



BURGESS HILL
— GIRLS —

Restraint Policy (Whole School including EYFS)	7j
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Responsible for Initiating Review of Policy	Head
Committee to Review	SLT
Last Review Date	February 2026
Review Period	Three Years
Approved by (Committee and Date)	n/a
Approved by Board of Governors	n/a
Effective Date of Policy	February 2026
Next Review Date	February 2029
Related Policies	7a Safeguarding Policy 14j(i) Searching, Screening & Confiscation Policy

Legal Framework

This policy reflects the Education and Inspections Act 2006 (sections 93 and 93A), the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025, the Human Rights Act 1998, Equality Act 2010, Health and Safety at Work Act 1974, and the DfE guidance 'Restrictive interventions, including use of reasonable force, in schools' (April 2026).

Purpose and Philosophy

The school is committed to creating a safe and supportive environment for all pupils. Restrictive interventions, including the use of reasonable force, may only be used, when necessary, proportionate and for the shortest duration required to prevent harm. Prevention, early intervention and de-escalation remain central to all practice.

Definitions

Key terms used in this policy include:

Restrictive intervention: any action that prevents, restricts or subdues movement of a pupil.

Reasonable force: no more force than is necessary for the minimum amount of time.

Restraint: a non-disciplinary intervention which immobilises or restricts movement, with or without physical contact.

Seclusion: keeping a pupil in a place away from others and preventing them from leaving as a safety measure, not a disciplinary action.

Use of Restraint

Acceptable and Unacceptable Physical Contact

The school does not operate a 'no contact' policy. Staff may use appropriate contact (e.g., guiding, comforting, first aid).

Unacceptable practices include any actions affecting airway, breathing or circulation, prone/ground holds where avoidable, or any technique posing risk of injury. Ground holds must be ended or repositioned immediately where they occur unintentionally.

When Restrictive Interventions May Be Used

Staff may use restrictive interventions only to prevent injury, a criminal offence, serious damage to property, or serious disorder. Staff must apply the three-part test:

- (1) Necessity.
- (2) Proportionality.
- (3) Pupil welfare and dignity.

Factors include age, size, medical conditions, trauma history, SEND and equality considerations.

Use of Force in Searches

Only the Head or authorised staff may use reasonable force during a search, and only when searching for prohibited items defined in legislation. Force may not be used to search for items banned only under school rules.

Seclusion

Seclusion may only be used as a safety measure when a pupil is highly dysregulated and presents immediate risk to others. It must be supervised, used for the shortest possible time, and occur in a safe, non-threatening space. Each incident must be recorded and parents notified.

SEND and Vulnerable Pupils

Behaviour support plans will be co-produced with parents and relevant staff. Risk assessments will be completed where there is a foreseeable need for intervention. Reasonable adjustments will be applied to avoid disadvantage under the Equality Act 2010. Plans must be reviewed regularly and after significant incidents.

Recording Requirements

All significant uses of force must be recorded and reported to the Head as soon as practicable (ideally same day). Records must include:

- pupil/staff names,
- SEN status,
- date,
- time,
- location,

- duration,
- triggers,
- de-escalation used,
- type and degree of force,
- injuries,
- rationale,
- and post-incident support.

All seclusion or restraint incidents (including non-contact restraint) must also be recorded under statutory requirements.

Reporting to Parents

Parents must be informed as soon as practicable (ideally same day) following any significant use of force, seclusion, or restraint. The communication must include time/date/location, reason for intervention, type and degree of force/restraint, and details of injuries if applicable.

Post-Incident Support and Debrief

A structured debrief will occur for the pupil and staff involved, ideally led by someone not involved in the incident. Medical assessment will be provided if required. Witnesses and affected pupils will also be supported. Relevant behaviour plans and risk assessments will be updated based on learning from the incident.

Monitoring, Data and Governance

SLT will monitor incident data termly and report to Governors. Data will be reviewed for patterns, triggers, disproportionality, and training needs. Governors will ensure compliance with statutory requirements.

Complaints and Allegations

Complaints about restrictive interventions will follow the school's complaints procedure. Allegations against staff will follow Keeping Children Safe in Education procedures

Policy Integration

This policy should be read in conjunction with the school's Safeguarding Policy and other associated policies