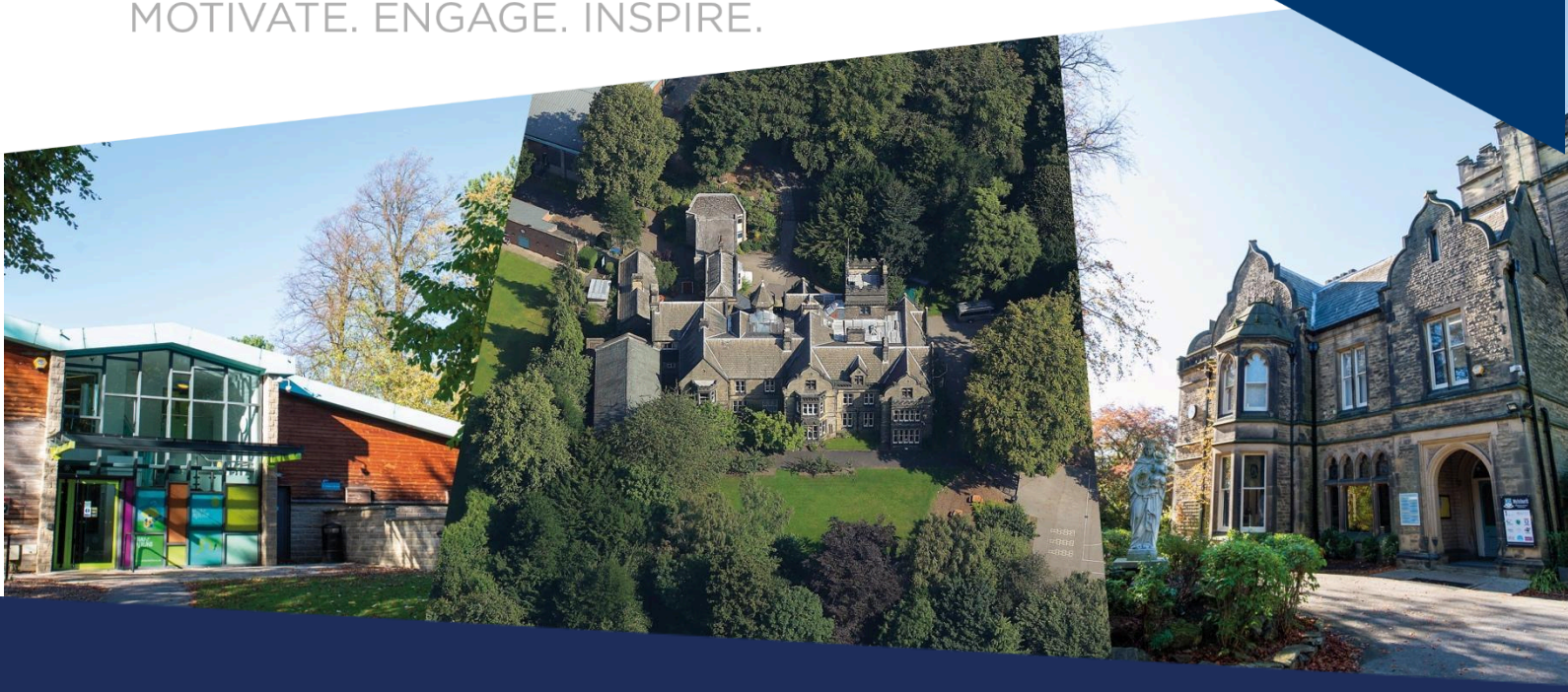
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Policy Document
Mylnhurst School

Restrictive interventions

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Restrictive Interventions, including Reasonable Force, Restraint and Seclusion (effective from 1 April 2026)

Mylnhurst Preparatory School is committed to maintaining a safe environment in which pupils can learn and thrive. The School prioritises prevention, early intervention and de-escalation. Restrictive interventions will be used only when necessary, lawful and proportionate, and only for the shortest time required.

Scope

This section applies to all staff, including teaching staff, support staff, supply staff, volunteers and any adults working on behalf of the School.

Principles

All staff must ensure that any restrictive intervention is:

1. Lawful, reasonable and proportionate in the circumstances

2. Used only as a last resort after de-escalation and other strategies have been attempted, unless immediate action is required to prevent harm

3. The least restrictive option likely to be effective

4. Used for the minimum time necessary

5. Followed by prompt recording, written communication with parents and appropriate post-incident support

Definitions

For the purposes of this policy, the following definitions apply:

Restrictive intervention

Any act by a member of staff that involves restricting a pupil's liberty, freedom of movement, or ability to access the environment.

Reasonable force
Physical contact used to prevent a pupil from doing, or continuing

to do, any of the following:

- committing an offence
- causing personal injury to, or damage to the property of, any person, including the pupil
- prejudicing the maintenance of good order and discipline at the School or among pupils

Restraint
An intervention which limits or restricts a pupil's movement, including by holding, guiding, blocking movement, or restricting access to an area. Restraint includes non-force-related restraint.

Seclusion
Confining a pupil away from other pupils and preventing them from leaving. This includes situations where a pupil is prevented from leaving by physical obstruction, blocking exits, or being made to believe they will face a sanction if they leave.

Significant incident involving the use of force
An incident where physical force is used beyond everyday appropriate physical contact. This includes situations where physical force is used to implement a non-physical restrictive intervention.

Prevention and de-escalation

Staff must use preventative and de-escalation strategies as a priority. This includes:

- calm, clear communication and the use of supportive language
- offering choices and time to comply
- reducing demands and providing space where safe

• using agreed reasonable adjustments and support strategies

• seeking assistance promptly from the Head or SLT, or another senior member of staff where appropriate

Where a pupil has an identified need, including SEND, staff must follow any agreed behaviour support plan or risk assessment, while recognising that plans do not remove the requirement to act lawfully and proportionately in the moment.

When restrictive interventions may be used

Restrictive interventions may be used only when staff reasonably believe it is necessary to:

- prevent harm to the pupil or others
- prevent serious damage to property
- prevent serious disruption that is likely to lead to harm or significant disorder
- maintain good order and discipline, where other strategies are not sufficient and intervention is proportionate

Restrictive interventions must not be used:

- as a punishment
- to cause pain, humiliation or distress
- as a means of securing compliance where there is no immediate risk of harm or significant disorder
- as a substitute for appropriate staffing, support, training or reasonable adjustments

Leadership support and requesting assistance

Any member of staff may intervene where it is necessary to prevent harm or serious disorder. Where practicable, staff should:

• call for assistance before intervening

• ensure a second adult is present or attends as soon as possible

• hand over responsibility to the Head, or another senior member of staff where possible

Recording requirements (from 1 April 2026)

From 1 April 2026, Mylnhurst Preparatory School must have

procedures to ensure that:

- each significant incident involving the use of force
- each incident of seclusion
- each incident of restraint, including non-force-related restraint is recorded in

writing as soon as practicable and, wherever possible, on the same day.

- The written record must include, as a minimum:
- the pupil's name and class
- the name and role of staff involved and any witnesses
- relevant pupil circumstances, including any identified SEND, vulnerabilities and known

triggers

- the date, time, location and duration of the incident
- a factual description of what happened
- why the restrictive intervention was considered necessary and proportionate
- what de-escalation and preventative strategies were attempted and the outcome
- the type of intervention used, including the type and degree of force used, if any

- details of any injury, first aid, medical attention, or damage to property
- details of any post-incident support and follow-up actions
- whether safeguarding concerns were identified and what action was taken

Records will be stored securely in the CPOMS system or secure safeguarding storage. Access will be restricted to the Head, SLT and the Designated Safeguarding Lead, together with any other authorised personnel as required.

Reporting to parents in writing (from 1 April 2026)

From 1 April 2026, parents must be provided with written information about:

- each significant incident involving the use of force
- each incident of seclusion
- each incident of restraint, including non-force-related restraint as soon as practicable and, wherever possible, on the same day.

The written notification must include, as a minimum:

- the date, time and location of the incident
- the duration of the incident
- why the restrictive intervention was necessary
- the type of intervention used, including the type and degree of force used, if any
- details of any injury and immediate follow-up support

Where a meeting or telephone call takes place, this does not replace the requirement for written notification. Written notification will normally be issued by the Head or member of SLT following review of the written record. The Head may delegate the drafting of the notification, but remains responsible for ensuring that the written notification is issued and that timescales are met.

Post-incident support and review

Following any restrictive intervention, the School will:

- ensure the immediate safety and wellbeing of the pupil and others
- consider first aid and medical needs
- offer a restorative conversation when the pupil is ready
- debrief staff involved and consider staff wellbeing
- review triggers, antecedents and the effectiveness of de-escalation strategies
- update risk assessments and behaviour support plans as required
- consider whether additional SEND support or external advice is needed

The Head or SLT will ensure that post-incident review actions are completed and recorded, and will liaise with the Designated Safeguarding Lead where safeguarding concerns arise.

Training

The School will ensure that staff receive training proportionate to their role,including:

- prevention and de-escalation
- lawful and safe practice in the use of reasonable force
- understanding and supporting pupils with SEND and vulnerabilities
- recording and reporting requirements from 1 April 2026
- post-incident support and reflective practice

Monitoring and governance oversight

The SLT will review restrictive intervention records regularly to:

- identify patterns and triggers
- ensure consistency and quality of recording and parental communication
- evaluate whether any group of pupils is disproportionately affected
- identify training and support needs
- reduce reliance on restrictive interventions through continuous improvement
- A termly anonymised summary will be provided to the Board.

APPENDICES

Appendix 1: Restrictive Interventions Procedure (staff workflow)

This procedure applies to any incident involving significant use of force, restraint, or seclusion.

1. Immediate response

1. Staff must prioritise prevention and de-escalation wherever safe to do so.

2. If intervention is necessary, staff must use the least restrictive option likely to be effective for the shortest time required.

3. Staff should call for assistance and ensure a second adult attends as soon as practicable.

4. Following the incident, staff must ensure the pupil is safe, calm and supported, and that medical or first aid needs are addressed.

2. Informing leadership and safeguarding

1. The staff member leading the intervention must inform the Head or SLT as soon as practicable on the same day.

2. The Head or SLT must inform the DSL without delay if there is injury, seclusion, repeated incidents, escalating risk, or any safeguarding concern.

3. Recording

1. The staff member leading the intervention must complete the Restrictive Intervention Record as soon as practicable and, wherever possible, on the same day.

2. Where multiple staff were involved, the lead staff member should coordinate the record with supporting factual contributions from others.

3. The Head or SLT must quality assure the record for completeness and clarity.

4. Written communication with parents

1. The Head or SLT is responsible for ensuring parents are provided with written information as soon as practicable and, wherever possible, on the same day.

2. A telephone call or meeting may take place in addition to the written notification, but does not replace it.

3. Where follow-up is required, the Head or SLT will arrange a meeting and ensure any actions are recorded.

5. Post-incident review and follow-up

1. The Head or SLT will ensure post-incident actions are completed, including debriefing staff and supporting the pupil.

2. Behaviour support plans, risk assessments, and reasonable adjustments will be reviewed and updated where needed.

3. Where patterns are identified, the Head, SLT and DSL will consider additional support, referrals, or external advice.

Appendix 2: Restrictive Intervention Recording Form (table)

Completion requirement: As soon as practicable and, wherever possible, the same day.

Section	Field	Staff completion
A. Basic details	Date of incident	
	Start time	
	End time	
	Duration	
	Location	
	Pupil name	
	Pupil class/form	
	Staff directly involved (names and roles)	
	Other staff present and witnesses	
B. Pupil context	SEN status (SEN support, EHCP, none)	
	Brief description of relevant needs and circumstances (including SEND, medical, communication, known triggers)	
	Known antecedents or triggers immediately prior	
C. Type of incident	Tick all that apply: Significant use of force / Restraint / Seclusion	☐ Significant use of force ☐ Restraint ☐ Seclusion

	If restraint: Physical contact used?	☐ Yes ☐ No
	If seclusion: How was the pupil prevented from leaving?	
	If significant use of force: Type and degree of force used (describe factually)	
D. De escalation	De-escalation and preventative strategies attempted before intervention (what and when)	
	Outcome of de-escalation strategies	
E. Reason for interventi on	Immediate risk or reason intervention was necessary (harm to self, harm to others, serious property damage, serious	

	disorder)	
	Why the chosen intervention was considered proportionate and the least restrictive option	
F. Factual account	What happened (brief factual narrative in chronological order)	
	Pupil response during intervention	
	How the intervention ended and how the pupil was	

	supported to recover	
G. Injury and medical	Injury to pupil?	☐ Yes ☐ No
	Injury to staff or others?	☐ Yes ☐ No
	Details of any injuries, marks, pain reported, and action taken (first aid, medical)	
	Accident form completed (if required)	☐ Yes ☐ No
H. Follow-up and support	Immediate follow-up support provided to pupil	
	Restorative conversation planned or completed (date and by whom)	
	Support provided to staff involved (debrief, wellbeing)	
	Behaviour support plan or risk assessment update required?	☐ Yes ☐ No
	External advice required (SEND, safeguarding, other)	☐ Yes ☐ No
I. Safeguarding	Safeguarding concerns identified?	☐ Yes ☐ No
	If yes, details and actions taken, including DSL notification	

J. Parent communication	Parents informed in writing?	☐ Yes ☐ No
	Date and time written notification sent	
	Sent by (SLT or delegated staff member)	
	Method (email, parent portal, other)	

K. Sign-off	Completed by (name and role)	
	Date and time completed	
	Head or SLT quality assurance completed (date and initials)	