



**Federation of
Westminster Special Schools
& Bi-Borough Inclusion Service**

Use of restrictive interventions policy (including reasonable force and seclusion)

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Contents

1. Aims and scope.....	3
2. Legislation and guidance	4
3. Definitions	4
4. Considerations for learners with SEND.....	55
5. Roles and responsibilities.....	7
6. Acceptable uses of force.....	9
7. Unacceptable uses of force.....	10
8. Using reasonable force to search learners	10
9. Prevention and de-escalation strategies	11
10. Deciding when the use of restrictive interventions is appropriate	12
11. Training and risk assessments.....	14
12. Recording and reporting arrangements	14
13. Complaints and allegations	16
14. Monitoring and review	17
15. Links with other policies	17
16. Appendix 1 - searching, screening and confiscation.....	17

1. Aims and scope

FWSS written statement of behaviour and belonging principles

These principles have been formally adopted by the Federation Governing Board and underpin all behaviour policies and practices across the Federation.

- All learners have the right to feel safe, valued and respected, and to be able to learn free from the unavoidable disruption of others
- Learners are helped to regulate and self-regulate and, where appropriate, take responsibility for their own behaviour
- All behaviour is a form of communication
- All learners, staff and visitors should be free from any form of discrimination
- A positive behaviour support model supports our mission and values
- Staff and volunteers set an excellent example to learners at all times
- The positive behaviour policy is understood by learners and staff
- Families and carers are involved in supporting and promoting positive behaviour strategies and to foster good relationships between the school and children/young people's home life
- Rewards and consequences are used consistently by staff, in line with the behaviour policy

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 learners, 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, emotional regulation strategies 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 learners and staff, and help create a positive and safe place for everyone at school

2. Legislation and guidance

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

The terms we use in this policy are defined as follows. These definitions are based on the Department for Education's guidance on restrictive interventions (linked to in section 2 of this policy).

- **Restrictive interventions** are used to prevent, restrict or subdue movement of the body or part of the body. This policy uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain learners in different ways.

Examples of restrictive interventions could include:

- Supervised seclusion of a learner in an area away from others, where the learner is prevented from leaving for their own safety and/or the safety of others
- Passive physical contact, such as a staff member blocking a learner's path if they're running towards danger (like a busy road), or staff standing between learners to prevent a fight

- **Reasonable force** refers to the broad range of actions used by staff that involve a degree of physical contact to restrain children, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.

Examples of the use of reasonable force could include:

- A staff member guiding a learner to safety by the arm

- A staff member restraining a learner to prevent injury to the learner, or others

➤ **Restraint** is a form of non-disciplinary intervention which immobilises a learner or limits their movement. This may or may not include direct physical contact.

Examples could include:

- A staff member holding a learner's arms to their sides when the learner is attempting to harm themselves or others
- **Seclusion** is a non-disciplinary intervention that keeps a learner confined to a place away from others and prevents them from leaving, for the safety of that learner and/or others. This could be through physical obstruction or by making the learner believe that they will be punished if they leave. For example, putting a learner into a 'holding' room until they calm down is a form of seclusion.

See section 3.2 of this policy for more information on seclusion.

- A **significant incident** is any incident where the use of force goes beyond appropriate physical contact between a member of staff and a learner. This includes when physical force is used to implement a non-physical restrictive intervention.

See section 3.1 of this policy for more information on appropriate physical contact.

4. Considerations for learners with SEND

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

Our Federation is committed to understanding what might trigger challenging behaviour in any of our learners in the Federation and to providing the right support and an inclusive environment.

We will carry out risk assessments for our learners. Where we identify that there is an increased likelihood of needing to use reasonable force and/or other restrictive interventions. There will be a written plan to support this and these are agreed with parents. Our school is aware of its duty under the Equality Act 2010 to make reasonable adjustments for learners 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 learners 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 learner, their parents/carers and other professionals to develop prevention and de-escalation strategies.

These strategies might include:

- Knowing our learners well
- Use of communication aids to support choices

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

Each child has their own personal profile which may set out their individual behaviour support plans. The profile will be reviewed regularly, and following any significant incident, with the learner and parents/carers to make sure it's still working well. The plan will:

- Set out the learners likes and dislikes
- Consider what transactional supports may be needed to support
- Explain the best ways to communicate with the learner
- 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

4.1 Appropriate physical contact with learners

Our 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 learners 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 learner
- Guiding or escorting a learner through the school building or on a school trip by holding their hand
- Hand over hand support during communication
- Comforting a learner 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
- Supporting with emotional regulation strategies like hand massages

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

- Our Federation's child protection and safeguarding policy
- Our Federations behaviour policy
- The specific circumstances, such as whether there are other adults present
- Factors including, but not limited to:
 - The learner's age
 - What additional support learners may need
 - Whether any alternative strategies that don't involve physical contact can be used

4.2 Seclusion

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

We only use seclusion as a safety measure when a learner 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 learner will be secluded in a safe place that does not feel threatening or intimidating to them [sensory spaces, blue rooms, specialist rooms]
- The learner will be supervised at all times, by at least 1 member of staff

As soon as the immediate risk of harm has reduced, the learner will be allowed to leave.

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.

5. Roles and responsibilities

5.1 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 learners who share protected characteristics or have SEND or other types of vulnerabilities

5.2 The headteachers

The headteachers are 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 learner or their belongings if they have good reason to think the learner 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

5.3 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 and emotional regulation supports to try to minimise and prevent the need for restrictive interventions
- Accurately recording every seclusion incident, restraint incident and significant incident involving force that they are involved in
- Reporting these incidents to a member of the safeguarding team

- 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

5.4 Designated safeguarding leads (DSL)

The DSLs are responsible for:

- Overseeing the reporting every of seclusion incident, restraint incident and significant incident involving force to each parent/carer of the learner 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 learner'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)

5.5 Senior leadership teams

The senior leader teams are responsible for:

- Working with learners, parents/carers and relevant school staff to develop and review behaviour support plans and risk assessments for any learners with where it's been identified that there is an increased likelihood of the need to use restrictive interventions
- Ensuring staff are aware of individual learner needs and associated behaviour support strategies
- Working with staff who know learners well, to identify and manage risk (such as trigger points when challenging behaviour is more likely to occur)
- Working with learners, parents/carers, staff and other relevant professionals to develop prevention and de-escalation strategies
- Advising on reasonable adjustments for any learners with disabilities when considering prevention and de-escalation strategies
- Participating in the review of restrictive intervention incidents involving any learner within the Federation
- Providing advice and support on the application of this policy for all learners
- Contributing to staff training on behaviour management and emotional regulation support, including the use of restrictive interventions

6. Acceptable uses of force

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 learner from:

- Hurting themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among learners, in or out of lessons

While all staff have this power, some staff, especially those who work closely with learners 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.

7. Unacceptable uses of force

It is illegal to use force on a learner 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 learner 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 learner 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.

8. Using reasonable force to search learners

The headteachers and any member of staff authorised by the headteachers to have a statutory power to search a learner or their belongings if they have reasonable grounds to suspect that the learner may have a prohibited item (as listed in the DfE's [searching, screening and confiscation guidance](#)) or an item banned under our school rules. See appendix 1.

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.

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 learners and staff. Please see Appendix 1.

Staff routinely support learners routines to prepare for the day and end of the day that includes taking items in and out of their bags e.g. lunches, medication, PE kit, communication books. Should there be a concern, staff will communicate with parents.

9. Prevention and de-escalation strategies

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

Our whole-school approach includes:

- Using SEND specific strategies that support the needs of the learners in our Federation
- Using methodology to support emotional regulation and transactional supports
- Training staff in effective communication strategies, such as using appropriate tone of voice and empathy to aid de-escalation
- Consideration of how our school and classroom environment can support all learners to achieve and thrive
- Sharing best practice for whole-class emotional regulation support, and for managing communal spaces such as corridors and playgrounds
- Support from multi-professionals including occupational therapists and speech and language therapists
- Development of working staff-learner relationships and trust
- Recording and analysing data on the use of restrictive interventions to inform improvement planning

The individual approaches we use include:

- Working closely with parents/carers to support individual learners
- Strategies to support individual learners based on their identified needs, including:
 - The development of behaviour support plans
 - Development of positive handling plans for learners that may need physical intervention
 - Strategies to help learners calm down before their behaviour escalates

- Making 'reasonable adjustments' where a learner has a disability, to help them participate in school life as fully as possible

9.1 De-escalation when a situation arises

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

- Using neuro-affirming strategies
- Having open body language and being aware of a learner's personal space
- Taking a learner away from an 'audience' or removing the audience— speaking to them on their own rather than in front of a group of other learners or staff
- Using empathy – asking the learner to help you understand their feelings
- Distraction techniques including use of motivators and sensory items
- Communication aids to offer choices
- Offering a calm space for the learner to go to so they can self-regulate
- Offering choices –and calmly reminding the learner of the consequences of their behaviour

10. Deciding when the use of restrictive interventions is appropriate

10.1 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 learner 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 consider the individual circumstances of the learner, such as their age, size and any medical conditions, SEND or other vulnerabilities
 - Staff should use the **least** amount of force or the **least** restrictive intervention for the **least** amount of time required to reduce the risks

- If the intervention itself is escalating the situation, staff should reconsider their approach and attempt an alternative strategy

10.2 Learner and staff welfare

Learner welfare

The most important consideration when using a restrictive intervention is the safety and wellbeing of the learner involved, as well as the safety of other learners and staff. Staff should always consider the potential impact on the learner's welfare balanced against any actions taken. For example, staff should bear in mind that learners 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 learner'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 learner what is happening, why, and what the learner needs to do, including using verbal and non-verbal strategies where needed, and giving time for the learner to process information and respond where appropriate.

Staff should seek to understand how the learner 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

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

The school will make sure each learner 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, as appropriate to learner need.

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 learner and staff wellbeing and provide additional support if needed.

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

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 learners 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 Federation has a clear process in place for recording the incidents listed above.

Staff must record incidents in writing, on the appropriate system, as soon as possible after the event, and should endeavour to do this on the same day. Staff should do this even if the use of restrictive interventions is agreed as part of a learner's behaviour support plan.

For significant incidents involving force, we will record:

- The names of the learner and staff members directly involved
- Any relevant needs or circumstances of the learner
- 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 learner and staff members directly involved
- Any relevant needs or circumstances of the learner
- 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. We will do this even if the use of restrictive interventions is agreed as part of a learner's behaviour support plan.

There is an exception to this:

- If a member of staff thinks that telling the learner's parents/carers would likely result in significant harm to that learner. 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 learner 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

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.

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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 learner.

Following up with parents/carers after an incident

Where appropriate and if the behaviour is escalating and or different to what we are used too, we will invite the parents/carers for a discussion. For example, the discussion might include:

- Any behavioural triggers or warning signs of an impending incident
- Any changes to circumstances
- 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

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 learner ordinarily resides (as outlined in section 12.2), this report will include all the information that we would normally share with the learner's parents/carers, as well as the reasons why we thought it was unsafe to tell the learner's parents/carers directly.

In cases where a learner 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).

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 website.

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](#).

14. Monitoring and review

This policy will be reviewed by The Federation Leadership Team

At every review, this policy will be approved by the full Governing Board

15. Links with other policies

This policy links to the following policies and procedures:

- Behaviour policy
- Child protection and safeguarding policy
- Complaints policy
- Health and safety policy

Appendix 1

In the unlikely event that we need too, Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items found in a learner's possession as a result of a search will be confiscated. These items will not be returned to the learner.

We will also confiscate any item that is harmful. These items will be returned to learners after discussion with senior leaders and parents/carers, if appropriate.

Searching a learner –

- Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.
- Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the learner, and there will be another member of staff present as a witness to the search.
- An authorised member of staff of a different sex to the learner can carry out a search without another member of staff as a witness if:
- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the learner; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

- When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.
- If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the learner. During this time the learner will be supervised and kept away from other learners.
- A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the learner is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the learner has agreed.
- An appropriate location for the search will be found. Where possible, this will be away from other learners. The search will only take place on the school premises or where the member of staff has lawful control or charge of the learner, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other learners or staff at risk
- Consider whether the search would pose a safeguarding risk to the learner
- Explain to the learner why they are being searched
- Explain to the learner what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the learner the opportunity to ask questions
- Seek the learner’s co-operation

If the learner refuses to agree to a search, the member of staff can give an appropriate behaviour consequence.

If they still refuse to co-operate, the member of staff will contact the headteacher of the appropriate of school, to try to determine why the learner is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the learner. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the learner harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a learner’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)

Hats, scarves, gloves, shoes or boots

Searching learners' possessions

Possessions means any items that the learner has or appears to have control of, including:

- Desks
- Lockers
- Bags

Staff routinely support learners routines to prepare for the day and end of the day that includes taking items in and out of their bags e.g. lunches, medication, PE kit, communication books. Should there be a concern, staff will communicate with parents.

A learner's possessions can be searched for any item if the learner agrees to the search. If the learner does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a learner's possessions when the learner and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

Of any incidents where the member of staff had reasonable grounds to suspect a learner was in possession of a prohibited item as listed in section 3

If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

What happened

What was found, if anything

What has been confiscated, if anything

What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the learner may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the learner's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the learner(s) involved. Staff retain a duty of care to the learner involved and should advocate for learner wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the learner's parents/carers to inform them that the police are going to strip search the learner, and ask them whether they would like to come into school to act as the learner's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The learner's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

In the highly unlikely event, for any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the learner, except in urgent cases where there is risk of serious harm to the learner or others.

One of these must be the appropriate adult, except if:

- The learner explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the learner's decision and it will be signed by the appropriate adult.

No more than 2 people other than the learner and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the learner
- Not be a police officer or otherwise associated with the police

- Not be the headteacher
- Be of the same sex as the learner, unless the learner specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the learner specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the learner could be seen by anyone else.

Care after a strip search

After any strip search, the learner will be given appropriate support, irrespective of whether any suspected item is found. The learner will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the learner may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any learner(s) who have been strip searched more than once and/or groups of learners who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

We do not routinely screen, however if it is needed it is in specific circumstances, in conjunctions with parents.

We do not routinely screen on arrival.

Useful Links:

<https://www.challengingbehaviour.org.uk/information-and-guidance/positive-behaviour-support/>

<https://www.bild.org.uk/about-bild/>

<https://restraintreductionnetwork.org/>

<https://www.thesensoryprojects.co.uk/resources/PMLD-service-standards>

The [Disability Distress Assessment Tool \(DisDAT\)](#) is based on the idea that each person has their own 'vocabulary' of distress signs and behaviours.

[Non-Communicating Adults Pain Checklist \(NCAPC\)](#) is an 18-item checklist that helps you assess chronic pain in non-communicating adults.

<https://www.local.gov.uk/publications/diagnostic-overshadowing-and-how-it-impacts-people-learning-disability-and-autistic>

<https://www.gov.uk/government/publications/reducing-the-need-for-restraint-and-restrictive-intervention>