



PROSPECT HOUSE
SCHOOL

RESTRICTIVE INTERVENTIONS POLICY

September 2026

Bright minds. Big hearts. Bold futures.

Please read this policy in conjunction with other policies for the school including:

- Safeguarding and Child Protection Policy
- Behaviour and Discipline Policy
- Anti-Bullying Policy
- SEND Policy
- Health and Safety Policy
- First Aid Policy
- Staff Code of Conduct
- Allegations against staff Policy
- Complaints Policy

1. Legal Framework

This policy has been developed to comply with the following legislation and statutory guidance:

Education and Inspections Act 2006 (Section 93)

All members of school staff have the legal power to use reasonable force to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

Keeping Children Safe in Education (KCSIE) 2026

We have an effective child protection policy and understand our responsibilities regarding the use of restrictive interventions as a safeguarding measure.

DfE: Restrictive interventions, including use of reasonable force, in schools (April 2026)

This statutory guidance sets out our legal duties to record and report restrictive interventions, including reasonable force, seclusion, and restraint.

At Prospect House School, we do not use seclusion as a behaviour management strategy. However, we recognise that in very rare circumstances, a pupil may choose to spend time alone to self-regulate (e.g., in a designated calm space or sensory room). This is not seclusion because:

- The pupil chooses to be there (it is not forced)
- The pupil is free to leave at any time
- The pupil is supervised by staff

If a pupil is in a calm space or sensory room, staff will:

- Check on them regularly (at least every 5 minutes)
- Ensure they are safe and not in distress
- Allow them to leave when they are ready
- Record the use of the calm space on CPOMS if it is part of a behaviour support plan

Equality Act 2010

We will make reasonable adjustments when using restrictive interventions in response to risks presented by incidents involving children with SEND, mental health problems, or medical conditions. We recognise the additional vulnerability of these groups.

Children Act 1989

We recognise our duty to safeguard and promote the welfare of children.

Health and Safety at Work Act 1974

We ensure appropriate health and safety measures are in place to protect both children and staff.

Human Rights Act 1998

We respect the rights of children and staff, including the right to be free from inhuman or degrading treatment.

Data Protection Act 2018, UK GDPR, and Data (Use and Access) Act 2025

We process personal information fairly and lawfully. Records relating to restrictive interventions are stored securely and confidentially on CPOMS.

SEND Code of Practice 0 to 25 years

We understand the additional needs of pupils with SEND and make appropriate adjustments.

This policy also draws on best practice guidance from:

- DfE: Reducing the Need for Restraint and Restrictive Intervention (June 2019)
- DfE: Behaviour in Schools: Advice for Headteachers and School Staff (September 2024)

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

2. Introduction and Ethos

At Prospect House School, we are committed to creating a safe, calm, and supportive learning environment where all pupils can thrive. We believe that positive

relationships, clear expectations, and proactive behaviour management strategies are the foundation of good behaviour.

Restrictive interventions should always be a last resort. Our approach prioritises:

- Prevention through positive behaviour management
- De-escalation techniques
- Understanding the individual needs of pupils
- Supporting pupils to regulate their emotions and behaviour
- Working in partnership with parents and carers

This policy sets out when and how restrictive interventions may be used, ensuring that any intervention is:

- Reasonable in the circumstances
- Proportionate to the behaviour or risk
- Necessary to prevent harm
- In the best interests of the child

3. Definitions

3.1 Restrictive Intervention

A restrictive intervention is any action by a member of staff that uses reasonable force, seclusion, or restraint (with or without direct physical contact) on a pupil.

3.2 Reasonable Force

'Reasonable force' covers a broad range of actions used by staff that involve a degree of physical contact with pupils. Force is usually used either to control or restrain pupils.

'Reasonable in the circumstances' means using no more force than is needed to achieve the desired result.

3.3 Control

Control means either:

- Passive physical contact – such as standing between pupils or blocking a pupil's path
- Active physical contact – such as leading a pupil by the arm out of a classroom

3.4 Restraint

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

Restraint may involve:

- Holding a pupil back physically
- Bringing a pupil under control

Restraint can be used with or without direct physical contact (e.g., blocking a pupil's path to prevent them from leaving).

3.5 Seclusion

Seclusion means forcing a pupil to spend time alone against their will, separated from other pupils. This includes situations where a pupil is left alone in a room and prevented from leaving (e.g., by a locked door or a staff member blocking the exit).

Important: At Prospect House School, we do not use seclusion as a behaviour management strategy. This definition is included for clarity and staff awareness.

3.6 Positive Handling

At Prospect House School, we use the term 'Positive Handling' to describe the use of reasonable force and physical intervention. This reflects our commitment to using these techniques in a supportive, caring manner that maintains the dignity and wellbeing of the child.

4. Key Principles

4.1 Restrictive Interventions are Always a Last Resort

Staff will always attempt to resolve situations using de-escalation strategies, verbal communication, and distraction techniques before considering restrictive interventions.

4.2 The Safety and Wellbeing of All is Paramount

The decision to use a restrictive intervention must always be made with the safety and wellbeing of the pupil, other pupils, and staff in mind.

4.3 Reasonable and Proportionate

Any intervention used must be:

- Reasonable – no more than is necessary
- Proportionate – appropriate to the circumstances and the seriousness of the behaviour
- In the best interests of the pupil

4.4 Individual Needs are Considered

Staff will take into account:

- The age, understanding, and competence of the pupil
- Any SEND, disabilities, or medical conditions
- Any known triggers or patterns of behaviour
- Cultural and religious considerations

4.5 Dignity and Respect

Restrictive interventions will be carried out in a way that maintains the dignity and respect of the pupil at all times.

4.6 Safeguarding

Restrictive interventions are a safeguarding issue. All incidents will be recorded, reviewed, and reported in accordance with our safeguarding procedures and statutory requirements.

4.7 Staff Support and Training

Staff will receive appropriate training and support to manage challenging behaviour and use restrictive interventions safely when necessary.

5. When Reasonable Force Can Be Used

Staff may use reasonable force to prevent pupils from:

- Hurting themselves or someone else – for example, preventing a pupil from attacking another pupil or staff member, or stopping a fight
- Damaging property – for example, preventing a pupil from throwing furniture or equipment
- Causing disorder – for example, removing a disruptive pupil from the classroom where they have refused to follow an instruction to leave

5.1 Examples of Situations Where Force Might Be Used

The following list is not exhaustive but provides examples:

- Removing a disruptive pupil from the classroom where they have refused to follow an instruction to leave
- Preventing a pupil behaving in a way that disrupts a school event, trip, or visit
- Preventing a pupil leaving the classroom where allowing them to leave would risk their safety or lead to behaviour that disrupts others
- Preventing a pupil from attacking a member of staff or another pupil, or stopping a fight
- Restraining a pupil at risk of harming themselves through physical outbursts
- Leading a pupil to safety in an emergency

5.2 When Force Cannot Be Used

It is always unlawful to use force as a punishment. Restrictive interventions must never be used:

- As a form of punishment
- To force compliance with staff instructions when there is no immediate risk of harm or serious disruption
- In anger or frustration
- To prevent minor misbehaviour (e.g., refusal to complete work, low-level disruption)

6. Who Can Use Reasonable Force

6.1 All School Staff

All members of school staff have the legal power to use reasonable force. This includes:

- Teachers
- Teaching assistants
- Learning support assistants
- Senior leaders
- Lunchtime supervisors
- Office staff (when supervising pupils)

6.2 Temporary Staff and Volunteers

The power to use reasonable force can also apply to people whom the Headteacher has temporarily put in charge of pupils, such as:

- Unpaid volunteers
- Parents accompanying pupils on a school trip

These individuals will be briefed on the school's approach to behaviour management and restrictive interventions before taking responsibility for pupils.

6.3 No Parental Consent Required

Schools do not require parental consent to use reasonable force. However, we will always inform parents when a restrictive intervention has been used (see Section 12).

7. Prevention and De-escalation

7.1 Proactive Strategies

The best way to reduce the need for restrictive interventions is through effective behaviour management and a positive school culture. Staff will:

- Build positive relationships with pupils
- Understand individual pupils' needs, triggers, and behaviour patterns
- Use positive behaviour management strategies
- Provide clear expectations and consistent boundaries
- Teach pupils strategies for self-regulation
- Identify early warning signs of escalating behaviour
- Use de-escalation techniques

This approach is detailed in our Behaviour and Discipline Policy, which sets out our proactive strategies for promoting positive behaviour and preventing the need for restrictive interventions.

7.2 De-escalation Techniques

Before using a restrictive intervention, staff should attempt to de-escalate the situation using strategies such as:

- Speaking calmly and clearly
- Using non-threatening body language
- Giving the pupil space and time to calm down
- Offering choices and alternatives
- Removing the audience (other pupils) if appropriate
- Distracting or diverting the pupil's attention
- Calling for assistance from another member of staff

7.3 Individual Behaviour Support Plans

For pupils who display a pattern of behaviour that may require restrictive interventions, we will:

- Conduct a risk assessment

- Develop an individual behaviour support plan in consultation with parents, the pupil (where appropriate), the SENCO, and relevant professionals
- Identify triggers and early warning signs
- Set out proactive strategies to prevent escalation
- Agree on de-escalation techniques
- Specify the types of restrictive intervention that may be used as a last resort, and by whom
- Review the plan regularly (at least termly, or more frequently if needed)

8. How to Use Reasonable Force Safely

8.1 Decision-Making

The decision to use a restrictive intervention is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Staff should ask themselves:

- Is there an immediate risk of harm to the pupil, other pupils, or staff?
- Have I tried all other strategies?
- Is a restrictive intervention necessary and proportionate?
- Am I able to use a restrictive intervention safely?
- Do I need assistance from another member of staff?

8.2 Before Using a Restrictive Intervention

Where possible and safe to do so, staff should:

- Warn the pupil – "If you don't stop, I will need to hold you to keep you safe"
- Send for help – call for another member of staff using the emergency call system or by sending a responsible pupil
- Remove the audience – ask other pupils to move to a safe distance or leave the area if safe to do so
- Continue to use verbal de-escalation – even as you prepare to intervene

8.3 During a Restrictive Intervention

Staff should:

- Use the minimum force necessary for the shortest time possible
- Stay calm and do not react to abusive or highly emotional language from the pupil
- Explain what you are doing – "I am holding your arms to keep you and others safe"
- Monitor the pupil's physical and emotional state – watch for signs of distress or difficulty breathing

- Allow the pupil to calm down – once you feel the intervention is no longer necessary, begin to release your hold gradually
- Avoid causing pain or injury – staff should try to avoid acting in a way that might cause injury, but in extreme cases this may not always be possible

8.4 Use of Two Members of Staff

In some circumstances, two members of staff may be present during a restrictive intervention. This is appropriate when:

- The pupil's individual behaviour support plan specifies that two staff should be present
- The pupil is larger or stronger and one member of staff cannot safely manage the situation alone
- The pupil has a history of allegations or there are safeguarding concerns that require additional oversight
- The situation involves significant risk and additional support is needed to ensure everyone's safety
- One staff member is inexperienced or requires support from a more experienced colleague

When two staff members are involved:

- Both staff should be familiar with the pupil and any behaviour support plan or risk assessment in place
- Roles should be clear (e.g., one leads the intervention, the other supports)
- Both staff should communicate with each other and the pupil throughout
- Both staff should complete individual incident reports
- The presence of two staff should not be more intrusive or distressing for the pupil than necessary
- The decision to use two staff members must be recorded on CPOMS, including the rationale for why two staff were needed.

Important: The decision to involve two staff members should be made on a case-by-case basis, considering the individual needs and dignity of the pupil. Two staff should not be used routinely unless specified in a pupil's behaviour support plan or risk assessment.

8.5 Acceptable Forms of Physical Intervention

Depending on the circumstances, acceptable forms of physical intervention may include:

- Standing between pupils
- Blocking a pupil's path
- Holding a pupil's hand or arm
- Shepherding a pupil away by placing a hand in the centre of the back

- Leading a pupil by the arm or hand
- "Caring C" – guiding children by standing next to them and moving them with a C hand shape near the elbows
- "Safety hug" – holding hands around a child, linking your hands to make an "O" shape around the child's body
- "Corkscrew" – hand uncurling method, for example using this when a child is pulling hair
- In more extreme circumstances, using more restrictive holds (only by trained staff)

8.6 Prohibited Techniques

The following restraint techniques present an unacceptable risk when used on children and must never be used:

- The 'seated double embrace' – two members of staff forcing a pupil into a sitting position and leaning them forward, while a third monitors breathing
- The 'double basket-hold' – holding a pupil's arms across their chest
- The 'nose distraction technique' – a sharp upward jab under the nose
- Any hold around the neck or that restricts breathing
- Any hold that puts pressure on the chest, abdomen, or back
- Any hold that involves bending fingers or joints in an unnatural direction

8.7 After a Restrictive Intervention

Once the situation is resolved, staff should:

- Check the pupil is physically and emotionally okay
- Allow time for the pupil to calm down fully before discussing what happened
- Offer reassurance – make it clear that the intervention was to keep them safe, not as a punishment
- Discuss the incident with the pupil (when appropriate) – help them understand what happened and what they can do differently next time
- Check for injuries – check both the pupil and any staff involved for injuries. Seek first aid or medical attention if needed
- Complete an internal record immediately (see Section 11)
- Report to parents (see Section 12)
- Debrief with staff involved (see Section 13)

9. Pupils with SEND, Disabilities, or Medical Conditions

9.1 Additional Considerations

When using restrictive interventions in response to risks presented by incidents involving pupils with SEND, mental health problems, or medical conditions, staff must:

- Carefully recognise the additional vulnerability of these pupils
- Consider their duties under the Equality Act 2010 (e.g., making reasonable adjustments)
- Consider the Public Sector Equality Duty
- Understand the pupil's specific needs, triggers, and communication methods
- Be aware of any medical conditions that may be affected by physical intervention (e.g., asthma, epilepsy, heart conditions)

Staff must also be aware that some pupils with SEND may:

- Have difficulty understanding verbal instructions or warnings
- Experience sensory sensitivities that make physical contact distressing
- Have communication difficulties that make it harder to de-escalate
- Be more vulnerable to trauma from restrictive interventions

For these pupils, staff should:

- Use visual supports or social stories to explain what might happen if they cannot calm down
- Be aware of sensory sensitivities and adapt techniques accordingly (e.g., avoiding certain types of touch)
- Use alternative communication methods (e.g., Makaton, PECS) to de-escalate
- Ensure post-incident support is trauma-informed

9.2 Positive Behaviour Support Plans

For pupils with SEND who may require frequent restrictive interventions, we will:

- Develop a Positive Behaviour Support Plan in consultation with parents, the pupil (where appropriate), the SENCO, and relevant professionals
- Conduct a thorough risk assessment
- Identify proactive strategies to reduce the need for restrictive interventions
- Agree on specific de-escalation techniques
- Specify the types of restrictive intervention that may be used, and by whom
- Ensure all staff working with the pupil are trained and aware of the plan
- Review the plan regularly (at least termly, or more frequently if needed)

9.3 Reducing the Need for Restrictive Interventions

By planning positive and proactive behaviour support, and agreeing this with parents and carers, we can reduce the occurrence of challenging behaviour and the need to use restrictive interventions.

10. Search Powers

In addition to the general power to use reasonable force, the Headmistress and SLT can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items":

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Any article that has been or is likely to be used to commit an offence, cause personal injury, or damage to property

Force cannot be used to search for items banned under the school rules.

Separate guidance is available on the power to search without consent in the DfE's *Searching, Screening and Confiscation: Advice for Schools* (September 2022).

11. Internal Recording of Restrictive Interventions

This section explains how staff must record incidents internally on CPOMS for school records and monitoring purposes.

11.1 Legal Duty to Record

Your school has a legal duty to record each significant incident in which a member of staff uses any of the following on a pupil:

- Reasonable force
- Seclusion
- Restraint (with or without direct physical contact)

11.2 Who Must Record the Incident

The staff member(s) who used the restrictive intervention must complete a CPOMS entry as soon as possible after the event. If more than one member of staff was involved, each staff member must complete their own individual record.

11.3 How to Complete this CPOMS entry

Complete the Restrictive Interventions Form. Staff must use the Restrictive Interventions Form (available on the staff shared drive and attached to this policy) to record the incident. Once completed, the form must be signed by a member of SLT. The completed and signed form must then be uploaded to CPOMS under the 'Restrictive Intervention' category, alongside the entry itself. This will be reviewed again by the DSL and SLT.

All of this must be completed within 24 hours of the incident.

11.4 What Information Must Be Recorded

As a minimum, the following details must be recorded on CPOMS:

- The names of the pupil and staff directly involved
- Any relevant needs or circumstances of the pupil, including if 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 account of why the staff member assessed that it was necessary to use the intervention
- Details of any physical injuries (sustained by pupils and/or staff)
- Any support provided after the incident, including any medical treatment for injuries

If force was used, you must also record:

- What led up to it and any known or potential triggers
- Any preventative or de-escalation strategies used
- A description of the type and degree of reasonable force used (e.g. "A firm hold on the pupil's arm" or "Caring C technique")
- A brief account of why the staff member assessed that it was necessary to use force

11.5 Important Recording Rules

Injuries: Any injuries must also be recorded using the process set out in your health and safety policy, and reported to the Health and Safety Executive (HSE) where appropriate.

Multiple interventions in one incident: If different types of restrictive intervention were used in 1 incident (e.g. both reasonable force and restraint), you don't need to record these separately. Cover everything in the same written record.

Multiple pupils: If restrictive interventions were used on more than 1 pupil, create a separate CPOMS entry for each pupil.

11.6 Storage and Access to Internal Records

- All completed internal records are stored securely on CPOMS
- Records are retained in accordance with our data retention policy
- CPOMS allows us to generate summary reports to share with governors

11.7 Review of Internal Records

The Headteacher and Designated Safeguarding Lead will regularly review all incidents recorded on CPOMS to:

- Identify any patterns or trends (e.g., particular pupils, times of day, locations, staff members)
 - Ensure that restrictive interventions are being used appropriately and as a last resort
 - Identify any additional support or training needs for staff or pupils
 - Review and update individual behaviour support plans where necessary
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12. Reporting to Parents

This section explains how and when we must inform parents about restrictive intervention incidents. This is separate from the internal CPOMS recording process.

12.1 Legal Duty to Report to Parents

We must report restrictive intervention incidents to parents as soon as possible, and we will endeavour to do this no later than the same day.

This is a legal requirement, even if the use of restrictive interventions in certain circumstances has been agreed with parents as part of a pupil's behaviour support plan.

12.2 Exception: When We Don't Have to Report to Parents

We only don't have to report an incident to parents if:

Telling the parents would likely result in serious harm to the pupil

In these exceptional cases, we must report it to any parent(s) it can be reported to without resulting in significant harm or, if there are none, to the local authority (LA) where the pupil ordinarily lives.

12.3 Who Decides How to Report to Parents

Once a restrictive intervention has been recorded on CPOMS (see Section 11), SLT will decide:

- Who will contact the parents
- How they will be contacted (phone call or in person at pick-up)
- Whether a written report is also required (see 12.4 below)

12.4 What Information Must Be Shared With Parents

When reporting to parents, we will:

- Focus on how staff were doing what they needed to do to keep their child and others safe in the moment
- Highlight the policy and procedures that were followed
- Provide a link to or copy of this Restrictive Interventions Policy if helpful

We will NOT share:

- Any identifying details of any other pupil, such as their name (data protection)

The specific information we share depends on the type of intervention used:

For Significant Incidents Involving Force

We must report to parents in writing (by letter or email).

As a minimum, the written report must include:

- 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

We don't need to include (but may choose to):

- The name(s) of the staff member(s) involved
- What led up to the incident, any known triggers and preventative or de-escalation strategies used

How we do this at Prospect House School:

We will use the school's Restrictive Interventions Parent Report Template (available on the staff shared drive) to ensure all required information is included.

For Restraint Incidents (with or without direct physical contact)

We will inform parents after the incident.

How we do this at Prospect House School:

- Parents will usually be informed by phone call or in person at pick-up
 - Parents can request a copy of the internal record by contacting the Headteacher or Deputy Headteacher
 - If requested, we will provide a redacted copy (removing any identifying information about other pupils or sensitive staff details)
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12.5 How We Report to Parents at Prospect House School

Method of initial contact:

Parents will usually be informed through one of the following methods:

1. In person at pick-up (particularly for younger pupils or less serious incidents)
2. By telephone call from a senior member of staff
3. By letter or email using the school's Restrictive Interventions Parent Report Template (for incidents involving force - see 12.4 above)

Recording the communication:

A written record of the communication with parents (including date, time, method, who spoke to them, and what was discussed) will be added to CPOMS.

12.6 Follow-Up Meeting With Parents

Following an incident, we will invite parents into school to discuss it as part of the debriefing process if they would like to do so.

This doesn't need to be on the same day, but should be soon after the incident (usually within 3-5 school days).

Who should attend:

- The pupil's parents
- The Headmistress, Deputy Head or Head of Lower School and DSL
- The staff member(s) involved, if appropriate (if they'd like to attend and/or we think they should)
- For some pupils, we might invite the pupil to attend part of the meeting

Accessibility:

We will make sure the meeting is accessible to parents by offering additional support if needed, such as an interpreter for parents who use English as an additional language.

What we will discuss:

- What happened, in more detail – do parents understand everything that was initially communicated to them, and do they have any questions?
- Were there any behavioural triggers or warning signs of an 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, and what we could do as a school to make this happen (e.g. training for staff on de-escalation techniques)
- Follow-up conversations that have taken place (or will take place) between the staff member(s) and pupil involved, to facilitate reflection, learning and to support wellbeing

Outcome:

We will use this information to review and/or update any existing behaviour support plans, as needed.

A summary of the meeting and any agreed actions will be recorded on CPOMS.

13. Reporting to Governors

13.1 The Governing Board's Responsibilities

1. To regularly review and interrogate data on restrictive interventions, to improve policies and practice
2. To make sure procedures for recording and reporting restrictive interventions are sound

We will regularly share headline data on restrictive interventions.

At each termly governing board meeting, the Designated Safeguarding Lead will share:

- The number of incidents involving restrictive interventions
- What kinds of restrictive interventions were used (force, restraint, seclusion)
- Any patterns or trends identified and what we're doing to address them, such as:
 - Particular pupils who frequently require interventions
 - Times of day or locations where incidents are more common

- Specific triggers or circumstances
- Staff training needs identified
- Updates to behaviour support plans

If we have a small number of incidents, we will share an anonymised summary of what happened and what we learnt from each incident. If we have a higher number, we will look for general themes, trends and learnings and report these to governors.

Governors might ask to see records or ask about how the process set out in this policy is being followed.

14. Post-Incident Support and Debrief

14.1 Support for the Pupil

After an incident involving a restrictive intervention, the pupil will:

- Be given time and space to calm down fully
- Be checked for any injuries or distress
- Have the opportunity to talk about what happened with a trusted adult (when they are ready)
- Be supported to understand what happened and how they can manage their behaviour differently in future
- Receive reassurance that they are valued and cared for

14.2 Support for Other Pupils

If other pupils witnessed the incident, staff will:

- Reassure them that everyone is safe
- Provide age-appropriate explanations if needed
- Offer support to any pupils who are distressed

14.3 Staff Debrief

All staff involved in the incident will have the opportunity to debrief with a senior leader. This will include:

- Discussing what happened and why
- Reflecting on what went well and what could be improved
- Identifying any additional support or training needed
- Ensuring staff feel supported and confident

14.4 Support for Staff

Staff who have been involved in an incident involving a restrictive intervention will be offered:

- Immediate support from a senior leader

- Time to recover and compose themselves before returning to duties
- Access to occupational health or counselling services if needed
- Protection from malicious allegations (see Section 15)

15. Complaints and Allegations

15.1 Addressing Concerns

Learning that a restrictive intervention was used on their child can be difficult for any parent. We will:

- Listen to their concerns and take on board their feedback
- Empathise with their point of view
- Be open to hearing what we could have done differently

15.2 Complaints from Parents

We will deal with any concerns or complaints about restrictive interventions by following our school's usual complaints procedure.

If a parent makes a complaint about the use of a restrictive intervention, the school will:

- Listen to the parent's concerns and take them seriously
- Investigate the complaint in accordance with the school's Complaints Policy
- Review the incident record and speak to staff and witnesses
- Provide a written response to the parent
- Take any necessary follow-up action

15.3 Allegations Against Staff

If an allegation is made that a member of staff has used excessive force or acted inappropriately, the school will:

- Follow the procedures set out in Part 4 of Keeping Children Safe in Education 2026
- Contact the Local Authority Designated Officer (LADO) if the allegation meets the threshold
- Support the member of staff in accordance with the school's Staff Code of Conduct and Allegations Policy
- Conduct a thorough and fair investigation
- Not automatically suspend the member of staff – suspension is not an automatic response when a member of staff has been accused of using excessive force

15.4 Protection for Staff

The school will support and protect staff who have used restrictive interventions appropriately. The lawful use of reasonable force will provide a defence to any related criminal prosecution or other legal action.

16. Training

16.1 Induction Training

All new staff will receive training on this policy as part of their induction, including:

- The legal framework for using restrictive interventions
- The school's approach to behaviour management and positive handling
- De-escalation techniques
- When and how to use restrictive interventions safely
- Specific techniques used at Prospect House School ("Caring C", "Safety hug", "Corkscrew")
- Prohibited techniques
- Recording and reporting procedures (including statutory requirements)

16.2 Ongoing Training

All staff will receive refresher training on restrictive interventions as part of safeguarding training:

- Annually as a minimum
- When the policy or procedures change
- Following a serious incident
- When taking on new responsibilities (e.g., working with a pupil who has a behaviour support plan or risk assessment)

16.3 Specialist Training

Several staff members are trained in Positive Handling techniques and disseminate this information to all staff. The school may also provide additional specialist training as needed, such as:

- Team Teach
- MAPA (Management of Actual or Potential Aggression)
- Positive Behaviour Support
- PRICE (Protecting Rights In a Caring Environment)

The Headteacher and Designated Safeguarding Lead will decide which training is most appropriate for the school's needs and which staff need the specific training.

17. Roles and Responsibilities

17.1 The Governing Body

The Governing Body is responsible for:

- Ensuring the school's Behaviour and Discipline Policy includes reference to the power to use reasonable force
- Monitoring the use of restrictive interventions through termly Governor reports
- Reviewing and interrogating data on restrictive interventions to improve policies and practice
- Ensuring we're complying with our legal duties for recording and reporting restrictive interventions
- Ensuring staff receive appropriate training
- Supporting the Headmistress and staff when restrictive interventions have been used appropriately

17.2 The Headteacher

The Headteacher is responsible for:

- Implementing this policy and ensuring all staff understand and follow it
- Ensuring staff receive appropriate training
- Monitoring and reviewing all incidents of restrictive interventions
- Identifying patterns and trends and taking action to reduce the need for restrictive interventions
- Ensuring compliance with statutory recording and reporting requirements
- Ensuring the reporting to parents when restrictive interventions are used occurs
- Supporting staff who have used restrictive interventions appropriately
- Investigating complaints and allegations
- Providing termly reports to the Governing Body
- Reviewing this policy annually

17.3 The Designated Safeguarding Lead (DSL)

The DSL is responsible for:

- Ensuring restrictive interventions are used in accordance with safeguarding procedures
- Ensuring staff receive appropriate training
- Reviewing all incidents recorded on CPOMS
- Identifying any safeguarding concerns arising from incidents
- Liaising with external agencies where necessary
- Supporting staff and pupils following incidents
- Providing termly reports to the Governing Body
- Reviewing this policy annually
-

17.4 The SENCO

The SENCO is responsible for:

- Supporting staff to understand the needs of pupils with SEND
- Developing Positive Behaviour Support Plans for pupils who may require frequent restrictive interventions
- Ensuring reasonable adjustments are made

18. Monitoring and Review

18.1 Monitoring

The Headteacher and DSL will monitor the use of restrictive interventions by:

- Reviewing all CPOMS entries within 48 hours of an incident
- Conducting termly analysis of patterns and trends
- Reviewing individual behaviour support plans termly (or more frequently if needed)
- Seeking feedback from staff, pupils, and parents about the effectiveness of this policy
- Conducting learning walks and observations to ensure de-escalation techniques are being used effectively

18.2 Review

This policy will be reviewed:

- Annually by the Headteacher, DSL, and SENCO
- Following any serious incident involving a restrictive intervention
- When there are changes to legislation or statutory guidance
- When there are changes to the school's context (e.g., new pupils with complex needs)

APPENDIX A: QUICK REFERENCE GUIDE FOR STAFF

BEFORE using a restrictive intervention:

- ✓ Try de-escalation - calm voice, space, choices, distraction
 - ✓ Send for help - call for another staff member
 - ✓ Warn the pupil - "If you don't stop, I will need to hold you to keep you safe"
 - ✓ Remove the audience - ask other pupils to move away
- DURING a restrictive intervention:

- ✓ Use minimum force for the shortest time possible
- ✓ Stay calm - don't react to abusive language

✓ Explain what you're doing - "I'm holding your arms to keep you safe"

✓ Monitor the pupil - watch for distress or difficulty breathing

✓ Release gradually - once the pupil is calm

AFTER a restrictive intervention:

✓ Check for injuries - pupil and staff

✓ Allow time to calm - don't discuss immediately

✓ Offer reassurance - "I did that to keep you safe, not as punishment"

✓ Record on CPOMS - within 24 hours using the Restrictive Interventions Form

✓ Report to parents - same day (SLT will decide how)

✓ Debrief with SLT - reflect on what happened and what could be improved

PROHIBITED TECHNIQUES - NEVER USE:

✗ Seated double embrace

✗ Double basket-hold

✗ Nose distraction technique

✗ Any hold around the neck or restricting breathing

✗ Any hold putting pressure on chest, abdomen, or back

ACCEPTABLE TECHNIQUES:

✓ Standing between pupils

✓ Blocking a pupil's path

✓ Holding hand or arm

✓ "Caring C" - guiding with C hand shape near elbows

✓ "Safety hug" - hands linked in "O" shape around child

✓ "Corkscrew" - hand uncurling method (e.g., hair pulling)

REMEMBER:

- Restrictive interventions are ALWAYS a last resort
- It is NEVER lawful to use force as punishment
- If in doubt, ask for help from SLT

