



BURLINGTON
HOUSE SCHOOL

Restrictive interventions and Reasonable Force Policy

Responsible person(s): Jonathan Brophy (Safeguarding Lead)

Review Cycle: Annual

Last review date: April 2026

New review date: September 2026

In all Burlington House School policies, the words “Burlington House School” refer to Burlington House Prep, Burlington House Senior and Burlington House Sixth Form.

Burlington House School is owned and operated by **Cavendish Education**.

General Introduction:

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school’s aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular, it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values: that **all children can achieve**.

While this current policy document may be referred to elsewhere in Burlington House School documentation, including particulars of employment, it is non-contractual.

In the school’s policies, unless the specific context requires otherwise, the word “parent” is used in terms of Section 576 of the [Education Act 1996](#), which states that a ‘parent’, in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance [Understanding and dealing with issues relating to parental responsibility updated August 2023](#) considers a ‘parent’ to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part-time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school contracts the services of third-party organisations to ensure regulatory compliance and implement best practices for:

- HR and Employment Law
- Health & Safety Guidance
- DBS Check processing
- Mandatory Safeguarding, Health & Safety, and other relevant training
- Data protection and GDPR guidance
- Specialist insurance cover

Where this policy refers to ‘employees’, the term refers to any individual that is classified as an employee or a worker, working with and on behalf of the school (including volunteers and contractors).

Burlington House School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Burlington House School.

The policy documents of Burlington House School are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision, although promulgated in school separately, may have to take effect between the re-publication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

THE WELFARE, HEALTH AND SAFETY OF PUPILS - STANDARD 3

INTRODUCTION

This policy has been developed to promote and maintain a safer culture, in accordance with the principles established by: [KCSIE 2025](#)

KCSIE incorporates the additional statutory guidance, Disqualification under the Childcare Act 2006 (September 2018)

KCSIE also refers to the non statutory advice for practitioners: What to do if you are worried about a child being abused March 2015

Working Together to Safeguard Children (December 2023)

WT refers to the non statutory but important advice: Information Sharing (2018)

Prevent Duty Guidance: for England and Wales (July 2015) (Prevent). Prevent is supplemented by non-statutory advice and briefing note:

The Prevent duty: Departmental advice for schools and childminders (June 2015)

The Use of Social Media for On-line Radicalisation (July 2015)

Teaching online safety in school (June 2019)

Restrictive interventions, including use of reasonable force, in schools (April 2026)

What is the status of this guidance This is statutory guidance from the Department for Education (‘the Department’) issued under Section 175 of the Education Act 2002 (as amended), the Education (Independent School Standards) Regulations 2014, the Non-Maintained Special Schools

(England) Regulations 2015 and the Apprenticeships, Skills, Children and Learning Act 2009 (as amended). Schools and colleges in England must have regard to it when carrying out their duties to safeguard and promote the welfare of children. For the purposes of this guidance children includes everyone under the age of 18. About this guidance We use the terms “must” and “should” throughout the guidance. We use the term “must” when the person in question is legally required to do something and “should” when the advice set out should be followed unless there is good reason not to. The guidance should be read alongside:

- statutory guidance Working Together to Safeguard Children, and
- departmental advice What to do if you are Worried a Child is Being Abused - Advice for Practitioners Unless otherwise specified:
- ‘school’ means: all schools whether maintained, non-maintained or independent schools (including academies, free schools and alternative provision academies), maintained nursery schools 1 and pupil referral units. KCSIE 2025 states ‘
- ‘college’ means further education colleges and sixth-form colleges as established under the Further and Higher Education Act 1992 and institutions designated as being within the further education sector.² College also means providers of post 16 Education as set out in the Apprenticeships, Skills, Children and Learning Act 2009 (as amended)³: 16-19 Academies, Special Post-16 institutions and

AIMS OF THIS POLICY

- The School is committed to acting in the best interests of the child and to create a culture of safety, equality and protection
- To follow and adhere to the procedures of the Hammersmith & Fulham Local Safeguarding Children’s Board (or local safeguarding partners)
- To support the child’s development in ways that will foster security, confidence and resilience and to be explicit to all stakeholders that the school does not use corporal punishment
- To provide an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties
- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse;
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support plans for those children
- To acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse
- To create an environment where staff feel supported in their safeguarding role and are able to raise concerns

- To develop effective working relationships with all other agencies, involved in safeguarding children
- To ensure that all adults within our school who have access to children have been checked as to their suitability; this includes other community users of our facilities (see Safer Recruitment policy)
- To take in to account the nature, age range and other significant features of the school such as SEN, looked after children, FGM, mental health, body image issues, self-harm, children missing in education, radicalisation or other issue
- To help proactively minimise the need to use restrictive interventions through early support, prevention and de-escalation strategies, and when necessary, to help school staff feel more confident in knowing how to use these interventions safely, appropriately and lawfully.

The school has a number of arrangements in place for listening to children including three School Counsellors, Form Tutors, Learning Support Assistants and mentoring from other identified members of staff for children specifically identified as vulnerable. The Leadership Team has an open door policy for both staff and pupils.

Note: the school does not have a specific 'Intimate care policy' since we are a day school and this policy is not relevant to our pupils.

PROCEDURES & RESPONSIBILITIES

SUSPECTED CHILD ABUSE OR ILLEGAL BEHAVIOUR

Any such suspicions or concerns will be reported to Designated Safeguarding Lead:

Jonathan Brophy (sixth form and leadership team) brophyj@burlingtonhouseschool.com

The Deputy DSLs are;

Tim Pragnell (senior school) pragnellt@burlintonhouseschool.com

Colwin Bristol (prep school) bristolc@burlingtonhouseschool.com

Stuart Bridge (senior school), bridges@burlingtonhouseschool.com

Joel Burton (sixth form), burtonj@burlingtonhouseschool.com

Rose Norris (sixth form), norrisr@burlintonhouseschool.com

Robert Taylor (prep school), taylorr@burlingtonhouseschol.com

Freya Aylward (senior school) aylwardf@burlingtonhouseschool.com

Rosie Joyce-Butcher (prep school) joyce-butcherr@burlingtonhouseschool.com

The DSL has the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

The broad areas of responsibility for the Designated Safeguarding Lead (DSL) are:

i) Managing referrals

ii) Open channels of communication with local statutory agencies/ refer all cases of suspected abuse to the local authority children's social care and:

a) The LADO(s) for child protection concerns (all cases which concern a staff member),

b) Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or

c) Police (cases where a crime may have been committed).

d) Refer cases to the Channel programme where there is a radicalisation concern

iii) Liaise with the Headteacher to inform them of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.

iv) Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

v) Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.

vi) Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff.

vii) monitor effectiveness of policies and procedures in practice, in conjunction with the Headteacher and other DSLs.

viii) Take an overview of online safety with delegated responsibility to the school's Online safety officer, Tim Pragnell.

ix) Training staff and maintaining up-to-date, accurate school policies and procedures

The Deputy Designated Safeguarding Lead (DDSL) role is to support the DSL in managing cases, where there are too many referrals to deal with in one day or the DSL is absent.

The Headteacher regularly meets, advises and supports the DSL as part of Child Protection oversight

GUIDELINES FOR STAFF

1. Introduction

A vast majority of children will never experience any form of 'Reasonable Force' whilst they are at Burlington House School. However, on occasion it will be necessary in supporting individual children to remain safe, to prevent injury, damage to property or disorder

2. Definitions

Restrictive intervention: a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This policy 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.

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

3. Who can use reasonable force?

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

4. When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

5. Schools can use reasonable force to:

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and restrain a pupil at risk of harming themselves through physical outbursts

6. Unacceptable use of Reasonable Force:

It is illegal to use force on a pupil for the purpose of punishment. Pupils should not be restrained in a way that affects their airway, breathing or circulation, for example, by covering the mouth and/or nose, or applying pressure to the neck region or abdomen. The use of force can be dangerous, particularly where it occurs on the ground. If a pupil is unintentionally held on the ground, staff should release their holds or re-position into a safer alternative or standing position as quickly as possible. Where appropriate, the pupil should receive a medical assessment and treatment for any injuries as soon as possible. For any form of restraint, including seated and standing, there is a risk of physical and psychological harm, and it should be avoided where possible.

7. Power to search pupils without consent

In addition to the general power to use reasonable force described above, Headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “**prohibited items**”:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for items banned under the school rules

8. Other Physical Contact with Pupils

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 and other restrictive interventions. This will depend on the circumstance, but examples of occasions when physical contact is generally appropriate include:

- to give first aid
- to guide or escort pupils, such as holding the hand of a pupil at the front/back of the line when going to assembly, when walking together around the school or on a school trip, or when helping a pupil to a space they have chosen to access to selfregulate
- to comfort a distressed pupil
- to congratulate or praise a pupil, for example a pat on the back or a handshake
- to demonstrate how to use a musical instrument

- to demonstrate exercises or techniques during PE lessons or sports coaching In assessing whether physical contact is appropriate in a given situation, the member of staff should use their judgement and have regard to:
- the school's child protection (or any other relevant) policy
- the applicable circumstances, such as whether there are other adults present • the individual pupil's age
- any other material factors, including but not limited to whether:
 - the pupil has SEND or other vulnerabilities
 - any alternative strategies that do not include physical contact can be used

9. The school's approach to the use of force

Incidents must be recorded as soon as practicable after the event on MyConcern. It should be recorded by the staff member(s) involved and they should endeavour to do this no later than the same day. The procedure must require that a record of any such incident is made in writing as soon as practicable after the incident. The requirement to record applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan. In discharging their duty to have a procedure in place for recording use of force incidents, the governing body or proprietor must have regard to this guidance and any other relevant guidance issued by the Secretary of State for these purposes.

Burlington House School will record the following details as a minimum:

- names of pupil and staff directly involved
- any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code
- time, date, location and approximate duration of the intervention
- brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained
- brief account of why the use of force was assessed as necessary in that instance
- any post-incident support, such as details of any medical treatment for injuries or other adverse impacts

A report of the incident made to parents should include the following details as a minimum:

- time, date, location and approximate duration of the intervention
- brief account of why the intervention was assessed as necessary in that instance •
- brief account of what type of force was applied, and the degree of force
- details of any physical injuries sustained, if applicable The requirement to report applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan. Schools should communicate this information to parents in writing. For example, via email or online messaging system. Best practice would include inviting parents to have a follow-up discussion about the incident where appropriate. This could involve a discussion about: • 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

BHS may use this information to amend any existing behaviour support plans, as needed.

10. Recording and reporting the use of seclusion and non-force related restraint

As outlined in this policy, an incident of restraint may occur with or without direct physical contact. For restraint incidents that occur without direct physical contact, for example, the removal of a walking aid, these must be recorded under the procedures outlined in this section. Incidents must be recorded as soon as practicable after the event on MyConcern. It should be recorded by the staff member(s) involved and they should endeavour to do this no later than the same day. The procedure must require that a record of any such incident is made in writing as soon as practicable after the incident. The requirement to record applies even if the use of seclusion or restraint in certain circumstances is agreed with parents as part of a pupil's behaviour support plan.

BHS will record the following details as a minimum:

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

Parents must be informed as soon as practicable after the incident and BHS will endeavour to do this no later than the same day.

Exceptions to the requirement to report are where:

- the pupil is aged 20 or over; or
- it appears to the staff member that doing so would be likely to result in serious harm to the pupil. In this instance, the staff member must report the incident to any parent(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority within whose area the pupil is ordinarily resident.

Following an event BHS should invite parents to have a follow-up discussion about the incident where appropriate.

This could involve a discussion about:

- 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

The school may use this information to amend any existing behaviour support plans, as needed.

11. Complaints

Any complaints regarding the use of restrictive interventions should be dealt with in accordance with the school's normal complaints procedure.

Summary of Contacts

DSL brophyj@burlingtonhouseschool.com

BHS Safeguarding Governor k.claeys@cavendisheducation.com

Governor for Cavendish g.balcombe@cavendisheducation.com

LADO - Hammersmith & Fulham Local Authority: Lara Thompson- LADO@lbhf.gov.uk

For the tri-borough, contact Local Safeguarding Children Board

Tri Borough Safeguarding Lead: Sarah Mangold 07984 016 841 Sarah.Mangold@rbkc.gov.uk

Hammersmith & Fulham - familyservices@lbhf.gov.uk or tel: 020 8753 6610

Kensington and Chelsea - socialservices@rbkc.gov.uk or tel: 020 7361 3013

Westminster - accesstochilrensservices@westminster.gov.uk or tel: 020 7641 4000

MASH nsingh@westminster.gov.uk

Other Borough's Children's Services Front Door contact info:

- Hammersmith & Fulham - tel: 020 8753 6600 familyservices@lbhf.gov.uk
- Kensington and Chelsea - tel: 020 7361 3013 socialservices@rbkc.gov.uk
- Westminster - tel: 020 7641 4000

accesstochilrensservices@westminster.gov.uk

- Hounslow - Telephone: 020 8583 6600 option 2

earlyhelp@hounslow.gov.uk or csl-socialcare@hounslow.gcsx.gov.uk

- Brent – tel: 020 8937 4300 you can follow a link on this website to lodge a child protection concern report: <https://www.brent.gov.uk/services-for-residents/children-and-family-support/child-protection-and-care/child-protection/contact-our-protection-team/>

- Ealing – tel: 020 8825 8000

- Wandsworth – tel: 020 8871 6622 Email: IPOC@wandsworth.gov.uk

ipoc@wandsworth.cjsm.net (secure email)

FGM Fulham Police Station, Heckfield Place, SW6 5NL

PreventThe Bi-Borough designated Prevent Schools Officer -

Please direct queries to samuel.gee@lbhf.gov.uk / 020 8753 6746 or for urgent queries pinakin.patel@lbhf.gov.uk / 020 8753 5727.

The Head of the Westminster Prevent Team – Mark Chalmers
mchalmers@westminster.gov.uk

For Channel referrals or for more information, please contact:

Hammersmith & Fulham, Kensington and Chelsea
Direct queries to samuel.gee@lbhf.gov.uk / 020 8753 6746 or for urgent queries pinakin.patel@lbhf.gov.uk / 020 8753 5727.

Police 101 (non emergency police number)

DfE dedicated telephone helpline for non-emergency advice for staff and governors 020 7340 7264 and counter-extremism@education.gsi.gov.uk