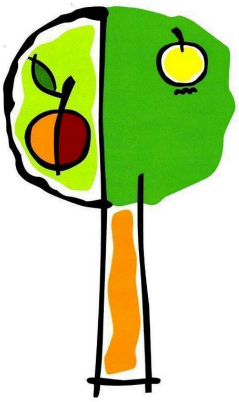
Sefton Park Infant and Junior School

Safe Touch and Positive Handling Policy



Review

Review Cycle	Date of Current Policy	Author(s) of Current Policy	Review Date
Annual	March 2026	E.Shuker	March 2027

Ratification

Role	Name	Signature	Date
Chair of Governors			
Headteacher/Principal			

1.Introduction

At Sefton Park Infant and Junior School we strive to create a safe, secure and supportive environment for all our pupils and staff.

There are times when the use of restrictive interventions, including reasonable force and seclusion, is lawful and necessary to keep people safe. However, we understand that the use of restrictive interventions can have a significant impact on pupils, staff and parents/carers. In our school, they are only ever considered as a last resort, once all other prevention and de-escalation strategies have been exhausted.

This policy aims to:

- **Minimise the need to use restrictive interventions, through early support, prevention and de-escalation strategies**
- **Help school staff feel confident in knowing how to use restrictive interventions safely, appropriately and lawfully, when they are necessary**
- **Clearly set out the steps for recording and reporting incidents of reasonable force, seclusion and restraint**
- **Protect the safety, wellbeing and dignity of all pupils and staff, and help create a positive and safe place for everyone at school**

Our policy rests on the belief that every member of staff needs to know the difference between appropriate and inappropriate touch. Hence, staff need to demonstrate a clear understanding of the difference. Equally, when a child is in deep distress, staff need to know when and how sufficient connection and psychological holding can be provided *without* touching.

This policy also sets out Sefton Park's approach to the **use of restrictive interventions**, including the **use of reasonable force**, to ensure the safety and welfare of pupils and staff, in line with *DfE guidance – Restrictive interventions, including use of reasonable force, in schools* (April 2026).

Restrictive interventions should only be used when necessary to prevent harm and must always be lawful, proportionate and as a **last resort**. They must **never** be used as punishment or routine discipline.

As a school we use the language of Positive Handling rather than Reasonable force.

2. Legislation and Guidance

This policy should be read in conjunction with other school policies: ·

- **Behaviour Policy**
- **Safeguarding (Child Protection)**
- **Intimate care Guidelines**
- **Policy and Procedures for Supporting Children with Medical Conditions**
- **SEND Policy**
- **Staff Wellbeing Policy**
- **Complaints policy**

This policy is informed by:

- This policy is based on the Department for Education (DfE) guidance on restrictive interventions, including the use of reasonable force, in schools. It also meets the requirements of:

- Section 93 of the Education and Inspections Act 2006

- Section 93A of the Education and Inspections Act 2006, inserted by the Apprenticeships, Skills, Children and Learning Act 2009

- Section 550ZA and section 550ZB of the Education Act 1996
- Equality Act 2010
- Health and Safety at Work etc. Act 1974 and associated regulations
- Human Rights Act 1998
- Keeping Children Safe in Education
- The Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025
- Department for Education guidance on searching, screening and confiscation

3. Definitions

In order to protect children and school staff from allegations under Child Protection procedures many schools, education authorities and academies have adopted 'No Touch' policies.

Sefton Park Schools is adopting an informed, evidence-based decision to allow safe touch in special cases as a developmentally appropriate intervention that will aid healthy emotional growth and learning.

Research shows clearly that healthy pro-social brain development requires access to safe touch as one of the means of calming, soothing and containing distress for a frightened, sad or angry child. It is essential for all children to learn the difference between safe and unsafe touch and to experience having their strongest emotions contained, validated, accepted and soothed by a significant adult.

Different types of touch

There are four different types of touch and physical contact that may be used, these are:

Casual / informal / incidental touch

There are circumstances when it is appropriate for staff to have some physical contact with pupils which does not give rise to any question over the use of reasonable force or other restrictive interventions. Staff use touch with pupils as part of a normal relationship, for example comforting a child, giving reassurance and congratulating. This might include putting an arm out to bar an exit from a room, taking a child by the hand, patting on the back or putting an arm around the shoulders. The benefit of this action is often proactive and can prevent a situation from escalating. Examples of where touching a pupil might be proper or necessary:

- Providing first aid to a pupil
- Guiding or escorting a pupil through the school building or on a school trip by holding their hand
- Comforting a pupil who is upset
- Offering congratulations or praise, such as with a pat on the back or handshake
- To demonstrate how to use a musical instrument
- When demonstrating exercises or techniques during PE lessons or sports coaching

General reparative touch

This is used by staff working with children who are having difficulties with their emotions. Healthy emotional development requires safe touch as a means of calming, soothing and containing distress for a frightened, angry or sad child. Touch used to regulate a child's emotions triggers the release of the calming chemical oxytocin in the body. Reparative touch may include stroking a back or squeezing an arm. When using reparative touch regularly, we will do this in agreement with parents.

Contact/interactive Play

Contact play is used by staff adopting a role similar to a parent in a healthy child parent relationship. This will only take place when the child has developed a trusting relationship with the adult and when they feel completely comfortable and at ease with this type of contact. Contact play may include an adult chasing and catching the child or an adult and child playing a game of building towers with their hands. This sort of play releases the following chemicals in the brain:

- Opioids – to calm and soothe and give pleasure;
- Dopamine – to focus, be alert and concentrate;
- BDNF (Brain Derived Neurotropic Factor) – a brain 'fertiliser' that encourages growth.

Reasonable Force and Restrictive Interventions

In line with the Department for Education (DfE) guidance on restrictive interventions, including the use of reasonable force, in schools**. The definitions below are defined.**

Restrictive intervention: a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This guidance uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

Reasonable force: a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

Significant incident: any incident where the use of force goes beyond appropriate physical contact between pupils and staff as described in 'Other physical contact with pupils' within this document. This includes when physical force is used to implement a non-physical restrictive intervention.

Seclusion: a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.

Restraint: a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint. The various restrictive interventions above have been defined for completeness and should not be construed as an endorsement or otherwise for their use in schools. Some will not be relevant to most schools.

However at Sefton Park, we use the term Positive Handling to shift the focus from a punitive or restrictive act to a supportive intervention. It emphasises care, safety, and the de-escalation of a situation in the best interests of the individual, rather than merely overpowering them .

4. Roles and responsibilities

Staff who are likely to need to use reasonable force and/or other restrictive interventions should be adequately trained in its safe and lawful use and in preventative strategies. *(DfE Guidance on the Use of Reasonable Force, Seclusion and Restrictive Interventions, p.6)*

Key members of staff have been Team Teach trained; these staff are listed in Appendix A

This training supports staff in using pre-emotive and responsive positive handling strategies and techniques. As far as possible the staff using positive handling will be those which are Team Teach

trained however, there may be occasions when this is not possible.

All our school staff have a legal power to use reasonable force in certain situations.

Staff can use reasonable force to prevent or stop a pupil from:

- ➢ **Hurting themselves or others**
- ➢ **Committing a criminal offence**
- ➢ **Damaging property (Significant or Serious)**
- ➢ **Causing disorder among pupils, in or out of lessons**

While all staff have this power, some staff, especially those who work closely with pupils who might show challenging behaviour, are more likely to need to use it than others.

We will ensure staff are adequately trained and that risk assessments are carried out where necessary. See section 11 of this policy for information on training and risk assessments.

Any significant incident involving the use of force will be recorded and reported in accordance with the procedures set out in section 12 of this policy.

The holding techniques used should be familiar to the staff involved, and they should be appropriately trained and be able to use them safely. Limited staff are trained to ensure de-escalation techniques are prioritised.

The governing board

The governing board is responsible for:

- Reviewing and approving this policy
- Ensuring that a procedure is in place for recording and reporting each:
  - ➢ **Significant incident involving force**
  - ➢ **Seclusion incident**
  - ➢ **Restraint incident**
- Taking all reasonable steps to ensure that the procedures for recording and reporting the use of force, seclusion and restraint are followed
- Regularly reviewing and interrogating data on the use of restrictive interventions in our school Supporting and challenging school leaders to identify where changes may be needed to practice.

For example:

- ➢ If approaches have been used for some time but haven't been effective
- ➢ If there is any disproportionate use of restrictive interventions, including in relation to pupils who share protected characteristics or have SEND or other types of vulnerabilities

The headteacher

The headteacher is responsible for:

- Overall implementation and oversight of this policy
- Making sure that appropriate and high-quality training on preventative strategies and the safe and lawful use of restrictive interventions is provided for staff who need it, based on our school's individual context and needs
- Ensuring adequate staffing levels to support positive behaviour management
- Monitoring incidents involving restrictive interventions, including regular review of incidents to refine and improve processes
- Ensuring compliance with recording and reporting requirements

- Authorising staff to search a pupil or their belongings if they have good reason to think the pupil has a prohibited or banned item
- Following the procedures set out in our complaints policy to deal with any complaint about the use of restrictive interventions
- Following the statutory safeguarding guidance Keeping Children Safe in Education if an allegation regarding inappropriate use of force and/or other restrictive intervention is made against a member of staff

All staff

All members of staff are responsible for:

- Making sure they have read and understood the principles of this policy and any other linked policies
- Using de-escalation techniques and positive behaviour management strategies to try to minimise and prevent the need for restrictive intervention - in line with agreed behaviour de-escalation strategies.
- Accurately recording every seclusion incident, restraint incident and significant incident involving force that they are involved in - priority, staff need to be proactive and report this themselves wherever possible, asking for support from leaders where necessary.
- Reporting these incidents to the designated safeguarding lead (DSL)
- Recording any injuries that occur as part of an incident involving restrictive intervention, and following our health and safety policy to ensure these are reported to the Health and Safety Executive where necessary
- Taking part in training on preventative strategies and the safe and lawful use of restrictive interventions, if relevant to their role (this may include additional training appropriate to their responsibilities)
- Engaging in follow-up conversation(s) to debrief and reflect on incidents involving restrictive intervention that they were involved in, to help us understand what happened and why with the Designated safeguarding lead (DSL) and/or SEND Team.

The DSL is responsible for:

- Reporting every seclusion incident, restraint incident and significant incident involving force to each parent/carer of the pupil involved
- Making sure records are kept securely and in accordance with safeguarding and data protection procedures
- Contacting the local authority in cases where informing a pupil's parent/carer of the use of reasonable force, seclusion or restraint on their child would put that child at risk of significant harm (see sections 12.2 and 12.3 of this policy)

Special educational needs co-ordinator (SENCO)

The SENCO is responsible for:

- Working with pupils, parents/carers and relevant school staff to develop and review behaviour support plans and risk assessments for any pupils with SEND where it's been identified that there is an increased likelihood of the need to use restrictive interventions
- Ensuring staff are aware of individual pupil needs and associated behaviour support strategies
- Working with staff who know pupils well, to identify and manage risk (such as trigger points when challenging behaviour is more likely to occur)
- Working with pupils, parents/carers, staff and other relevant professionals to develop prevention and de-escalation strategies
- Advising on reasonable adjustments for any pupils with disabilities when considering prevention and de-escalation strategies

- Participating in the review of restrictive intervention incidents involving any pupil with SEND
- Providing advice and support on the application of this policy for pupils with SEND
- Contributing to staff training on SEND and behaviour management, including the use of restrictive interventions

5. Seclusion

As defined above, seclusion is a non-disciplinary intervention that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others. This could be through physical obstruction or by making the pupil believe that they will be punished if they leave. For example, putting a pupil into a 'holding' room until they calm down is a form of seclusion.

We only use seclusion as a safety measure when a pupil is experiencing high levels of emotional or behavioural dysregulation. Seclusion is not used as a threat or punishment. Seclusion is not a disciplinary response to deliberate or wilful misbehaviour. Please see our behaviour policy for information on our response to misbehaviour.

During seclusion:

- The pupil will be secluded in a safe place that does not feel threatening or intimidating to them e.g Nest, Empty classroom, library, offices, SRB sensory room, SRB Acorn Room.
- The pupil will be supervised at all times, by at least 1 member of staff from the senior leadership team, SRB Team or Pastoral Team.As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave.
- The adults present will use the skills of co-regulation to support the child and we should not assume that children have the skills to self-regulate.
- Any incident involving the use of seclusion will be recorded and reported in accordance with the procedures set out in section 12 of this policy.

6**. Unacceptable uses of force**

It is illegal to use force on a pupil for the purpose of punishment. We never use force as a sanction, threat or deterrent.

Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

The following uses of force are never acceptable:

- Staff using force for the purpose of punishment
- Staff restraining a pupil in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
- Staff using force on the ground. If a pupil is unintentionally held on the ground, staff should release their hold or move into a safer position as quickly as possible

Section 5 of this policy sets out the instances where staff may use reasonable force. Section 9 of this policy provides guidance for staff on what to consider before using it.

7. Using reasonable force to search pupils

The headteacher and any member of staff authorised by the headteacher have a statutory power to

search a pupil or their belongings if they have reasonable grounds to suspect that the pupil may have a prohibited item (as listed in the DfE's searching, screening and confiscation guidance) or an item banned under our school rules.

They can use reasonable force to search for prohibited items (as listed in the DfE's searching, screening and confiscation guidance), such as knives, weapons, stolen items or illegal drugs. They cannot use reasonable force to search for items that are banned under our school rules only, such as mobile phones [add/delete examples of items banned under your school rules].

The decision to use reasonable force to carry out a search should be made carefully, on a case-by-case basis and taking into consideration the level of risk to pupils and staff. Please see our behaviour policy for more information on how we conduct searches.

8. Prevention and de-escalation strategies

Restrictive intervention/Positive Handling is used only when necessary. We aim to minimise its use as much as possible, using both whole-school and individual approaches.

Our whole-school approach includes:

- Consideration of how our school and classroom environment can support all pupils to achieve and thrive
- Sharing best practice for whole-class behaviour management, and for managing communal spaces such as corridors and playgrounds
- Training staff in effective communication strategies, such as using appropriate tone of voice and empathy to aid de-escalation
- Development of working staff-pupil relationships and trust
- Recording and analysing data on the use of restrictive interventions to inform improvement planning
- Working closely with parents/carers to support individual pupils
- Strategies to support individual pupils based on their identified needs, including:
- **The development of behaviour support plans**
- **Strategies to help pupils calm down before their behaviour escalates**
- **Making 'reasonable adjustments' where a pupil has a disability, to help them participate in school life as fully as possible**

8.1 De-escalation when a situation arises

When a staff member is faced with a situation where a restrictive intervention/positive handling may need to be used, they should consider using de-escalation techniques first, wherever possible. Techniques that could be used in these situations include:

- Having open body language and being aware of a pupil's personal space
- Taking a pupil away from an 'audience' – speaking to them on their own rather than in front of a group of other pupils or staff
- Using empathy – asking the pupil to help you understand their feelings
- Distraction techniques
- Offering a calm space for the pupil to go to so they can self-regulate
- Verbal warnings – calmly reminding the pupil of the consequences of their behaviour
- Conversation, distraction, coaxing skills, gentle persuasion or redirection to other activities (e.g. touching the child's arm and leading him/her away from danger, gently stroking the child's shoulder).
- Change of face to ensure no inadvertent triggers for the child
- Encouraging the pupil to help him/herself feel more secure by wrapping a blanket tightly around

him/herself or holding on tightly to a large cushion or stuffed toy.
- ➢ Put distance between the child and others - move others to a safer place.
- ➢ calmly remove anything that could be used as a weapon, including hot drinks, objects, furniture.
- ➢ To prevent a child continuing to pose harm in a dangerous situation, advise others to leave but remain with the child.
- ➢ Keep talking calmly to the child, explain what is happening and why, how it can stop, and what will happen next.
- ➢ Use first aid procedures in the event of injury or physical distress when safe to do so.
- ➢ Adults in charge should take a calm, measured approach to a situation, and never give the impression that they have lost their temper, or are acting out of anger, frustration, or to punish a pupil.
- ➢ Ensuring that the adult is also regulated and if not, to call for assistance and a change of face.

9. Deciding when the use of restrictive interventions is appropriate

9.1 Necessity and proportionality

The decision on whether to use restrictive interventions is down to the professional judgment of the staff member and will always depend on the individual circumstances of each situation.

Staff should always consider whether there are other ways to manage the situation, such as the de-escalation techniques outlined in section 8.1 of this policy and/or seeking assistance from a colleague. However, there may be times when staff have no other choice but to use restrictive interventions, to reduce the risk of harm to the pupil and/or others.

When assessing whether a restrictive intervention is required, staff should always consider:

- ➢ **Is it necessary?**
- ➢ **Are there other more effective, less restrictive ways to manage the situation?**
- ➢ **Is a restrictive intervention likely to successfully reduce the risks, or could its use escalate the situation further or cause more harm than the behaviour itself?**
- ➢ **Is it proportionate?**

Staff should use the least amount of force or the least restrictive intervention for the least amount of time required to reduce the risks. Staff will employ the safest and gentlest means of holding a child, which is entirely designed to enable the child to feel safe and soothed, bringing him or her down from an uncontrollable state of hyper arousal. Maintaining boundaries in such cases can be a vital corrective emotional experience, without which the child can be left at risk of actual physical or psychological damage.

If the intervention itself is escalating the situation, staff should reconsider their approach and attempt an alternative strategy.
Staff should consider the individual circumstances of the pupil, such as their age, size and any medical conditions, SEND or other vulnerabilities.

9.2 Pupil and staff welfare

Pupil welfare

The most important consideration when using a restrictive intervention is the safety and wellbeing of the pupil involved, as well as the safety of other pupils and staff. Staff should always consider the potential impact on the pupil's welfare balanced against any actions taken. For example, staff should bear in mind that pupils who have experienced adverse life events, trauma or neglect, or who have diagnosed or

undiagnosed medical conditions or sensory impairments, communication difficulties or other needs, may find the use of restrictive interventions particularly distressing.

If a restrictive intervention is needed, staff should always aim to maintain respect for a pupil's dignity. This includes consideration of the location and environment where any intervention is used, such as in front of their peers.

Staff should, wherever possible, clearly and calmly communicate to the pupil what is happening, why, and what the pupil needs to do, including using verbal and non-verbal strategies where needed, and giving time for the pupil to process information and respond where appropriate.

Staff should seek to understand how the pupil is feeling and use this information to determine whether the restrictive intervention should be, or continue to be, applied, reduced or stopped.

Support following an incident for staff and pupils

As soon as possible after any use of restrictive intervention/positive handling, our school will evaluate the incident to understand why restrictive intervention was used, the impact on pupils and staff, any patterns and trends, and how another incident could be avoided in the future.

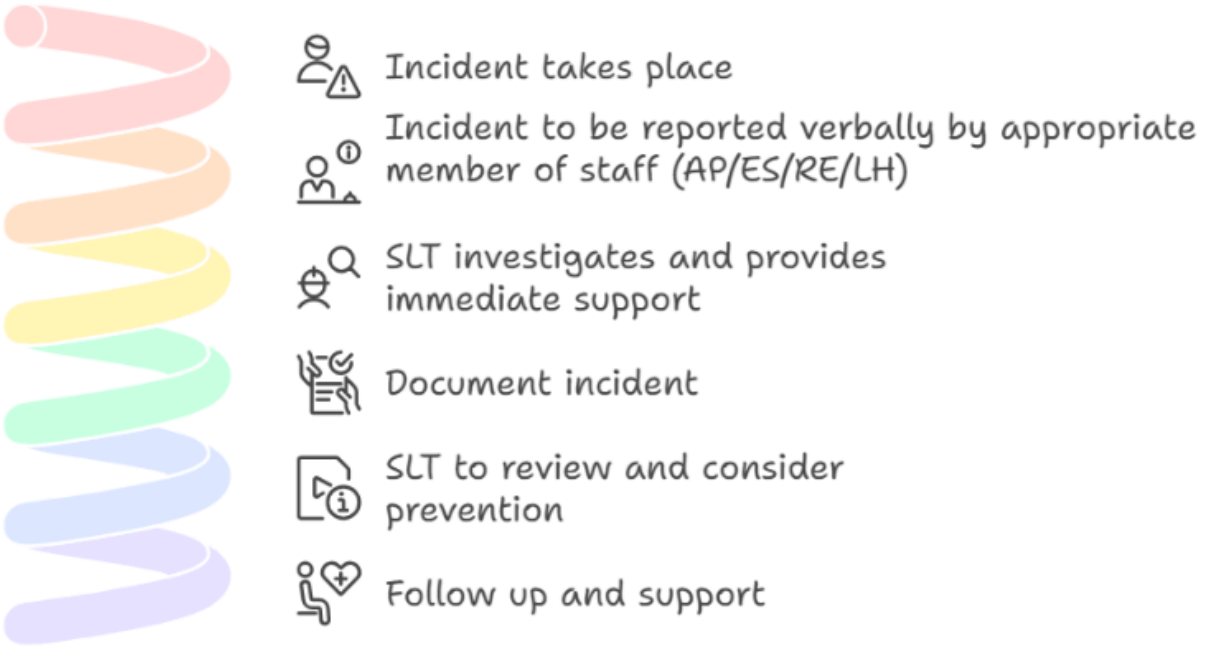
Our school will make sure each pupil and staff member involved get the right support, including a medical assessment and treatment if needed, and an opportunity to reflect on and talk through the incident.

This follow-up conversation(s) will be part of the overall debriefing process to understand what happened during the incident and why, based on separate reflections from all parties involved. Conversations should also aim to repair and rebuild relationships through dialogue.

Wherever possible, this process will be facilitated by a staff member who was not involved in the incident. It may also include the presence of an additional person to ensure impartiality and support. The school will continue to monitor pupil and staff wellbeing and provide additional support if needed.

Depending on the circumstances, support may also be offered to those who witnessed the incident.

The flow chart below details the support process offered to staff.



10. Considerations for pupils with SEND

We understand that pupils with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Pupils who have difficulty communicating verbally might show their needs and discomfort through their actions.

Our school is committed to understanding what might trigger challenging behaviour in pupils with SEND, and to providing the right support and an inclusive environment.

We will carry out risk assessments for pupils with SEND, where we identify that there is an increased likelihood of needing to use reasonable force and/or other restrictive interventions. Our school is aware of its duty under the Equality Act 2010 to make reasonable adjustments for pupils with disabilities to avoid disadvantage and ensure they can take part in school life as fully as possible.

We will utilise staff who know individual pupils well to help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur, and develop proactive strategies to reduce the likelihood of restrictive interventions being used. We will also work with the pupil, their parents/carers and other professionals to develop prevention and de-escalation strategies.

These strategies might include:

- **Removing stimuli that may be causing distress to the pupil**
- **Staff members changing how they communicate with the pupil, such as being more mindful of body language, facial expressions and/or tone of voice**
- **Helping the pupil express their emotions before getting overwhelmed**
- **Engaging the pupil in activities to help them regulate their emotions**
- **Distracting the pupil with familiar objects or activities to redirect their attention**

Where appropriate, we will create individual behaviour regulation/Calm to Crisis plans for pupils with SEND. The plan will be reviewed regularly, and following any significant incident, with the pupil and parents/carers to make sure it's still working well. The plan will:

- **Outline any adjustments, such as to address aspects of the school environment which the pupil**

finds challenging
- ➢ Explain the best ways to communicate with the pupil
- ➢ Analyse helpful and unhelpful approaches when supporting individual approches
- ➢ In some cases, specify when increased physical contact with staff might be appropriate. These situations will be discussed with everyone involved and clearly written down in the plan

11. Training and risk assessments

Our school will make sure that all staff who are likely to need to use reasonable force and/or other restrictive interventions are adequately trained in their safe and lawful use and in preventative strategies.

We also have a duty to ensure the health, safety and welfare of our staff. Therefore, we carry out risk assessments to ensure that staff who regularly work alongside pupils where the use of reasonable force and/or other restrictive interventions may be required can do so as safely as possible.

12. Recording and reporting arrangements

We have a legal duty to record and report all:

- ➢ Significant incidents involving force (see section 3 of this policy for a definition of 'significant incident')
- ➢ Seclusion incidents
- ➢ Restraint incidents

12.1 Recording incidents

Our school has a clear process in place for recording the incidents listed above. Behaviour Smart is used to accurately record and monitor all incidents involving physical intervention or restraint, providing a clear record of the circumstances, actions taken, rationale and follow-up support to ensure safeguarding, accountability and ongoing review of practice.

Immediately following the incident where positive handling is used, the staff member should tell a member of the Senior Leadership Team. A record of physical intervention should be completed as soon as possible afterwards through Behaviour Smart. Staff will identify what actions would be appropriate for future use and prevention, including environmental / policy / procedural change.

All significant incidents must be recorded as soon as possible and before the end of the working day wherever practicable.

The record must include:

- Pupil Name:
- Year Group:
- Date of incident:
- Time of incident:
- Location:
- Name/s of staff involved:
- Witnesses:
- Reason physical intervention used:
- How did the incident begin?
- Details of pupil behaviour:
- Steps taken to calm/de-escalate situation:
- What was said?

- Nature of physical intervention (guiding/ restraining)
- Duration of physical intervention?
- How was the intervention in the best interests of the pupil?
- Injuries to pupil?
- Medical treatment? Accepted/declined.
- Debrief offered to pupil?
- Injuries to staff? Medical treatment?
- Parents informed?
- NEXT STEPS?

Records will be stored securely (CPOMS) in accordance with data protection requirements.

All staff involved in any positive handling will be allowed time to seek medical attention if necessary, to recover and to be debriefed by colleagues nominated by the Principal. Written records will be completed within 24 hours, if practical.

If a Calm to Crisis plan/Risk Assessment is in place this should be reviewed and updated if necessary following a Positive Handling incident. If there is no plan in place then it is essential that a meeting be arranged as soon as possible to create a plan, this should involve parents as well as relevant staff.
The records of physical restraint will be reviewed by the Safeguarding Team each term. The information will be used to review Calm to Crisis Plans/Risk Assessment for individual children, staff training needs and relevant school policies.

For significant incidents involving force, we will record:

- The names of the pupil and staff members directly involved
- Any relevant needs or circumstances of the pupil, including whether they have an identified special educational need or disability, and their SEN status code
- The time, date, location and approximate duration of the intervention
- A clear and brief description of what happened, including:
- What led up to the incident
- Any known or potential triggers for the behaviour
- Any preventative or de-escalation strategies used
- The type and degree of reasonable force used
- Details of any physical injuries sustained, if applicable
- A brief explanation of why using force was assessed as necessary in that situation
- Details of any support given after the incident, such as medical help or emotional support

For seclusion incidents and restraint incidents, we will record:

- The names of the pupil and staff members directly involved
- Any relevant needs or circumstances of the pupil, including whether they have an identified special educational need or disability, and their SEN status code
- The time, date, location and approximate duration of the intervention
- A brief explanation of why the intervention was assessed as necessary in that situation
- Details of any physical injuries sustained, if applicable
- Details of any support given after the incident, such as medical help or emotional support

Note: if a seclusion or restraint incident also constitutes a significant incident involving force, we will record it in line with our procedure for recording significant incidents involving force. It does not need to be recorded twice.

Completed reports will be kept securely and retained in line with our data protection procedures.

12.2 Reporting incidents to parents/carers

When reporting an incident to parents/carers, we will take the following steps:

- We will inform parents/carers about an incident as soon as we can after it happens and will endeavour to do this on the same day face to face or over the phone. We will do this even if the use of restrictive interventions is agreed as part of a pupil's behaviour support plan.
- Parents/Carers will be contacted via phone or email to arrange a face to face meeting with the relevant party:
    - Deputy Head/Head for Infants & Junior
    - Inclusion lead for SRB
- DSL receives the completed report
- A letter detailing the incident must be sent via email to the parent/carers [Appendix C]

Exceptions to this:

- If a member of staff thinks that telling the pupil's parents/carers would likely result in significant harm to that pupil. In these cases, we will report the incident to any parent(s)/carer(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority where the pupil ordinarily resides (see section 12.3 of this policy)

When we report significant incidents involving force to parents/carers, we will include the following details:

- **The time, date, location and approximate duration of the intervention**
- **A brief explanation of why the intervention was assessed as necessary in that situation**
- **A short description of the type and degree of force that was used**
- **Details of any physical injuries sustained, if applicable**
- **Resolution and next steps if any**

When we report seclusion incidents and restraint incidents to parents/carers, we will provide parents/carers with a copy of our written record of the incident through a letter.

Note: if a seclusion or restraint incident also constitutes a significant incident involving force, we will report it in line with our procedure for reporting significant incidents involving force. It does not need to be reported twice.

When reporting to parents/carers, we will have regard to data protection requirements when deciding what information to share. For example, we will not include any identifying details of any other pupil.

Following up with parents/carers after an incident

As it's best practice to invite parents/carers to have a follow-up discussion about the incident, we will consider the following:

- **Any behavioural triggers or warning signs of an impending incident**
- **Whether any agreed behaviour support plans were followed**
- **What de-escalation strategies were used and how effective they were**
- **What might be done differently in the future**
- **Is there any information the parents may have to add to further develop the understanding of the child's needs**

12.3 Reporting incidents to the local authority

In cases where we have assessed that an incident needs to be reported to the local authority where the pupil ordinarily resides (as outlined in section 12.2), this report will include all the information that we would normally share with the pupil's parents/carers, as well as the reasons why we thought it was unsafe to tell the pupil's parents/carers directly.

In cases where a pupil has parents/carers and is the subject of a care order under section 31 of the Children Act 1989 or is being accommodated under section 20 of the Children Act 1989, we will report the incident to the relevant local authority in addition to the parents/carers (unless we deem it unsafe to inform the parents/carers, as set out in section 12.2 of this policy).

12.4 Reporting Incident to Governors

At termly CCS meetings tracking of behaviour and safeguarding data is shared with Positive Handling incidents included. **The following information is shared and evaluated.**

- The number of incidents involving restrictive interventions/positive handling
- What kinds of restrictive interventions/positive handling were used
- Any patterns or trends you've spotted and what you're doing to address them, such as:
    - Are incidents increasing or decreasing compared to last term, or this time last year?
    - Are incidents more likely to happen at certain times of day, in certain locations or with certain members of staff?
    - Are interventions being used disproportionately on pupils with SEN or any other vulnerabilities?

We expect Governors to ask challenging questions with the following points in mind:

- Potential improvements required to policies and practices, if/when current approaches aren't working
- Identifying training needs to support staff
- Understand pupils' patterns and triggers
- Disproportionate use of restrictive interventions for pupils with SEN, protected characteristics, or other vulnerabilities

Further conversations take place on a termly basis with the DSL and Safeguarding Governor James Clarke with minutes taken place.

13. Complaints and allegations

Any complaints about the use of restrictive interventions will be handled through our school's complaints policy, which you can find on the school's website https://www.seftonparkschools.co.uk/policies

We take any allegation of inappropriate use of force and/or other restrictive interventions made against a member of staff very seriously. We will deal with allegations in line with the statutory safeguarding guidance Keeping Children Safe in Education.

Policy Review

This policy will be reviewed:

- Annually
- Following any significant legislative or guidance change
- After any serious incident

Further information can be found at https://www.teamteach.com/

Appendix A

Name	Type of training	Date
Alex Powell	Positive Behaviour Training: Level One	September 2025
Emily Shuker	Positive Behaviour Training: Level One	January 2026
Rebecca Earnshaw	Positive Behaviour Training: Level One	January 2026
Beth Aiken	Positive Behaviour Training: Level One	January 2026
Adaia Witts	Positive Behaviour Training: Level One	January 2026
Naomi Parsons	Positive Behaviour Training: Level One	January 2026
Louise Howlett	Positive Behaviour Training: Level One	January 2026
Heather Boocock	Positive Behaviour Training: Level One	January 2026
Flavia Rosolem	Positive Behaviour Training: Level One	January 2026
Lisa Chester	Positive Behaviour Training: Level One	January 2026
Bita Bermudez	Positive Behaviour Training: Level One	January 2026
Fazima Husseen	Positive Behaviour Training: Level One	January 2026
Mia Elvin-Moudrova	Positive Behaviour Training: Level One	January 2026
Louise Howlett	Positive Behaviour Training: Level Two	March 2026
Lisa Chester	Positive Behaviour Training: Level Two	March 2026
Emily Shuker	Positive Behaviour Training: Level Two	March 2026
Rebecca Earnshaw	Positive Behaviour Training: Level Two	March 2026
Naomi Parsons	Positive Behaviour Training: Level Two	March 2026
Beth Aiken	Positive Behaviour Training: Level Two	March 2026
Mia Elvin-Moudrova	Positive Behaviour Training: Level Two	March 2026
Bita Bermudez	Positive Behaviour Training: Level Two	March 2026
Fazima Husseen	Positive Behaviour Training: Level Two	March 2026
Heather Boocock	Positive Behaviour Training: Level Two	January 2026
Flavia Rosolem	Positive Behaviour Training: Level Two	January 2026

Appendix B

Letter to Parents/Carers Following Positive Handling/Reasonable Force

Dear [insert parent / carer name]

Further to our conversation, here are the details of the recent incident involving your child:

Date, time, duration, and location of the incident	*Insert the date, time, duration, and location of the incident*
Details of the incident	*Include:* · *names of the student and staff involved* · *relevant student needs or circumstances, including SEND status* · *brief summary of the incident: lead-up, triggers (if known), de-escalation attempts, type and degree of intervention used, and any injuries* · *rationale for why intervention was deemed necessary* · *post-incident support, including medical treatment or other impacts*

We understand that you may be feeling worried or upset about what has happened. Please be reassured that the safety and wellbeing of your child is always our priority and physical interventions are only used as a last resort in order to keep everyone safe. The Team Teach information leaflet included explains more about the ways we support your child at school.

We would like to find a convenient time to discuss what we can do to reduce the likelihood of this happening again and find the best ways to support your child for the future.

Please get in touch to let us know when you would be available to meet [insert contact details].

If you have any concerns about your child's physical, emotional or mental wellbeing as a result of this incident, or want to ask any questions, please do get in contact. If you are worried about your child's health, especially in relation to any physical symptoms, please contact your doctor immediately.

Yours sincerely

[add staff member / head teacher's name]