Restrictive Interventions Policy

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Agreed by:

Head of School	Chair of the Board
Bryan Nixon	David King
01 September 2027	01 September 2027

1. Introduction

1.1. For purposes of this document, the term "Board of Directors" is deemed to have the same meaning as "Proprietor" in accordance with the ISSR and is used interchangeably.

1.2. Legal Status:

a. Keeping Children Safe in Education 2026
b. Sections 93 and 93A of the Education and Inspections Act 2006 - the power of members of staff to use reasonable force, and the duty to record and report each significant incident in which force is used on a student;
c. The Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025, which insert Standard 16A (recording) and Standard 32A (reporting to parents) into the Education (Independent School Standards) Regulations 2014;
d. Independent School Standards guidance (DfE, April 2026), in particular paragraphs 3.36 to 3.41 and 6.15 to 6.17 on restrictive interventions, reasonable force and seclusion;
e. Restrictive interventions, including use of reasonable force, in schools (DfE, April 2026). Page 14 of that document is statutory guidance issued under section 93A of the Education and Inspections Act 2006, to which the Board of Directors must have regard. It replaced Use of reasonable force (2013);
f. Sections 550ZA and 550ZB of the Education Act 1996 - use of reasonable force when searching a student for prohibited items;
g. Section 131 of the School Standards and Framework Act 1998 - prohibition of corporal punishment;
h. Standard 15 of the National Minimum Standards for Boarding Schools (DfE, May 2026), including the requirement at Standard 15.3 for senior leaders to monitor the use of restraint, and the record of use of reasonable force required by Appendix B of those standards;
i. Working Together to Safeguard Children (HM Government, March 2026);
j. The Equality Act 2010, including the duty to make reasonable adjustments and the requirement to consider equality implications before and during any restrictive intervention;
k. The Human Rights Act 1998;
l. The Health and Safety at Work etc. Act 1974 and associated regulations;
m. Behaviour in schools (DfE) and Searching, screening and confiscation in schools (DfE).

1.3. Related Documents:

a. Anti-Bullying Policy and Procedures
b. Safeguarding & Child Protection Policy
c. Behaviour Management including Discipline and Sanctions Policy
d. Data Protection Policy
e. SEND and Learning Support Policy
f. Complaints Policy and Procedures
g. Health and Safety Policy, including accident and injury reporting
h. First Aid and Supporting Students with Medical Conditions Policy
i. Staff Code of Conduct / Faculty and Staff Behaviour Policy
j. Searching, Screening and Confiscation procedures

k. Restrictive Intervention Incident Report, Restrictive Intervention Review Record and Restrictive Intervention Central Log.

1.4. The TASIS England policy is that physical intervention or restraint should only be used as a last resort in extreme circumstances and when all other methods have been deployed in order to reduce confrontational behaviour.

1.5. Physical intervention must be considered very carefully because it can cause distress and can be counter-productive to good order. However, it is important that staff understand the circumstances when such intervention may be necessary and would be considered reasonable and appropriate

1.6. The reason for the use of restraint is to keep people safe:

a. to prevent a student injuring themselves, other students or staff;
b. to prevent serious damage to property; and:
c. to prevent a student from running away where in doing so they are putting themselves at risk.

2. Definitions

2.1. The following definitions are taken from *Restrictive interventions, including use of reasonable force, in schools* (DfE, April 2026) and from the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025. They determine which incidents must be recorded and reported and are used consistently across this policy and the Behaviour Management Policy.

2.2. **Restrictive intervention:** a means to prevent, restrict or subdue movement of the body, or part of the body, of a student. It is the umbrella term used in this policy for both physical and non-physical actions intended to restrain a student.

2.3. **Reasonable force:** the term used in legislation covering physical restrictive interventions. “Reasonable” means using no more force than is necessary, for the least amount of time, the application of which will depend on the circumstances.

2.4. **Significant incident:** any incident where the use of force goes beyond the appropriate physical contact between students and staff described in this policy, including where physical force is used to implement a non-physical restrictive intervention. Significant incidents must be recorded and reported to parents under section 93A of the Education and Inspections Act 2006.

2.5. **Seclusion:** a non-disciplinary intervention involving keeping a student confined to a place away from others and preventing them from leaving, whether by physically obstructing their way out, by securing the place so that they cannot leave, or by causing them to believe they will be punished if they try to leave.

2.6. **Restraint:** a non-disciplinary intervention which immobilises a student or restricts their movement. This may or may not involve direct physical contact. Examples include holding or binding a student’s body or

part of it, securing a student to a fixed or heavy object, and depriving a student of an auxiliary aid they usually use to help them move.

2.7. **Disciplinary penalty:** has the meaning given in Chapter 1 of Part 7 of the Education and Inspections Act 2006. Seclusion and restraint, as defined above, are by definition not disciplinary penalties and are never used as such at TASIS England.

2.8. **Member of staff:** any individual who works at the school, including supply staff and volunteers, and any other person who, with the authority of the Head of School, has lawful charge of students.

2.9. **Parent:** has the meaning given by section 576 of the Education Act 1996. For the purposes of the reporting duties in this policy, it also includes a local authority providing accommodation for the student under section 20 of the Children Act 1989.

2.10. These interventions are defined here for completeness. Defining them does not imply that TASIS England endorses their use; several will rarely or never be relevant to the school.

3. Supporting Principles

3.1. An intervention should be in the best interests of the student and balanced against respecting the safety and dignity of all concerned, including other children, young people or adults present.

3.2. Physical restraint is a last resort and should only be used when other methods have been exhausted or judged unlikely to succeed.

3.3. Physical restraint should only be used to prevent a student from harming him/herself or others, or from seriously damaging property.

3.4. Restraint should involve minimum reasonable force and should seek to avoid injury.

3.5. Members of staff will receive appropriate training. 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 and de-escalation strategies. The school carries out risk assessments so that staff who regularly work alongside students where a restrictive intervention may be required can do so as safely as reasonably practicable, in accordance with the Health and Safety at Work etc. Act 1974. The Head of School considers whether individual members of staff require additional training and support to de-escalate potential confrontations, in line with Standard 15.4 of the National Minimum Standards for Boarding Schools.

3.6. The school's identified training is Positive Touch, delivered by the Surrey CPI Accredited Training Team and developed from the Crisis Prevention Institute's Safety Intervention™ programme, for the wider cohort of staff who may encounter distressed behaviour; and Safety Intervention™ Foundation (theory, disengagement and holding) for staff most likely to need to use reasonable force. Safety Intervention™ Foundation is completed by a minimum of three members of staff, at least one of whom is a member of the senior leadership team, and physical skills are refreshed annually in order to remain current. The school does not train for, and does not sanction, ground-based holds; Safety Intervention™ Advanced

and Advanced & Emergency are not required. Training needs are reviewed annually through a Training Needs Analysis.

3.7. Members of staff should not attempt to restrain a student if they are likely to put themselves at risk.

3.8. Restraint should only be used if all other preventative measures (including sending for adult support) have been explored.

3.9. Restraint should never be punitive.

3.10. Be reasonable, proportionate and necessary. It should always be the minimum required to prevent injury to another person or to prevent them from harming themselves.

3.11. The rights and dignity of students and members of staff must be recognised.

3.12. Any incident in which a student is physically restrained must be recorded in writing by the member(s) of staff involved, as soon as practicable and no later than the same day where possible and brought to the attention of the Head of School.

3.13. A record of any use of restraint will be reported to the Board of Directors. The Board of Directors takes all reasonable steps to ensure that the school's recording and reporting procedures are complied with, and reviews restrictive intervention data as set out in this policy.

3.14. Restrictive interventions are never used as a disciplinary penalty. It is illegal to use force on a student for the purpose of punishment.

3.15. The school does not operate a "no contact" policy and will not agree to any request that reasonable force or another restrictive intervention will not be used.

3.16. Every significant incident in which force is used, and every incident of seclusion or restraint, is recorded in writing and reported to the student's parents in accordance with this policy.

3.17. The school's first priority is to minimise the need for any restrictive intervention through early support, prevention and de-escalation.

4. Physical Restraint

4.1. Staff may use 'physical intervention' in order to provide the best care to children and young people, while maintaining their own well-being, preventing harm to the child and protecting all concerned from being placed in an unnecessarily vulnerable situation.

4.2. This position is stated in DfE Guidance Restrictive interventions, including use of reasonable force, in schools (April 2026) and Behaviour in schools. Staff in our school do not hit, push or slap students. Staff may only intervene physically to restrain students to prevent them injuring themselves or others, damaging property or committing a criminal offence.

4.3. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Head and recorded in the student's personal file.

4.4. The student's parents are informed on the same day. Records are kept of when force is used and parents are informed.

4.5. Training and Guidance is given to all 'members of staff' (as defined above) on the circumstances in which 'physical intervention' is allowable.

4.6. Section 93 of the Education and Inspections Act 2006 provides that a member of staff of a school may use such force as is reasonable in the circumstances for the purpose of preventing a student from doing, or continuing to do, any of the following:

a. causing injury to themselves or to any other person;
b. committing an offence (or, in the case of a student under the age of criminal responsibility, what would be an offence for an older student);
c. causing damage to property, including the student's own property;
d. prejudicing the maintenance of good order and discipline at the school, or among any students receiving education at the school, whether during a teaching session or otherwise.

4.7. The Head of School and staff they authorise also have a statutory power to search a student or their possessions where they have reasonable grounds to suspect the student may have a prohibited item. A member of staff may use such force as is reasonable to search for items prohibited by sections 550ZA and 550ZB of the Education Act 1996 but must not use force to search for items banned only under school rules. Staff should refer to the Searching, screening and confiscation in schools' guidance and to the Behaviour Management including Discipline and Sanctions Policy.

4.8. Physical restraint is defined as the use of physical force to control a person's behaviour.

4.9. A calm and measured approach to a situation is needed and members of staff should never give the impression that they have lost their temper, or are acting out of anger or frustration, or to punish the child or young person.

4.10. A member of staff means any individual who works at the school and any other person who, with the authority of the Head of School has lawful charge of young people at the school.

5. What is reasonable force?

5.1. The use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it; therefore, physical force could not be justified to prevent a child or young people from committing a trivial misdemeanour or in a situation that could clearly be resolved without force

5.2. The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the risk or behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to achieve the desired result.

5.3. The term 'reasonable force' covers the broad range of actions used by most staff members at some point in their career that involve a degree of physical contact with Students:

a. Staff should be respectful of any individual or cultural sensitivities to touch
b. Physical contact should never be secretive, or conducted in any way that may be considered indecent, or represent a misuse of authority
c. Age and maturity should be considered in deciding appropriate physical contact
d. Children and young people should be given advice and guidance with regard to socially appropriate/inappropriate situations to seek physical comfort
e. A duty of care to children and young people may require the use of restrictive physical intervention as a last resort to prevent harm to themselves or others. This needs to be used in such a way that is not punitive, is the least restrictive option, is safe, and does not cause pain.
f. A focus on the child or young person's safety and welfare should underpin any use of restraint

5.4. Force is usually used either to control or restrain. This can range from guiding a Student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

5.5. 'Reasonable in the circumstances' means using no more force than is needed.

5.6. As mentioned above, schools generally use force to control Students and to restrain them. Control means either passive physical contact, such as standing between Students or blocking a Student's path, or active physical contact such as leading a Student by the arm out of a classroom.

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

5.8. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it is acknowledged that it may not always be possible to avoid.

5.9. In exceptional circumstances, where there is an immediate risk of injury, a member of staff may need to take any necessary action that is consistent with the concept of "reasonable force", for example, to prevent a young student running off a pavement on to a busy road, or to prevent a student hitting someone, or throwing something.

5.10. An effective risk assessment procedure together with well-planned preventative strategies will help to keep the emergency use of restrictive physical interventions to an absolute minimum.

6. Appropriate situations to use reasonable force

6.1. In a situation where other behaviour management strategies have failed to resolve the problem, or are inappropriate (e.g. in an emergency), there are a variety of circumstances in which reasonable force might be appropriate, or necessary, to restrain or control a student. They will fall into two broad categories:

a. where action is necessary in self-defence or because there is an imminent risk of injury;

or

b. where there is a developing risk of injury, or significant damage to property

6.2. Examples of such situations are:

a. a student attacks a member of staff, or another student;
b. students are fighting;
c. a student is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials, substances or objects;
d. a student is or appears to be under the influence of alcohol or illegal substances;
e. a student absconds from school (this will only apply if a student would be at serious risk if not kept in school).

7. What is not reasonable?

7.1. Staff should never act in a way that might reasonably be expected to cause injury, for example by:

a. holding a student round the neck, or by the collar, or in any other way that might restrict the student's ability to breathe;
b. slapping, punching, kicking or using any implement on a student;
c. throwing any object at a student;
d. twisting or forcing limbs against a joint;
e. tripping up a student;
f. holding or pulling a student by the hair or ear;

and

g. holding a student face down on the ground.

7.2. Staff should also avoid touching or holding a student in any way that might be considered indecent.

7.3. It is illegal to use force on a student for the purpose of punishment.

7.4. Students must not be restrained in any way that affects their airway, breathing or circulation - for example by covering the mouth and/or nose, or by applying pressure to the neck region or the abdomen.

7.5. The use of force can be dangerous, particularly where it occurs on the ground. If a student is unintentionally held on the ground, staff must release their hold or re-position into a safer alternative or standing position as quickly as possible. Where appropriate, the student should receive a medical assessment and treatment for any injuries as soon as possible.

7.6. For any form of restraint, including seated and standing restraint, there is a risk of physical and psychological harm, and it should be avoided wherever possible.

7.7. The school does not operate a "no contact" policy and will not agree to a request from a parent, a student or a member of staff that reasonable force or another restrictive intervention will not be used. A "no contact" policy would leave staff unable to intervene where it is reasonable in the circumstances to do so in order to protect students.

8. Preventing and minimising the need for restrictive interventions

8.1. The school's primary duty is to reduce the likelihood that any restrictive intervention becomes necessary, through early support, prevention and de-escalation. The following measures apply across the whole school:

a. consideration of how the school and classroom environment can support all students to achieve and thrive;
b. sharing best practice for whole-class behaviour management and for the management of communal spaces such as corridors, dining areas, playgrounds and boarding houses;
c. training staff in effective communication strategies, including appropriate tone of voice and empathy, to aid de-escalation;
d. development of positive working relationships and trust between staff and students;
e. recording and analysing data on the use of restrictive interventions to inform improvement planning.

8.2. Approaches tailored to individual students include:
a. working closely with parents to support the individual student;
b. strategies based on the student's identified needs, including the development of behaviour support plans;
c. reasonable adjustments under the Equality Act 2010 where a student has a disability, so that the student can benefit from what the school offers;
d. giving students time, space and strategies to calm down before their behaviour escalates.

8.3. Where a situation is developing and a restrictive intervention may become necessary, staff should first attempt de-escalation wherever it is safe to do so. Techniques include:
a. maintaining open body language and being aware of the student's personal space;
b. removing the audience – speaking to the student away from other students and staff where it is safe to do so;
c. using empathy – asking the student to help you understand how they are feeling;
d. distraction, and offering a calm space where the student can self-regulate;
e. calm verbal reminders of the choices available to the student and their likely consequences.

8.4. Where staff are considering whether a restrictive intervention is appropriate, they should ask three questions:

a. **Is it necessary?** Are there other, less restrictive and more effective ways to manage the situation? Is the intervention likely to reduce the risk, or would it escalate the situation or cause more harm than the behaviour itself? Where possible, communicate with other staff to understand any broader risks in the environment.

b. **Is it proportionate?** Use the least amount of force, or the least restrictive intervention, for the least amount of time necessary. If the intervention is itself escalating the situation, reconsider and attempt an alternative strategy. Take account of the student's medical conditions, special educational needs and other vulnerabilities, their age and size, and the equality implications under the Equality Act 2010.

c. **Have you considered the student's welfare?** Consider the impact on the student's overall welfare; students who have experienced an adverse life event, trauma, neglect, a sensory impairment, a diagnosed or undiagnosed medical condition or communication difficulties may find restrictive interventions particularly distressing. Maintain respect for the student's dignity, including by considering the location and whether the intervention takes place in front of peers. Where possible, communicate clearly and calmly what is happening, why, and what the student needs to do; use verbal and non-verbal strategies for students with speech, language or communication needs or with English as an additional language, allowing adequate time to process and respond.

8.5. This list of factors is not exhaustive. Training will equip staff to judge when a restrictive intervention is appropriate, including where quick decisions are required, and to assess whether their response is reasonable under pressure. Where staff have made that assessment in good faith, the school will support them in their decision making.

9. Students with special educational needs and/or disabilities (SEND)

9.1. Some students with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves or others. Triggers may include pain, sensory overload, unfamiliar situations or environments, or feelings of fear and anxiety. Students who are non-verbal or who find verbal communication challenging may express need, discomfort or confusion through actions. This can lead to students with SEND being disproportionately subject to restrictive interventions, and the school monitors its data specifically for that risk.

9.2. The school seeks to understand the underlying triggers of distressed behaviour so that proactive support can be provided and considers how school culture and environment may be experienced differently by students with SEND. Staff who know individual students well are used to help identify trigger points and to develop proactive strategies.

9.3. Strategies may include removing stimuli causing distress; changing body language, facial expression and tone of voice; supporting the student to express emotions before becoming overwhelmed; engaging the student in an activity that helps them manage anxiety; and redirecting attention through familiar objects or interests.

9.4. Where appropriate, staff work with students with SEND and their parents to co-produce behaviour support plans. Such plans should set out any adjustments needed, ways for the student to communicate

their needs, and - where relevant - the circumstances in which it may be appropriate for staff to have increased physical contact with the student, with the parameters for its use stated clearly.

9.5. 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 preventative strategies.

9.6. Behaviour support plans are reviewed with the student and their parents periodically and following any significant incident. Whether a restrictive intervention is appropriate always depends on the circumstances at the time, irrespective of whether it has been anticipated in a plan.

9.7. Where a student has a disability, the school has a duty under the Equality Act 2010 to take reasonable steps to avoid disadvantage so that the student can fully participate in the education provided and enjoy the other benefits, facilities and services the school provides.

10. Alternatives

10.1. Withdrawal - where a young person is removed from a situation that caused anxiety or distress to somewhere that they can be continuously observed and supported until they are ready to resume their usual activities.

10.2. Time Out - where a young person's access to all positive reinforcements is restricted as part of the behaviour management programme and very exceptionally.

10.3. Withdrawal and time out are not seclusion, and are not recorded under this policy as such, provided the student is not detained apart from others and is free to leave. If at any point the student is prevented from leaving – by physical obstruction, by securing the place, or by being caused to believe they will be punished if they leave – the intervention becomes seclusion within the meaning of Standard 16A and must be recorded and reported in accordance with sections 13 and 14 of this policy. Staff supervising a withdrawal or time out must be clear which of the two is taking place.

10.4. **Seclusion -** a non-disciplinary intervention involving keeping a student confined to a place away from others and preventing them from leaving. Seclusion should only be used as a safety measure to protect others from harm when a student is experiencing high levels of emotional or behavioural dysregulation and is not acting with intent. Seclusion must not be implemented through the threat of punishment. The place to which the student is confined must be safe and must not feel threatening or intimidating; the student must be supervised at all times; and as soon as the immediate risk of harm has reduced, the student must be allowed to leave. Every incident of seclusion must be recorded and reported in accordance with this policy.

10.5. Seclusion is not a disciplinary response to deliberate or wilful misbehaviour. Disciplinary measures which may appear similar, such as removal from the classroom, are not seclusion and are dealt with under the Behaviour Management including Discipline and Sanctions Policy.

10.6. Staff must not put themselves at personal risk by intervening in an incident.

11. Recording of incidents where reasonable force has been used

11.1. Immediately following any such incident, the member of staff concerned must inform the Head of School (or, in their absence, the Section Head) and must make a written record as soon as practicable after the event, endeavouring to do so no later than the same day. The record is made by the member(s) of staff directly involved. The Board of Directors ensures that this procedure is in place, as required by section 93A of the Education and Inspections Act 2006 and Standard 16A of the Independent School Standards, and takes all reasonable steps to ensure it is complied with. The requirement to record applies even where the use of a restrictive intervention in certain circumstances has been agreed with parents as part of a behaviour support plan. The record must include the following information as a minimum:

a. the name(s) of the student(s) involved, when and where the incident took place;
b. the names of the member(s) of staff directly involved in the intervention;
c. the names of any other staff or students who witnessed the incident;
d. the reason that force was necessary (e.g. to prevent injury to the student, another student or a member of staff)
e. briefly, how the incident began and progressed, including details of the student's behaviour, what was said by each of the parties, the steps taken to defuse or calm the situation, the degree of force used, how that was applied, and for how long;
f. the student's response, and the outcome of the incident;
g. details of any obvious or apparent injury suffered by the student, or any other person, and of any damage to property.
h. any relevant needs or circumstances of the student, including whether the student has an identified special educational need or disability and their SEN status code;
i. the approximate duration of the intervention;
j. identified or potential triggers, if known, and any preventative or de-escalation strategies used before force was applied;
k. the type of reasonable force applied and the degree of force;
l. any post-incident support provided, including details of any medical treatment for injuries or other adverse impacts.

11.2. The record is made on the school's Restrictive Intervention Incident Report form. On submission the report is routed automatically to the Head of School and the Designated Safeguarding Lead, and the incident is entered on the Restrictive Intervention Central Log for monitoring and trend analysis. A copy of the record is also placed on the student's safeguarding record on CPOMS where a safeguarding concern arises, and on the student's file. Completing the form does not replace the requirement to inform the Head of School (or, in their absence, the Section Head) directly and without delay.

11.3. Notifications on submission are sent to the Head of School, to the Designated Safeguarding Lead and to the Director of Inclusion, Wellbeing and Compliance. The Central Log is maintained by the Restraint Reduction Responsible Person. The Incident Report captures what happened and is completed on the day. The evaluation and debrief required by paragraph 19 of this policy are recorded separately by the Designated Safeguarding Lead on the Restrictive Intervention Review Record within five school days, and the incident is entered on the Central Log once that review is complete.

12. Reporting the use of force to parents

12.1. The Board of Directors ensures that a procedure is in place for reporting each significant use of force to the parents of the student involved as soon as practicable after the incident. The school will endeavour to do so no later than the same day. This is a statutory requirement under section 93A of the Education and Inspections Act 2006 and Standard 32A of the Independent School Standards.

12.2. The report to parents will include, as a minimum:

a. the time, date, location and approximate duration of the intervention;
b. a brief account of why the intervention was assessed as necessary in that instance;
c. a brief account of what type of force was applied, and the degree of force;
d. details of any physical injuries sustained, if applicable.

12.3. Reports to parents are made in writing, for example by email. The requirement to report applies even where the use of a restrictive intervention in certain circumstances has been agreed with parents as part of a behaviour support plan.

12.4. In deciding what to include in a report to parents, the school has regard to its obligations under data protection law and will not disclose information that identifies any other student involved in or affected by the incident.

12.5. The only exceptions to the requirement to report are where the student is aged 20 or over, or where it appears to the member of staff that reporting would be likely to result in significant harm to the student. In the latter case, the member of staff must report the incident to any parent to whom it can be reported without that being likely to result in significant harm and, if there is none, to the local authority within whose area the student is ordinarily resident. Any decision to withhold a report from a parent must be taken in consultation with the Designated Safeguarding Lead and recorded.

12.6. The school will offer parents a follow-up discussion where appropriate, covering behavioural triggers or warning signs, whether any agreed behaviour support plan was followed, what de-escalation strategies were used and how effective they were, and what might be done differently in future. Behaviour support plans are amended as needed in light of that discussion.

12.7. Where a report is made to a local authority under the exception above, it includes all of the information that would otherwise have been provided to parents, together with the reasons why the school assessed that reporting to a parent would be likely to result in significant harm to the student.

12.8. Where a student is the subject of a care order under section 31 of the Children Act 1989, or is accommodated under section 20 of that Act, the school reports the incident to the relevant local authority in addition to any parent, unless the exception above applies.

13. Recording and reporting seclusion and non-force restraint

13.1. The Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025 create a separate duty, in force from April 2026, to record and report each incident in which a member

of staff secludes, restrains or immobilises a student. A restraint incident may occur with or without direct physical contact; for example, depriving a student of crutches, a moon boot or another auxiliary aid they usually use, or holding a boarding house or bedroom door closed, or removing a boarder's shoes or outdoor clothing to prevent them leaving, is a restraint incident and must be recorded under this section.

13.2. The record must be made in writing by the member(s) of staff involved as soon as practicable after the incident, and they should endeavour to do so no later than the same day. The requirement to record applies even where the use of seclusion or restraint has been agreed with parents as part of a behaviour support plan. The record must include, as a minimum:

a. the names of the student and the staff directly involved;
b. the time, date, location and approximate duration of the intervention;
c. any relevant needs or circumstances of the student, including whether the student has an identified special educational need or disability and their SEN status code;
d. a brief account of why the intervention was assessed as necessary in that instance;
e. details of any physical injuries sustained, if applicable;
f. any post-incident support, such as details of any medical treatment for injuries or other adverse impacts.

13.3. As an independent school, TASIS England must ensure that a procedure is in place for providing information about each seclusion or restraint incident to parents in writing. Parents must be informed as soon as practicable after the incident and the school will endeavour to do so no later than the same day. The exceptions (student aged 20 or over; or a likelihood of significant harm to the student) and the route to the local authority set out above apply equally to this duty.

13.4. Where a restraint incident also constitutes a significant use of force, only the reporting procedure for significant use of force incidents under section 93A of the Education and Inspections Act 2006 needs to be followed. The same information does not need to be reported twice. Where a restraint incident does not constitute a significant use of force - for example, the removal of a student's crutches, or preventing a boarder from leaving a house by removing their shoes or outdoor clothing - it must be reported under this section.

13.5. All records made under this policy are personal data and are held, retained and disposed of in accordance with the school's Data Protection Policy and retention schedule.

14. Oversight by the Board of Directors

14.1. The Board of Directors, as proprietor, takes all reasonable steps to ensure that the school's procedures for recording and reporting the use of force, seclusion and restraint are complied with.

14.2. The Board of Directors and senior leaders regularly review and interrogate data on restrictive interventions in order to:

a. identify and implement improvements to policies and practice, particularly where an approach has been used for some time without being effective;
b. identify areas of learning and development for staff, and support specific departments and teachers to improve understanding and practice;
c. understand students' repeat patterns and triggers, share that information with the staff who work with those students and, where appropriate, with parents, and establish or revise a behaviour support plan;
d. identify any disproportionate use of restrictive interventions in relation to students who share a protected characteristic, who have SEND, or who have other vulnerabilities.

14.3. Analysis is proportionate and takes account of the limitations of small data sets. Senior leaders take appropriate action to prevent the inappropriate use of restraint and take effective action where inappropriate restraint has been used, in line with Standard 15.3 of the National Minimum Standards for Boarding Schools.

14.4. The Head of School designates a Restraint Reduction Responsible Person, who is accountable for the school's approach to minimising the use of restrictive interventions, for maintaining the Restrictive Intervention Central Log, for the termly analysis of that data, and for the annual Training Needs Analysis. That role is held by Jason Tait, Director of Pastoral Care and Designated Safeguarding Lead.

14.5. Because that role is held alongside the role of Designated Safeguarding Lead, the review of restrictive intervention data by the Board of Directors under this section provides the independent scrutiny of the school's use of restrictive interventions, and any allegation about the use of force is handled under section 16 of this policy rather than by the Restraint Reduction Responsible Person.

14.6. Restrictive intervention data is reported to the Board of Directors via the Safeguarding and Pastoral Care Committee.

15. Review Procedures

15.1. All settings should have a review process for incidents where a restrictive physical intervention or the use of reasonable force has taken place. The review should include the following:

a. Is the function of the behaviour for the child or young person understood? - If not, what work is needed to understand this?
b. Are there more acceptable ways the child or young person could have achieved the same outcome?
c. What could the setting do to support the child or young person to achieve this?
d. What steps are taken to ensure that the appropriate restrictive physical intervention was applied?
e. Have the incidents needing restrictive physical intervention increased/decreased?
f. How are incidents monitored to ensure that the length of time restrictive physical intervention is used is kept to a minimum? Who will be the identified adult to complete the monitoring?

g. Are practices reviewed and alternative methods that do not involve restrictive physical intervention explored as a possible outcome in each case? Do we have a plan to reduce interventions?
h. What steps are taken to ensure that all staff managing risk behaviour are trained in restrictive physical interventions to ensure minimum pain or distress to all involved?
i. Where restrictive physical intervention is being used, are methods in place for checking medical advice? Are all relevant staff aware of individual needs such as children/young people's medical conditions and care plans?
j. Are there separate debriefing sessions for staff and young people who have been involved in incidents? Does the review explore antecedents, consequences and alternative courses of action, including restorative approaches?
k. Are risk assessment procedures robust, fit for purpose and regularly reviewed?

A regular planned review of the issues detailed above is an essential part of ongoing risk management.

16. Complaints and Child Protection

16.1. If the physical intervention is of a nature that causes injury or distress to a student it may be considered under child protection or disciplinary procedures.

16.2. The Head may decide that further investigation of the occurrence is required.

16.3. Any parental complaint arising from such intervention would be investigated under the school's usual complaints procedure.

16.4. Where an allegation is made that a member of staff has used force or another restrictive intervention inappropriately, it is handled as an allegation against a member of staff under Part Four of Keeping Children Safe in Education and the Safeguarding and Child Protection Policy, including the provisions on suspension. The Designated Safeguarding Lead and the Head of School will consider referral to the Local Authority Designated Officer.

16.5. Where the use of a restrictive intervention causes injury or distress to a student, the Designated Safeguarding Lead will consider whether a safeguarding response is required under the Safeguarding and Child Protection Policy and Working Together to Safeguard Children (March 2026), in addition to any action under this policy.

17. Corporal Punishment

17.1. Under Section 131 of the School Standards and Framework Act 1998, corporal punishment is prohibited in all schools and is a criminal offence.

17.2. It is school policy that under no circumstances will corporal punishment ever be used.

17.3. The prohibition includes the administration of corporal punishment to a student during any activity whether or not within the school premises.

17.4. The prohibition applies to all 'members of staff'. These include all those acting *in loco parentis*, such as unpaid, volunteer supervisors.

17.5. The verbal threat of corporal punishment is also strictly forbidden.

18. Acceptable forms of physical contact in a school setting

18.1. There are many occasions when staff will have cause to have physical contact with students for a variety of reasons, for example:

a. Communication
b. First Aid
c. to comfort a child or young person in distress (so long as this is appropriate to their age)
d. to direct a child or young person (holding hands, hand on shoulder etc)
e. for educational skills (PE, Drama etc)
f. for life skills (young children toileting, using cutlery etc)
g. in an emergency to increase safety to the child or young person and staff.

18.2. In an emergency incident staff may take into account the use of reasonable force and their responsibilities under duty of care.

18.3. In all situations where physical contact between staff and student's takes place, staff must consider the following:

a. the student's age and level of understanding
b. the student's individual characteristics and history
c. the location where the contact takes place (it should not take place in private without others present)

18.4. If a student requires physical support on a regular basis this information will be documented on an individual plan such as a handling plan, toileting plan or risk assessment/behaviour support plan.

18.5. Physical contact is never made as a punishment, or to inflict pain. All forms of corporal punishment are prohibited. Physical contact will not be made with the student's neck, breasts, abdomen, genital area, other sensitive body parts, or to put pressure on joints. It will not become a habit between a member of staff and a particular child or young person.

19. Post Incident support

19.1. Incidents requiring force can be very distressing to all concerned, including observers and so support is required to restore well-being and calm.

19.2. There should be no attempt to apportion blame. The purpose of post incident support is to explore the following themes:

a. gathering of facts that led to the incident
b. staff to explore any patterns linked to the incident eg settings, staffing and frequency

c. the opportunity to analyse, reflect and learn from the incident, to investigate alternative strategies to minimise risk through discussions with the young person where possible.
d. Repair relationships with all involved through restorative practice.

19.3. Training providers will provide strategies to support the process of debrief. The process should be reflective of all actions taken by staff and young people involved and support emotional and physical de-escalation over a period of time until risk is reduced.

19.4. The school evaluates every incident involving a restrictive intervention as soon as practicable after the event, in order to understand why it was used, the impact on the student and staff, any patterns and trends, and how the need for such an intervention might be avoided in future, including by amending or introducing a behaviour support plan.

19.5. Where appropriate, the student and the member of staff involved receive a medical assessment and treatment for any injuries as soon as possible. Injuries are recorded in accordance with the school's accident reporting procedures and reported to the Health and Safety Executive where required.

19.6. The debrief should ideally be facilitated by a member of staff who was not involved in the incident and may benefit from the presence of an additional person to ensure impartiality and support. The school continues to monitor student and staff wellbeing afterwards and provides further support where needed, including counselling.

19.7. Any student who witnessed an incident in which a peer may have been injured or become distressed is also offered appropriate support.