



Knowsley Central School

Care and Control and Restrictive Interventions Policy (Incorporating Physical Restraint)

School Name	Knowsley Central School
Policy Title	Care and Control and Restrictive Interventions Policy
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1. Document Control & Policy Context

Policy Linkage This policy serves as a **Statutory Annex and Technical Extension** to the Knowsley Central **Behaviour Management Policy**. It must be read in direct conjunction with that document, which outlines the school's general conduct expectations and primary non-restrictive measures. Furthermore, this policy is intrinsically linked to the school's Safeguarding and Child Protection policies, and the Health and Safety Policy regarding RIDDOR (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations) reporting duties.

2. Introduction and School Ethos

Knowsley Central operates under the core vision that **"Everyone is a Star and Can Shine in our Learning Community."** We are committed to maintaining a calm, safe, and supportive environment where all pupils are treated with dignity and respect.

Our professional philosophy is grounded in the understanding that **behaviour is a form of communication**. We aim to support our pupils in developing self-regulation and resilience. Consequently, physical techniques are never viewed as a standalone solution; they are a secondary component of a whole-school approach to wellbeing. Restrictive interventions are only considered necessary when they are required to support the management of physically challenging behaviour to ensure the safety of our pupils and staff.

3. Legal Framework and April 2026 Statutory Definitions

This policy is governed by the Education and Inspections Act 2006 (Sections 93 and 93A) and the Equality Act 2010. All procedures are updated to comply with the **April 2026** DfE guidance (of which pages 14 and 15 are statutory).

Statutory Definitions (Effective April 2026)

Term	Legal Definition	Examples could include
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.	Where two staff members hold a pupil's arms to their sides while walking them away from a dangerous situation

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.	See table below Authorised Graded Techniques
Significant Incident	Any incident where the use of force goes beyond appropriate physical contact between pupils and staff. This includes when physical force is used to implement a non-physical restrictive intervention.	planned or emergency physical restraint used to de-escalate a volatile situation.
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 walking aid would both be considered forms of restraint.	See table below Authorised Graded Techniques
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.	Supporting a highly distressed pupil in a safe, quiet room and preventing them from leaving until they are calm.

Note regarding 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.

During seclusion:

- The pupil will be secluded in a safe place that does not feel threatening or intimidating to them examples of this are quiet spaces within classrooms or external quiet spaces which are small sensory rooms which provide low stimulus and are also used for children to access when they choose to do so or when there is a need to take part in 1:1 activities with less distraction.
- The pupil will be supervised at all times, by at least 1 member of staff

Knowsley Central School supports children to access different environments safely and therefore may use strategies to teach a child to access spaces appropriately, such as waiting for a child to put their shoes on before allowing them outside to ensure that they do not cause harm to their feet. This would temporarily prevent them being with

their peers however this would not be classed in schools understanding as seclusion and school would not be reporting such incidents to parent/carers unless this causes a child to become dysregulated. We understand that our children are at different cognitive levels and require additional support to ensure their safety and build upon their independent skills.

Primary Legislation:

- Education and Inspections Act 2006 (Sections 93 and 93A)
- The Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025
- Equality Act 2010
- Health and Safety at Work etc. Act 1974
- The Children and Families Act 2014

4. Minimising Restrictive Interventions: A Tiered Approach

Knowsley Central employs a tiered strategy to ensure restrictive interventions remain a last resort, as outlined in our Behaviour Management framework:

1. **Universal Offer (Good for All):** Focuses on de-escalation and the "Total Communication" approach. This includes the use of **Whole Body Listening**, the **4 Voice Levels** (1: No Talking, 2: Whisper, 3: Table Talk, 4: Outside Voice), **First and Then boards**, visual timetables, and the **Zones of Regulation** to support emotional literacy.
2. **Targeted Support (Necessary for Some):** Implementation of co-produced **Positive Support Plans** when class staff identify repetitive or hazardous behaviours when a child may present as dysregulated. Strategies include social stories, sensory circuits, movement breaks, accessing quiet spaces to reduce stimulus and allow a child to regulate.
3. **Focused Support (Essential for Few):** Multi-agency involvement including referrals to Educational Psychologists, Speech and Language Therapists (SLT), and Occupational Therapists (OT) for specialized risk management. Referrals to Positive Behaviour support (MHST), CAMHS or support through Advance Solutions. Some families may require Early Help services or to escalate to Family First or Social Care.

De-escalation "Do's and Don'ts" (Team Teach Principles)

- **Do:** Use non-verbal strategies; use "Help Scripts"; use partial agreement; maintain personal space; restate and paraphrase; use a calm tone, cadence, and volume.
- **Don't:** Mirror angry behaviour; stand face-to-face or "square up"; use rapid hand gestures; point or prod; or use threats/punishments.

5. Proactive Support for Pupils with SEND

Under the Equality Act 2010, the school has a statutory duty to make reasonable adjustments for pupils with Special Educational Needs and Disabilities (SEND). We

recognise that triggers such as sensory overload, communication frustration, or anxiety may increase the likelihood of challenging behaviour.

The Graduated Approach The school utilizes the **Assess, Plan, Deliver, Review** cycle to ensure support is evidence-based and responsive.

Preventative Adjustments include:

- Short, planned movement breaks for pupils who struggle with stasis.
- Modification of structure of class plans such as groupings and routines to accommodate sensory or physical needs.
- Removing distressing sensory stimuli from the learning environment. Adapting learning environment.
- Co-production of Behaviour Support Plans which are shared parents/carers to ensure consistency between home and school

6.Appropriate Contact

Knowsley Central School does not have a 'no contact' policy. We do not grant any requests by parents/carers or staff members not to use reasonable force and/or other restrictive interventions.

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.

Examples include:

- 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 piece of equipment, a pencil or a sensory activity
- When demonstrating exercises or techniques during PE lessons or sports coaching
- During personal care

In assessing whether physical contact is appropriate in any given situation, staff should use their professional judgement, and have regard to:

- Our school's child protection and safeguarding policy, personal care policy, first aid policy and administer medication policy.
- The specific circumstances, such as whether there are other adults present

Factors including, but not limited to:

- The pupil's age
- Any known vulnerabilities, including whether the pupil has special educational needs and/or disabilities (SEND)
- Whether any alternative strategies that does not involve physical contact can be used

7. The Use of Reasonable Force and Seclusion

Legal Grounds for Use Staff may use reasonable force only when necessary to prevent a pupil from:

1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property

There is a 4th which is stated below, however, this statement would require significant disorder in which others or the child were in danger of being seriously harmed.

4. causing disorder among pupils at the school, whether during a teaching session or otherwise

Situations in which this would not be appropriate is a child simply shouting out or refusing to move as other options are available such as offering distractions, or removing the audience if this is appropriate and does not cause distress to the other children. There may be occasions such as in the dinning-hall that it would be difficult to remove the children and therefore there may be a need to use reasonable force. The use of reasonable force should always be used as a last resort and staff should attempt to use a variety of strategies to support a child appropriately before using reasonable force.

Strict Prohibition and Safety Warning

- Physical force must **NEVER** be used as a punishment. This is an illegal act of corporal punishment.
- **Statutory Safety Risk:** In accordance with April 2026 Guidance, staff must recognize that all forms of restraint, including seated and standing, carry risks of physical and psychological harm.
- Staff must never use techniques that interfere with breathing or circulation (e.g., pressure on the neck, abdomen, or covering the airway).

Staff at Knowsley Central School are not training in ground restraint and therefore would not be in hold on the ground unless they have been taken to knees by a child. At all times during this hold the child would be in a seated position.

Conditions for Seclusion Seclusion is a safety measure to protect a pupil or others during high-level dysregulation. It is **never** a disciplinary sanction. The pupil must be supervised at all times and the intervention must cease the moment the immediate risk of harm reduces.

8. Statutory Recording and Reporting Duties (2026 Requirements)

Same-Day Notification Governing bodies must ensure that parents/carers are notified of any significant incident involving force, seclusion, or restraint as soon as practicable, with a target of **the same day** the incident occurs.

Statutory Recording Checklist (CPOMS) The following **MUST** be recorded for every significant incident:

- Names of involved pupils and staff.
- Time, date, location and approximate duration of the intervention
- **Witness accounts** of the incident.
- A brief account of triggers and de-escalation attempts.
- The reason the intervention was assessed as necessary.
- The type and degree of force/intervention used
- Details of any injuries and post-incident medical support provided.

Reporting Exceptions and Hierarchy Notification to a parent may only be withheld if it is assessed that doing so would likely result in serious harm to the pupil. In such cases, the school must:

1. Notify any other parent/carer who can be informed without risk of harm.
2. If no such parent exists, notify the Local Authority where the pupil resides.

9. Post-Incident Support and Evaluation

- **Debriefing:** A follow-up conversation must occur for both staff and pupils (if deemed appropriate depending upon pupils cognitive understanding and if revisiting this incident would cause a further escalation of behaviour) facilitate reflection and repair relationships.
- **Help Protocol:** Staff are encouraged to use the "Help Protocol" (staff-to-staff support/changing face) to prevent exhaustion and ensure safety.
- **Medical Assessment:** Immediate medical care must be provided if injuries occur. Any injury resulting in absence must be reported via **RIDDOR**.
- **SLT Data Interrogation:** The Senior Leadership Team will review all incidents to identify patterns, evaluate the effectiveness of Support Plans, and monitor for any disproportionate use of interventions among protected characteristic groups.

10. Authorised Staff and Training

The Headteacher authorises all trained staff and temporary (supply staff) and if appropriate volunteers (when in charge of pupils) to use reasonable force. The school maintains a register of all authorised personnel and their accreditation dates.

Team Teach Commitment Knowsley Central employs the Team Teach approach, maintaining two Intermediate Tutors who undergo annual reaccreditation. Training includes both theoretical de-escalation and practical graded techniques.

Authorised Graded Techniques

Knowsley Central School uses the following techniques which are accredited by Team Teach and authorised for staff to use by the Head Teacher and governing body. They are listed in a graded approach moving from less intrusive to more restrictive. Whenever possible it is these techniques that will be used.

Neck Responses	Disengagements
- Steering Wheel	Arm Responses
- Fix and Stabilise	- Side Step In
- Windmill	- Crossover
- Snake	- Drop Elbow
- Elbow Swing	- Pump
- Spin out of Strangle	- Conductor
- Bar and Brace	- Clock
- Elbow Guide out of Headlock	Clothing Responses
Bite Responses	- Tube Grip
- Distraction	- Closed Fist Hold – One Handed
- Assertive Guide with Head Support	- Closed Fist Hold – Two Handed
- Jaw Manipulation	- From Behind
Body Responses	Hair Responses
- Fix and Stabilise	- One Handed hold
- Bar and Gate	- Two Handed Hold
- Sweep Away	- Oyster
- Entwined Fingers	- Knuckle Roll
	- Knuckle Slide

Prompts, Guides and Separations	Two Person Holds
- Show and Go	- Friendly
- Caring C Guide	- Single Elbow
- Help Hug	- Figure of Four
- Turn, Gather, Guide	- Double Elbow
- Half Shield	- Moving in Hold and Response to Deadweight
- Arm Waltz	- Seated Hold
- Single person Double Elbow	- Response to other risks (e.g. head, legs)
- X Support	- Change of Face
Small Child Module	
- Moving in Hold	
- Sitting on Chairs/Beanbag	
- Change of Face	
- Response to Deadweight	
- Small Child Escort	

At Knowsley Central we always seek to use the lowest form of disengagement and the use of diffusion, distraction and diversion. We attempt to respond to the earliest sign of anxiety to prevent a situation from escalating.

As indicated the level of compliance from the pupils determines whether or not the interactions is an intervention or a control/restraint. If in doubt, then staff should always record the incident using CPOMS.

11. Complaints and Governance

Complaints Stakeholders should refer to the School's Complaints Policy. Allegations of inappropriate force are managed under "Keeping Children Safe in Education" (KCSIE) procedures and may involve the Local Authority Designated Officer (LADO).

Governance The Governing Body is tasked with regularly interrogating incident data to identify areas for staff development and ensuring that the school's use of restrictive intervention is not having a disproportionate impact on pupils sharing protected characteristics under the Equality Act 2010.