



Notre Dame High School

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Restrictive Interventions Policy 2026-2027

Including the Use of Reasonable Force and Seclusion

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Replaces	The Use of Physical Intervention for the Restraint and Compliance of Students (Positive Handling) Policy 2025–2026
To be read alongside	Behaviour and Relationships Policy (Section 19); Safeguarding and Child Protection Policy; Special Educational Needs and Disabilities Policy; Equality Information and Objectives 2026–2030; Health and Safety Policy; Complaints Policy

Contents

1. Context and Principles
2. Legal Framework and Guidance
3. Definitions
4. Minimising the Need for Restrictive Interventions
5. Who May Use Reasonable Force?
6. When Reasonable Force May be Used
7. Prohibited and Unacceptable Uses
8. Deciding Whether a Restrictive Intervention is Reasonable
9. Reasonable Force in Practice
10. Everyday Appropriate Physical Contact
11. Seclusion
12. Students with Special Educational Needs, Disabilities and Other Vulnerabilities
13. Recording (Statutory)
14. Reporting to Parents (Statutory)
15. Post-Incident Support and Review
16. Training
17. Governance, Monitoring and Use of Data
18. Complaints and Allegations
19. Review
20. Annex – Summary of Changes from the 2025-2026 Policy

1. Context and Principles

At all times staff carry out their duties mindful of the Mission Statement of the school. All children have a right to be treated with courtesy and respect, even when the circumstances make this difficult. Even in the most trying situations it is incumbent on staff to remember that they are the adults in any situation.

Notre Dame High School is a relational school. Our expectations — Ready, Respectful, Safe — are taught, modelled and reinforced through the relationships between staff and students, and the overwhelming majority of behaviour is managed through those relationships and the graduated responses set out in the Behaviour and Relationships Policy. Restrictive interventions are a last resort, used only to keep people safe, never as a punishment, never to secure compliance, and always in a way that preserves the dignity of the student.

This policy sets out how the school minimises the need for restrictive interventions, the limited circumstances in which they may lawfully be used, how every incident is recorded and reported, and how students and staff are supported afterwards. It applies to all staff, including supply and agency staff, volunteers and staff working with students off site, whenever students are in the care of the school.

2. Legal Framework and Guidance

This policy is written to comply with the following legislation and guidance. Where this policy uses the word “must”, the requirement is a legal one; where it uses “should”, it is expected practice to be followed unless there is good reason not to.

- **Education and Inspections Act 2006, sections 93 and 93A** — the power of all school staff to use reasonable force, and the duty on the proprietor to have procedures for recording and reporting every significant incident of force to parents.
- **Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025** — the duty to record every incident of seclusion or restraint (with or without physical contact) and to inform parents.
- **Education Act 1996, sections 550ZA and 550ZB** — the power to search students for prohibited items and the limits on using force to do so.
- **Equality Act 2010** — including the duty to make reasonable adjustments for disabled students and the public sector equality duty.
- **Human Rights Act 1998** — and the Health and Safety at Work etc. Act 1974 and associated regulations.
- **Department for Education: Restrictive interventions, including use of reasonable force, in schools (April 2026)** — which replaced the 2013 Use of Reasonable Force advice. Page 14 of that document is statutory guidance to which the Local Academy Committee and the St Clare Catholic Multi Academy Trust must have regard.
- **Keeping Children Safe in Education 2026; Behaviour in Schools; Searching, Screening and Confiscation; Suspension and Permanent Exclusion; Reducing the Need for Restraint and Restrictive Intervention** — Department for Education guidance current at the date of this policy.

3. Definitions

The definitions below follow the Department for Education guidance and are used consistently throughout this policy and in the school's records.

Restrictive intervention	Any means to prevent, restrict or subdue the movement of a student's body or part of the body. This is the umbrella term covering reasonable force, restraint and seclusion, whether physical or non-physical.
Reasonable force	The term used in law for physical restrictive interventions. "Reasonable" means using no more force than is necessary, for the least amount of time, having regard to the circumstances. Reasonable force ranges from guiding a student by the arm to, in extreme circumstances, holding a student to prevent injury.
Restraint	A non-disciplinary intervention which immobilises a student or limits their movement. It may or may not involve direct physical contact — holding a student's arms to their sides and removing a student's crutches or other mobility aid are both restraint.
Seclusion	A non-disciplinary intervention in which a student is confined to a place away from others and prevented from leaving, whether by physical obstruction, blocking, or by making them believe they will be punished if they try to leave. Seclusion is distinct from removal from the classroom or supervised time in The Lodge, the On-Call Room or an internal reflection space, which are disciplinary or supportive measures governed by the Behaviour and Relationships Policy and from which a student is not prevented from leaving in the sense described here.
Significant incident	Any use of force that goes beyond the everyday appropriate physical contact described in Section 10, including where physical force is used to carry out a non-physical restrictive intervention. Every significant incident triggers the recording and reporting duties in Sections 13 and 14.
Behaviour support plan	An individual plan, co-produced with the student and parents, setting out known triggers, preventative and de-escalation strategies, reasonable adjustments and any agreed parameters for increased physical contact.

4. Minimising the Need for Restrictive Interventions

Prevention and de-escalation are the school's primary strategies. Whether any force used is "reasonable" will take into account the steps taken to de-escalate before force was considered, so staff should always seek to resolve a situation by other means first, wherever it is safe to do so.

Whole-school measures

- The Behaviour and Relationships Policy and the published Staff Behaviour and Relationships Guidance, which set out clear, consistently applied expectations and a graduated response.

- Whole-staff training in relational practice and de-escalation, including trauma-informed approaches and the Healthy Minds Project, with refresher training each year.
- Knowing students well: the School+ profile gives every teacher the vulnerabilities, needs and context of the students in front of them so that adjustments are planned, not improvised.
- Responsive seating plans and inclusive teaching strategies embedded in every lesson; purposeful starts, structured dismissals and staffed transitions in corridors and communal spaces.
- Immediate support for teachers from Pastoral Managers, Heads of Year, the On-Call team and the Senior Leadership Team, so that no member of staff is left to manage an escalating situation alone.
- Recording and analysing data on every restrictive intervention (Section 17) to identify patterns, triggers and training needs and to inform improvement planning.

Individual approaches

- Individual risk assessments and behaviour support plans for students for whom a restrictive intervention is foreseeable, co-produced with the student and their parents and, where appropriate, health and other professionals (Section 12).
- Close working with parents to understand triggers and what works at home.
- Giving students time, space and taught strategies to calm before behaviour escalates, including agreed access to a supervised regulation space.
- Reasonable adjustments for disabled students under the Equality Act 2010, so that they can benefit fully from what the school offers.

5. Who May Use Reasonable Force?

5.1 All members of school staff have a legal power to use reasonable force. The Headteacher may also authorise other adults, such as volunteers on educational visits, to use reasonable force while students are in their care.

5.2 The decision on whether to use reasonable force or another restrictive intervention rests with the professional judgement of the member of staff concerned, within the law and this policy, and always depends on the individual circumstances. Staff who make that judgement in good faith and in line with this policy will be supported by the school.

5.3 Staff who are likely to need to use reasonable force or other restrictive interventions receive training in their safe and lawful use and in preventative strategies (Section 16). Formal physical intervention techniques are used only by staff trained in them.

5.4 The school does not operate a “no contact” policy and, in line with Department for Education guidance, will not agree to requests from parents or staff that reasonable force is never used with a particular student. To do so would leave staff unable to keep that student and others safe.

6. When Reasonable Force May be Used

6.1 Section 93 of the Education and Inspections Act 2006 allows staff to use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- causing injury to themselves or to others;

- committing a criminal offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student);
- damaging property, including their own;
- causing disorder among students at the school, whether during a teaching session or otherwise, in a way that prejudices the maintenance of good order and discipline.

6.2 This power applies wherever students are in the care of the school, on and off the premises, including educational visits and journeys to and from school where staff are supervising.

6.3 Searching students: The Headteacher and staff authorised by the Headteacher may search a student or their possessions where they have reasonable grounds to suspect the student has a prohibited item. Reasonable force may be used to search for items prohibited by law (weapons, alcohol, illegal drugs, stolen items, tobacco and vapes, fireworks, pornographic images and items intended to cause harm or commit an offence). Force must not be used to search for items banned only by the school rules. Searches are carried out in accordance with Section 20 of the Behaviour and Relationships Policy and the Department for Education guidance Searching, Screening and Confiscation.

7. Prohibited and Unacceptable Uses

7.1 Force must never be used to punish a student. This is against the law. Nor may force, restraint or seclusion be used to secure compliance with an instruction, as a disciplinary sanction, for staff convenience, or in response to behaviour that is merely defiant or disruptive rather than unsafe.

7.2 A student must not be restrained in any way that affects their airway, breathing or circulation — for example by covering the mouth or nose, or by applying pressure to the neck, chest or abdomen.

7.3 Restraint must not:

- involve deliberately inflicting pain;
- involve contact with sexually sensitive areas;
- put pressure on joints or on arterial pressure points (inside of the upper arm, groin or neck);
- involve face-down (prone) holds or deliberately taking a student to the ground.

7.4 The use of force on the ground is particularly dangerous. If a student is unintentionally held on the ground, staff must release the hold or reposition to a safer seated or standing alternative as quickly as possible.

7.5 No student may be locked in a room, and no student may be confined alone and unsupervised. Any confinement of a student is seclusion and is governed by Section 11.

7.6 Any form of restraint, including seated and standing holds, carries a risk of physical and psychological harm and is avoided wherever possible. Where a student or member of staff may have been injured, medical assessment and treatment are arranged as soon as possible.

8. Deciding Whether a Restrictive Intervention is Reasonable

Before using any restrictive intervention, and continuously while one is in use, the member of staff should ask three questions:

1. Is it necessary?

Is there a more effective, less restrictive way to manage the situation — space, time, a change of adult, removing the audience, removing the trigger?

Is the intervention likely to reduce the risk, or could it escalate the situation or cause more harm than the behaviour itself?

Where possible, has the member of staff communicated with colleagues to understand wider risks in the environment and to summon support?

2. Is it proportionate?

Use the least force, or the least restrictive intervention, for the shortest time needed to reduce the risk. Gentle guiding is preferred to holding; holding is preferred to any more restrictive technique.

Take account of the student's age, size and level of understanding, any medical condition, special educational need, disability or other vulnerability, and the equality implications under the Equality Act 2010.

If the intervention itself is escalating the situation, stop and try an alternative approach.

Stop as soon as the danger has passed. The purpose of any intervention is to end an unsafe situation, not to hold a student until they are compliant.

3. Has the student's welfare been considered?

Students who have experienced trauma or neglect, who have diagnosed or undiagnosed medical conditions or sensory needs, or who have communication difficulties may find restrictive interventions particularly distressing.

Preserve the student's dignity — where possible consider the location and whether the intervention is taking place in front of peers.

Communicate clearly and calmly: tell the student what is happening, why, and what they need to do for it to stop. For students with speech, language and communication needs or English as an additional language, use non-verbal strategies and allow time to process and respond.

Watch and listen for how the student is feeling and use this to decide whether the intervention should continue, be reduced, or stop.

Factors to be weighed include the seriousness of the behaviour and the consequences it is intended to prevent; the chances of resolving the situation by other means; the relative risk to the student, staff and others of intervening and of not intervening; the steps already taken to de-escalate; the involvement of other staff; and, where appropriate, warnings given about the likely outcome if the behaviour persists. Training equips staff to make these judgements quickly and under pressure, and staff who have made a reasonable assessment will be supported in their decision.

9. Reasonable Force in Practice

9.1 The types of physical intervention which might be reasonable, in ascending order of restriction, are:

- physically interposing between students;
- blocking a student's path;
- leading a student by the hand or arm;
- shepherding a student away by placing a hand in the centre of the back;

- in extreme circumstances, and only where safe and by trained staff, more restrictive holds.

9.2 A member of staff using force should recognise the difference between their own strength and that of the student; use just enough force to deal with the situation and no more; use the least restrictive technique available; not pull or push unless there is no alternative; and stop when the danger has passed.

9.3 While an intervention is in progress the member of staff should:

- offer verbal reassurance to the student throughout;
- cause the minimum level of restriction of movement;
- reduce the danger of accidental injury to the student, themselves or others;
- cease the intervention immediately if there are any signs of physical distress, such as a sudden change in colour, difficulty breathing or vomiting, and summon first aid;
- wherever possible, ensure another adult is present or has been called.

9.4 In law, “reasonable” is that which a sensible adult would consider appropriate in the circumstances, using no more force than is needed. The judgement is made on the facts known to the member of staff at the time.

10. Everyday Appropriate Physical Contact

Ordinary, appropriate physical contact between staff and students is a normal part of school life and does not give rise to any question of reasonable force or restrictive intervention. Examples include giving first aid; guiding or escorting a student around the building or on a visit, or helping a student to a space they have chosen to access to self-regulate; comforting a distressed student; congratulating a student with a handshake or pat on the back; and demonstrating how to use a musical instrument or a technique in physical education or sports coaching.

In judging whether contact is appropriate, staff use their professional judgement and have regard to the Safeguarding and Child Protection Policy and the staff code of conduct, the circumstances (including whether other adults are present), the student’s age, any special educational needs, disabilities or other vulnerabilities, and whether a strategy not involving physical contact could be used instead. Such contact is not recorded under Section 13 unless it goes beyond what is described here.

11. Seclusion

11.1 Seclusion — confining a student to a place away from others and preventing them from leaving — is a safety measure of last resort. It may be used only to protect others from harm when a student is experiencing a level of emotional or behavioural dysregulation in which they are not acting with intent, and only where no less restrictive measure would keep people safe.

11.2 Seclusion is never a disciplinary response to deliberate or wilful misbehaviour, and must never be implemented or maintained by threat of punishment. Removal from the classroom, supervised work in the On-Call Room, and reintegration through The Lodge are disciplinary or supportive measures under the Behaviour and Relationships Policy and are not seclusion.

11.3 Where seclusion is used:

- the place must be safe and must not feel threatening or intimidating to the student;
- the student must be supervised by a member of staff at all times — no student is ever left alone;

- the student must be allowed to leave as soon as the immediate risk of harm has reduced;
- the Designated Safeguarding Lead or a Deputy, and the Director of Inclusion, must be informed immediately;
- the incident must be recorded and reported to parents in accordance with Sections 13 and 14.

11.4 The school does not have a designated seclusion room and does not expect seclusion to be a feature of practice at Notre Dame. Any use of seclusion is reviewed by the Director of Inclusion and reported to the Local Academy Committee.

12. Students with Special Educational Needs, Disabilities and Other Vulnerabilities

12.1 Some students with special educational needs or disabilities may respond to distressing or confusing situations with behaviour that is harmful to themselves or others. Triggers can include pain, sensory overload, unfamiliar situations, and fear or anxiety, and students who find verbal communication difficult may express need or discomfort through actions. Nationally, this leads to students with special educational needs and disabilities being disproportionately subject to restrictive interventions. The school is alert to this and monitors it (Section 17).

12.2 In assessing the appropriateness of any restrictive intervention involving a student with special educational needs or a disability, staff must have due regard to the Equality Act 2010: not to treat the student less favourably for a reason relating to their need, and to take reasonable steps to avoid placing them at a disadvantage compared with other students.

12.3 The school seeks to understand the underlying triggers of behaviour so that it can provide proactive support and create an inclusive environment. Staff who know the student well are used to identify trigger points and to develop strategies that reduce the likelihood of a restrictive intervention being needed — for example removing distressing stimuli, adjusting body language and tone of voice, supporting the student to express emotion before becoming overwhelmed, or redirecting attention to a familiar activity.

12.4 Risk assessments and behaviour support plans. Where there is an identified risk that reasonable force or another restrictive intervention may be needed, the school must have a risk assessment in place and, where possible, mitigate the risk through training and prevention strategies. The Special Educational Needs and Disabilities Coordinator, working with the Director of Inclusion, the student and their parents, and where appropriate health and other professionals, co-produces a behaviour support plan which sets out:

- known triggers and early warning signs;
- adjustments to the environment and to how the student communicates their needs;
- preventative and de-escalation strategies that work for this student;
- any circumstances in which increased physical contact may be appropriate, with clear parameters agreed with all relevant people.

12.5 The plan and risk assessment are shared with all staff who work with the student. The existence of a plan does not of itself make an intervention reasonable — every use is still judged on the circumstances at the time — and every incident is still recorded and reported to parents, even where the intervention was anticipated in the plan.

12.6 Behaviour support plans are reviewed with the student and their parents at least termly and following any significant incident, so that they are amended on the evidence of what has and has not worked in practice.

13. Recording (Statutory)

13.1 The statutory duty to ensure that a procedure is in place for recording every significant incident in which a member of staff uses force on a student (section 93A of the Education and Inspections Act 2006), and every incident of seclusion or restraint, with or without physical contact (Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025). The duty rests on the St Clare Catholic Multi Academy Trust as proprietor of the school; under the Trust's scheme of delegation, oversight of the procedure at Notre Dame is exercised by the Local Academy Committee, and day-to-day responsibility for its operation sits with the Headteacher and the Director of Inclusion. This section is that procedure.

13.2 Every such incident must be recorded in writing as soon as practicable after the event and, in all but exceptional cases, before the end of the same day, by the member or members of staff directly involved. Records are made on the school's safeguarding and behaviour recording system (CPOMS) using the restrictive intervention category, so that every incident is visible to the Designated Safeguarding Lead and the Director of Inclusion and can be analysed.

13.3 The requirement to record applies even where the intervention was agreed with parents in advance as part of a behaviour support plan.

13.4 Every record includes, as a minimum:

- the names of the student and of the staff directly involved;
- any relevant needs or circumstances of the student, including whether they have an identified special educational need or disability and their special educational needs status code;
- the time, date, location and approximate duration of the intervention;
- a brief account of the incident: what led up to it, identified or potential triggers if known, the preventative and de-escalation strategies used, and (where relevant) the type of force applied and the degree of force;
- a brief account of why the intervention was assessed as necessary in that instance;
- details of any physical injuries sustained by anyone;
- any post-incident support, including any medical treatment for injuries or other adverse impacts.

13.5 Records should also capture, wherever possible, the student's own account and any witness accounts, when and how parents were notified, and what follow-up has taken place, since this supports the school's evaluation of incidents and its reporting to the Local Academy Committee.

13.6 Any injury to a student or member of staff is additionally recorded under the school's accident reporting procedures and reported to the Health and Safety Executive where required under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013.

14. Reporting to Parents (Statutory)

14.1 Each parent must be informed of every significant use of force, and of every seclusion or restraint incident, as soon as practicable after the incident and, in all but exceptional cases, before the end of the same day. Contact is made by telephone wherever possible and is always followed up in writing (by email or the school's parent messaging system) so that the parent has a record.

14.2 The report to parents includes, as a minimum: the time, date, location and approximate duration of the intervention; a brief account of why it was assessed as necessary; a brief account of the type and degree of force applied (or the nature of the seclusion or restraint); and details of any physical injuries sustained.

14.3 The requirement to report applies even where the intervention was agreed in advance as part of a behaviour support plan.

14.4 For the purposes of this section, “parent” includes carers, any person with parental responsibility and, for a child looked after by a local authority under section 20 of the Children Act 1989, that local authority. The report is made to each parent of the student. The only exceptions are where the student is aged 20 or over, or where it appears to the member of staff that reporting to a particular parent would be likely to result in significant harm to the student (having regard to any guidance issued by the Secretary of State on the meaning of “significant harm”); in the latter case the incident is reported to any parent to whom it can be reported without that risk or, if there is none, to the local authority in whose area the student ordinarily lives. Any decision not to report to a parent is taken with the Designated Safeguarding Lead and recorded.

14.5 Parents are invited to a follow-up conversation where appropriate, covering any triggers or warning signs, whether any agreed behaviour support plan was followed, which de-escalation strategies were used and how effective they were, and what might be done differently. The outcome informs any amendment to the behaviour support plan.

14.6 Where an incident of restraint also constitutes a significant use of force, one report is made covering both duties; the same information is not reported twice.

15. Post-Incident Support and Review

15.1 A report of every incident is made to the Designated Safeguarding Lead (or a Deputy) and to the Director of Inclusion before the end of the day. If appropriate, the student and any member of staff involved receive medical assessment and treatment for injuries as soon as possible.

15.2 The Designated Safeguarding Lead and the Director of Inclusion decide on the appropriate next steps, which may include contacting parents beyond the statutory report, informing the Headteacher, considering whether any safeguarding concern arises, and reviewing the student’s risk assessment and behaviour support plan.

15.3 Every incident is evaluated as soon as practicable to understand why the intervention was used, its impact on the student and staff, any pattern or trend, and how it might be avoided in future.

15.4 A follow-up, restorative conversation is held with the student and with the staff involved, separately at first and then, where appropriate, together, to understand what happened and why and to repair and rebuild the relationship. This is facilitated wherever possible by a member of staff who was not involved in the incident, with an additional person present where that supports impartiality.

15.5 The wellbeing of the student and staff continues to be monitored afterwards, with further conversations, counselling or other support offered as needed. Students who witnessed an incident in which a peer was injured or distressed are also offered appropriate support.

16. Training

16.1 All staff are made aware of this policy on induction and at the start of each school year, and receive annual training in relational practice, prevention and de-escalation, including trauma-informed approaches and the recognition of triggers, with specific consideration of students with special educational needs and disabilities.

16.2 Staff who are likely to need to use physical intervention — including the pastoral, inclusion and On-Call teams and staff working in The Lodge — receive accredited positive handling training from a provider whose techniques reflect the principles of the Department for Education guidance, refreshed at the interval the provider specifies.

16.3 Training also covers the recording and reporting duties in Sections 13 and 14, so that staff capture the required level of detail, and how to assess whether a response is reasonable when quick decisions are needed under pressure.

16.4 Where concerns are raised about a particular student, a risk assessment is carried out and shared with parents and with all relevant staff, and additional training or briefing is provided where needed.

17. Governance, Monitoring and Use of Data

17.1 The St Clare Catholic Multi Academy Trust, as proprietor, must take all reasonable steps to ensure that the recording and reporting procedures in this policy are complied with. It discharges this through the Local Academy Committee under the scheme of delegation, and through the monitoring described below.

17.2 The Director of Inclusion reports the number and nature of restrictive interventions to the Local Academy Committee in each termly Headteacher's Report to Governors, alongside suspension and behaviour data. The report identifies any repeat patterns for individual students, any disproportionate use in relation to students who share protected characteristics, have special educational needs or disabilities or are otherwise vulnerable, and the action taken in response, including changes to behaviour support plans, staff training and this policy.

17.3 Governors review and interrogate this data so that improvements to policy and practice are identified where approaches have not been effective, areas of staff development are identified, and the effectiveness of individual student support is tested. Analysis is proportionate and avoids over-interpreting very small groups.

18. Complaints and Allegations

18.1 Complaints about the use of force or any other restrictive intervention are handled under the school's Complaints Policy.

18.2 Any allegation that a member of staff has used force or another restrictive intervention inappropriately is dealt with under the procedures for managing allegations against staff in Keeping Children Safe in Education and the Safeguarding and Child Protection Policy, including referral to the Local Authority Designated Officer where the threshold is met and the provisions on suspension of staff. Staff who have acted in good faith and in line with this policy can expect the full support of the school.

19. Review

This policy is reviewed annually by the Director of Inclusion and ratified by the Local Academy Committee, and is reviewed sooner if legislation or statutory guidance changes. It is published on the school website and made available to all staff, students and parents.

20. Annex – Summary of Changes from the 2025-2026 Policy

This policy replaces The Use of Physical Intervention for the Restraint and Compliance of Students (Positive Handling) Policy. It has been rewritten to comply with the Department for Education guidance Restrictive interventions, including use of reasonable force, in schools, in force from 1 April 2026, and the statutory recording and reporting duties that took effect on the same date. All operational content from the previous policy has been retained where it remains lawful and current.

Area	2025/26 policy	2026/27 policy
Title and scope	Physical intervention for “restraint and compliance”	Restrictive interventions — the statutory umbrella term. “Compliance” removed: force may not be used to secure compliance
Legal basis	2013 Use of Reasonable Force advice; Keeping Children Safe in Education 2021	April 2026 guidance; section 93A; Seclusion and Restraint Regulations 2025; Keeping Children Safe in Education 2026; Equality Act; Human Rights Act
Definitions	None	Restrictive intervention, reasonable force, restraint, seclusion, significant incident, behaviour support plan
Seclusion	One line: no locking in a room	Full section: safety measure only, supervised at all times, released when risk reduces, recorded and reported
Non-physical restraint	Not covered	Recognised (e.g. removing a mobility aid) and brought within recording and reporting
Prohibited practice	Pain, breathing, sensitive areas, pressure points, face-down holds	Retained and extended: airway, breathing and circulation; ground holds; no use for compliance or as sanction
Decision-making	Checklist of factors	Retained, reframed around the statutory tests: necessary, proportionate, welfare

Area	2025/26 policy	2026/27 policy
“No contact” requests	Not addressed	School will not agree to requests that force never be used
Searching	Not addressed	Force only for legally prohibited items; cross-referenced to Behaviour and Relationships Policy
Students with SEND	Equality Act duty; SENDCo risk assessments	Retained; co-produced behaviour support plans mandatory where risk identified; termly and post-incident review; disproportionality monitored
Recording	Restraint log; report to DSL same day	Statutory minimum record contents; same-day; applies even where planned; injuries under RIDDOR
Reporting to parents	DSL “may” contact parents	Statutory duty: every incident, same day, in writing, minimum contents, defined exceptions, follow-up meeting
Post-incident support	Debrief; reconciliation	Retained; medical assessment; facilitated by uninvolved staff; witness support; wellbeing monitoring
Governance	Reviewed by Governing Body	Statutory duty on the Trust as proprietor, exercised through the Local Academy Committee; termly data via the Headteacher’s Report; disproportionality analysis
Allegations	Complaints procedure only	Complaints Policy plus Keeping Children Safe in Education allegations procedure and Local Authority Designated Officer

Notre Dame High School is part of the St Clare Catholic Multi Academy Trust