | 22 <sup>nd</sup> April 26 and July 25 |
| Allison McCarthy  | 1       | 22 <sup>nd</sup> April 26             |
| Debra Chaisty     | 1       | 22 <sup>nd</sup> April 26             |
| Kerry Fowles      | 1       | 22 <sup>nd</sup> April 26             |
| Philippa Harrison | 1       | 22 <sup>nd</sup> April 26             |
| Nicola Chappels   | 1       | 22 <sup>nd</sup> April 26             |
| Louise Owen       | 1 and 2 | 22 <sup>nd</sup> April 26 and July 25 |
| Niamh McCloughlin | 1       | 22 <sup>nd</sup> April 26             |
| Helen Stringer    | 1       | 22 <sup>nd</sup> April 26             |