Mill Chase Road, Bordon, Hampshire, GU35 0HA
Email: adminoffice@hollywater.hants.sch.uk
Web: www.hollywaterschool.co.uk
Tel: 01420 474396

Headteacher : Miss Sarah Kitching

Hollywater School
Inspire. Believe. Achieve.

SECLUSION POLICY

Policy Updated	Agreed by Governors	Policy Review Date
May 2026 Reviewed by Sarah Kitching	May 2026	May 2027

Legal Framework

This policy is informed by the following legislation and statutory guidance:

- Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025
- Use of Reasonable Force and Other Restrictive Interventions Guidance 2026
- Behaviour in Schools Guidance 2024
- Human Rights Act 1998

Policy Statement

At Hollywater , we are committed to providing a safe, supportive, and inclusive environment for all pupils. Our approach is rooted in relational and trauma-informed practice, recognising that behaviour is a form of communication.

Schools should not plan for, and we do not advise, except in emergency situations, staff to use seclusion. Extreme caution must always be exercised, as seclusion may constitute a deprivation of liberty and may conflict with trauma-informed approaches.

Seclusion will only ever be used:

- As a **last resort**
- In **exceptional emergency situations**
- To **prevent immediate harm to others**

Definition of Seclusion

In accordance with national guidance, seclusion is defined as:

“The supervised confinement of a pupil in a space from which they are prevented from leaving.”

This includes situations where a pupil:

- Is physically prevented from leaving a space
- Believes they are unable to leave
- Is placed in an environment that restricts exit

Principles

Seclusion at Hollywater :

- Is **not a punishment**
- Is **not a planned behaviour strategy**
- Must **never be used as a threat or coercion**

Seclusion:

- Is used **only as a safety measure**
- Is applied when a pupil is experiencing **high levels of emotional or behavioural dysregulation and may not be acting with intent .**

When Seclusion May Be Used

Seclusion may only be used when:

- There is a **serious and immediate risk of harm to others**
- All **reasonable de-escalation strategies** have been attempted
- No **less restrictive intervention** is available

Conditions for Use

Where seclusion is used:

- The environment must be:

    1. Safe
    2. Calm
    3. Non-threatening
    4. Not intimidating

- The pupil must be:

    1. **Continuously supervised** at all times
    2. Supported to regulate and reduce distress

- The intervention must:

    1. Be **time-limited**
    2. End **immediately once the risk of harm reduces**

Types of Seclusion

Enclosed Room Seclusion (Exit Prevented)

Definition:
Pupil is in a room and **physically prevented from leaving**.

Includes:

- Door held shut
- Staff blocking exit
- Door locked or secured

External Supervision Seclusion

Definition:
Pupil is alone in a room while **staff supervise from outside** and prevent exit.

Key feature:

- No staff member inside the room

Environmental Restriction Seclusion

Definition:
The **environment itself restricts exit**, regardless of staff intent.

Includes:

- Double handles (high/low)
- Complex door mechanisms
- Layout preventing independent exit

Containment Following Evacuation

Definition:
Other pupils are removed, and the remaining pupil is **prevented from leaving the space**.

Example:

- Class evacuated due to risk
- Door closed to stop pupil following

External Area Restriction (Access Prevented)

Definition:
Pupil is in an external space and **prevented from re-entering the building** due to locked or secured doors.

Important Distinction

Where a member of staff remains inside the room actively supporting the pupil to regulate, this is considered a **risk reduction strategy** and **not seclusion**.

What Seclusion Is Not

Seclusion must not be confused with:

- Time-out strategies where a pupil can leave
- Withdrawal spaces with supportive staff present
- Removal from class as a disciplinary measure

For disciplinary approaches, refer to:

- Behaviour in Schools Guidance 2024

Recording and Reporting

All incidents of seclusion must be recorded and reported in line with statutory guidance.

Recording Requirements

All incidents must be recorded on **CPOMS** as soon as possible following the event.

Staff must record:

- Date, time, and duration
- Reason for seclusion
- Pupil presentation and level of distress
- De-escalation strategies attempted
- Type of seclusion (as per school categories)
- Staff involved
- Location of the incident
- Outcome of the incident

Reporting Requirements

- The member of staff involved must **verbally inform a member of the Senior Leadership Team (SLT) as soon as possible** following the incident.
- All incidents must be recorded on **CPOMS**, which will notify SLT.
- SLT will review all incidents to ensure appropriate use, identify patterns, and monitor safeguarding.
- Parents/carers must be informed **as soon as reasonably practicable** following the incident.

All recording and reporting must be completed in accordance with:

- Use of Reasonable Force and Other Restrictive Interventions Guidance 2026

Communication with Parents/Carers

Parents/carers will:

- Be informed **as soon as reasonably practicable**
- Receive a **clear and factual account** of the incident
- Be involved in **future planning and support strategies**

In all cases:

- Initial communication may take place via **telephone or face-to-face discussion** where appropriate
- This must be followed by a **written record (e.g. email)** to ensure there is a clear and auditable communication trail
- A record of this communication must also be logged on **CPOMS**

Safeguarding and Human Rights

The school recognises that seclusion may engage rights under the:

- Human Rights Act 1998

The school will:

- Avoid any practice that may constitute **unlawful deprivation of liberty**
- Monitor **frequency, duration, and patterns** of use
- Ensure no pupil is subject to **long-term or repeated isolation**

Monitoring and Review

The school will:

- Maintain a **central log** of all incidents
- Regularly review data to identify:

    1. Patterns
    2. Frequency
    3. Opportunities for reduction

- Report findings to:

    1. Senior Leadership Team
    2. Governing Body
    3. Local Authority (where required)

Staff Training

All staff will receive training in:

- De-escalation techniques
- Trauma-informed practice
- Safe and lawful use of restrictive interventions

Commitment

At Hollywater we are committed to:

- Safeguarding all pupils
- Preserving dignity and respect
- Understanding behaviour as communication

Seclusion will always remain:

A last resort emergency measure, never a routine practice.

Signed (Headteacher):

Date:

Review Date: