The 3-18 Education Trust
Much Wenlock Primary School

Use of Restrictive Interventions Policy (including reasonable force and seclusion)

'Every individual is in a great school.'

Approved: **Summer Term 2026**
Review: **Summer Term 2027**

www.3-18education.co.uk

Our Mission

To celebrate the diverse nature, culture and identity of our individual schools, whilst collaborating and enjoying the benefit of the team.

Our Values

Compassionate

To show care and understanding towards others.

Accomplished

To provide high quality education and training for all.

Resilient

To be solution focused and able to intelligently manage challenges.

The 3-18 Education Trust
101 Longden Road
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Company Number: 08064698

Policy Monitoring and Review

Monitoring

This policy will be reviewed annually to ensure it aligns with our Child Protection and Behaviour policies. At every review, this policy will be approved by the full trust board

Review

Member of Staff Responsible	Chief Executive Officer
Relevant Guidance/Advice/Legal Reference	DfE
Policy Adopted By	Board of Trustees
Date of Policy	Summer Term 2026
Review Period	Annually
Date of Next Review	Summer Term 2027

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1. Aims and scope

1.1. At The 3-18 Education Trust (Trust), we strive to create safe, secure and supportive environments within schools for all pupils and staff.

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

1.3. This policy aims to:

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

2. Legislation and guidance

2.1. 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

2.1.1. Paragraph 16A of the schedule to The Education (Independent School Standards) Regulations 2014 (inserted by The Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025)

3. Definitions

3.1. The terms used 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).

3.2. **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 pupils in different ways.

3.3. Examples of restrictive interventions could include:

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

3.4. **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.

3.5. Examples of the use of reasonable force could include:

- A staff member guiding a pupil to safety by the arm
- Staff breaking up a fight between pupils
- A staff member restraining a pupil to prevent injury to the pupil, or others

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

3.7. Examples could include: A trained staff member using a Team Teach hold to guide a pupil away from immediate danger when they are at risk of harming themselves or others

• A trained adult using minimal physical guidance to prevent a pupil from absconding from the school site

• Staff using agreed, trained physical intervention strategies to stop escalation when all de-escalation strategies have failed

(Only techniques staff have been trained in, such as Team Teach, are used.)

- A staff member holding a pupil's arms to their sides when the pupil is attempting to harm themselves or others
- Removing a pupil's crutches

3.7. **Seclusion** is a non-disciplinary intervention that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others. This could be through physical obstruction for example, putting a pupil into a 'holding' room until they calm down is a form of seclusion.

- See section 5 of this policy for more information on seclusion.

3.8. **A significant incident** is any incident where the use of force goes beyond appropriate physical contact between a member of staff and a pupil. 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.

Appropriate physical contact with pupils

3.9. Trust schools do 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.

3.10. 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.

3.11. 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 musical instrument
- When demonstrating exercises or techniques during PE lessons or sports coaching

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

- The Trust’s Child protection and safeguarding policy and Relational behaviour for belonging 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 don’t involve physical contact can be used

Seclusion

3.13. As defined above, seclusion is a non-disciplinary intervention that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others. This could be through physical obstruction for example, putting a pupil into a ‘holding’ room until they calm down is a form of seclusion.

3.14. Seclusion should be used only as a safety measure when a pupil is experiencing high levels of emotional or behavioural dysregulation. Seclusion is not used as a threat or punishment. Seclusion is not a disciplinary response to deliberate or wilful misbehaviour. Please see the Relational behaviour for belonging policy for information on the response to misbehaviour.

3.15. During seclusion: The pupil will be secluded in a safe place with external visibility that does not feel threatening or intimidating. At Much Wenlock Primary School this may include:

- The Nurture Room
- The Blue Room (sensory regulation space)
- The Communication Café (when quieter and appropriate)
- The pupil will be supervised at all times by a familiar, trained staff member, typically a trusted adult or member of the senior leadership team.

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

3.17. Any incident involving the use of seclusion will be recorded and reported in accordance with the procedures set out in section 14 of this policy.

4. Roles and responsibilities

The Trust Board

4.1. The Trust 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 schools
- Supporting and challenging Trust and school leaders to identify where changes may be needed to practice. For example:
    - If approaches have been used for some time but haven't been effective
    - If there is any disproportionate use of restrictive interventions, including in relation to pupils who share protected characteristics or have SEND or other types of vulnerabilities

The Headteacher

4.2. The Headteacher is responsible for:

- Overall implementation and oversight of this policy
- Making sure that appropriate and high-quality training on preventative strategies and the safe and lawful use of restrictive interventions is provided for staff who need it, based on our school's individual context and needs
- Ensuring adequate staffing levels to support positive behaviour management
- Monitoring incidents involving restrictive interventions, including regular review of incidents to refine and improve processes
- Ensuring compliance with recording and reporting requirements
- Authorising staff to search a pupil or their belongings if they have good reason to think the pupil has a prohibited or banned item
- Following the procedures set out in our complaints policy to deal with any complaint about the use of restrictive interventions
- Following the statutory safeguarding guidance Keeping Children Safe in Education if an allegation regarding inappropriate use of force and/or other restrictive intervention is made against a member of staff

All staff

4.3. All members of staff are responsible for:

- Making sure they have read and understood the principles of this policy and any other linked policies
- Using de-escalation techniques and positive behaviour management strategies to try to minimise and prevent the need for restrictive interventions. At Much Wenlock Primary School, staff use approaches aligned with **Team Teach**, alongside

relational and emotion coaching strategies, to support safe, consistent and trauma-informed de-escalation
- Accurately recording every seclusion incident, restraint incident and significant incident involving force that they are involved in on Cpoms
- Reporting these incidents to the designated safeguarding lead (DSL)
- Recording any injuries that occur as part of an incident involving restrictive intervention, and following our health and safety policy to ensure these are reported to the Health and Safety Lead 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

Designated safeguarding lead (DSL)

4.4. The DSL is responsible for:

- Ensuring that every seclusion incident, restraint incident and significant incident involving force is reported to each parent/carer of the pupil involved
- Making sure records are kept securely and in accordance with safeguarding and data protection procedures
- Contacting the local authority in cases where informing a pupil's parent/carer of the use of reasonable force, seclusion or restraint on their child would put that child at risk of significant harm (see section 12 of this policy)

Special educational needs and disabilities co-ordinator (SENDCO)

4.5. The SENCO is responsible for:

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

5. Acceptable uses of force

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

5.2. Staff can use reasonable force to prevent or stop a pupil from:
- Hurting themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils, in or out of lessons

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

5.4. Schools 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.

5.5. 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.

6. Unacceptable uses of force

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

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

6.3. The following uses of force are never acceptable:
- Staff using force for the purpose of punishment
- Staff restraining a pupil in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
- Staff using force on the ground. If a pupil is unintentionally held on the ground, staff should release their hold or move into a safer position as quickly as possible

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

7. Using reasonable force to search pupils

7.1. Within all schools, the headteacher and any member of staff authorised by the headteacher have a statutory power to search a pupil or their belongings if they have reasonable grounds to suspect that the pupil may have a prohibited item (as listed in the DfE's searching, screening and confiscation guidance guidance) or an item banned under our school rules.

7.2. 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 and other items found in school-specific appendices of our behaviour policy.

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

8. Prevention and de-escalation strategies – school specific

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

8.2 **Whole-school approach at Much Wenlock Primary School**

At **Much Wenlock Primary School**, the whole-school approach includes:

• A carefully designed environment that supports emotional regulation, including:

- The **Nurture Room** for targeted emotional support
- The **Blue Room** sensory regulation space
- A **sensory garden** providing calm outdoor regulation opportunities
- The **Communication Café**, promoting social connection and belonging
- Calm corners in every classroom/calm trolleys
- Worry boxes in every classroom
- Identified safe spaces (identified by the child)
- Identified trusted adults

• A relational behaviour approach rooted in emotion coaching and belonging, used consistently across the school

• Strong, trusted staff-pupil relationships, with adults prioritising connection before correction

• Staff trained in Nurture UK principles and Team Teach**,** ensuring consistent, safe and trauma-informed responses

• Regular review and analysis of behaviour, safeguarding and restrictive intervention data (recorded on CPOMS) to inform whole-school improvement

- Working closely with parents/carers to support individual pupils
- Strategies to support individual pupils based on their identified needs, including:
    - The development of student support plans with a focus on positive behaviour
    - Strategies to help pupils calm down before their behaviour escalates
    - Making ‘reasonable adjustments’ where a pupil has a disability, to help them participate in school life as fully as possible

De-escalation when a situation arises

8.2. 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:

- Having open body language and being aware of a pupil’s personal space
- Taking a pupil away from an 'audience' – speaking to them on their own rather than in front of a group of other pupils or staff
- Using empathy – asking the pupil to help you understand their feelings
- Distraction techniques
- Offering a calm space for the pupil to go to so they can self-regulate

- Verbal warnings – calmly reminding the pupil of the consequences of their behaviour

9. Deciding when the use of restrictive interventions is appropriate

Necessity and proportionality

9.1. 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.

9.2. Staff should always consider whether there are other ways to manage the situation, such as the de-escalation techniques outlined in section 8 of this policy and/or seeking assistance from a colleague. However, there may be times when staff have no other choice but to use restrictive interventions, to reduce the risk of harm to the pupil and/or others.

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

Is it necessary?

9.4. Are there other more effective, less restrictive ways to manage the situation?

9.5. 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?

9.6. Staff should use the least amount of force or the least restrictive intervention for the least amount of time required to reduce the risks

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

9.8. Staff should consider the individual circumstances of the pupil, such as their age, size and any medical conditions, SEND or other vulnerabilities

Pupil and staff welfare

9.9. The most important consideration when using a restrictive intervention is the safety and wellbeing of the pupil involved, as well as the safety of other pupils and staff. Staff should always consider the potential impact on the pupil's welfare balanced against any actions taken. For example, staff should bear in mind that pupils who have experienced adverse life events, trauma or neglect, or who have diagnosed or undiagnosed medical conditions or sensory impairments, communication difficulties or other needs, may find the use of restrictive interventions particularly distressing.

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

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

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

Support following an incident

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

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

9.15. 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.

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

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

10. Considerations for pupils with SEND

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

10.2. Trust schools are committed to understanding what might trigger challenging behaviour in pupils with SEND, and to providing the right support and an inclusive environment.

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

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

10.5. These strategies might include:

- Removing stimuli that may be causing distress to the pupil
- Staff members changing how they communicate with the pupil, such as being more mindful of body language, facial expressions and/or tone of voice
- Helping the pupil express their emotions before getting overwhelmed
- Engaging the pupil in activities to help them regulate their emotions
- Distracting the pupil with familiar objects or activities to redirect their attention
- Suggesting use of calm corners, identified calm spaces or calm trolley for regulation (colouring, fidgets etc.)

10.6. Where appropriate, schools will ensure behaviour triggers and proactive strategies are detailed on support plans for pupils with SEND. The plan will be reviewed regularly,

and following any significant incident, with the pupil and parents/carers to make sure it's still working well. The plan will:

- Outline any adjustments, such as to address aspects of the school environment which the pupil finds challenging
- Explain the best ways to communicate with the pupil

10.7. In some cases, specify when increased physical contact with staff might be appropriate. These situations will be discussed with everyone involved and clearly written down in the plan

11. Training and risk assessments

11.1. Schools 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.

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

Recording and reporting arrangements – school specific

11.3. Trust schools 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. Recording incidents

12.1 At Much Wenlock Primary School:
• Staff record all incidents first-hand on CPOMS as soon as possible and 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 pupil's behaviour support plan.
• Records are reviewed by the DSL and Headteacher
• Any required follow-up actions, risk assessments or support plan updates are identified and implemented

For significant incidents involving force, we will record:

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

- Details of any support given after the incident, such as medical help or emotional support

Reporting process at Much Wenlock Primary School:

- The DSL or Headteacher reviews the completed CPOMS report
- Witness reports will be taken if applicable
  • Parents/carers are contacted by telephone on the same day wherever possible
  • Written confirmation is provided via CPOMS or email
  • Follow-up meetings are offered where appropriate to support understanding and partnership working

For seclusion incidents and restraint incidents, we will record:

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

12.1. 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.

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

Reporting incidents to parents/carers

12.3. When reporting an incident to parents/carers, staff will take the following steps:
• Parents/carers are contacted by telephone on the same day wherever possible
• Written confirmation is provided via CPOMS or email
• Follow-up meetings are offered where appropriate to support understanding and partnership working

12.4. At **Much Wenlock Primary School**, the completed CPOMS record is reviewed by the **Designated Safeguarding Lead (DSL)** and/or **Headteacher** to ensure that the use of restrictive intervention was lawful, necessary and proportionate, and that procedures within this policy have been followed appropriately.

The **DSL or Headteacher** is responsible for contacting parents/carers, usually by telephone in the first instance, followed by written confirmation via **CPOMS or email**. Where appropriate, this communication will include an invitation to a follow-up meeting.

Any required follow-up actions, such as:

- updates to behaviour or support plans
- additional risk assessments
- staff debriefs or further training needs

are identified and recorded as part of the CPOMS follow-up process. Senior leaders will use this information to monitor patterns, ensure consistency of practice and inform ongoing safeguarding and behaviour monitoring.

12.5. Staff will inform parents/carers about an incident as soon as possible after it happens and will endeavour to do this on the same day. Staff will do this even if the use of restrictive interventions is agreed as part of a pupil's behaviour support plan.

12.6. The exception to this is:

- If a member of staff thinks that telling the pupil's parents/carers would likely result in significant harm to that pupil. In these cases, staff will report the incident to any parent(s)/carer(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority where the pupil ordinarily resides (see section 12.17 of this policy)

12.7. When staff report **significant incidents involving force** to parents/carers, they 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

12.8. When staff report **seclusion incidents and restraint incidents** to parents/carers, staff will provide parents/carers with information about the incident in writing.

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

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

Following up with parents/carers after an incident

12.11. It's best practice to invite parents/carers to have a follow-up discussion about the incident, where appropriate and our school will endeavour to ensure this happens. For example, the discussion might include:

- 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

Reporting incidents to the local authority

12.12. In cases where a school has assessed that an incident needs to be reported to the local authority where the pupil ordinarily resides, this report will include all the information that would normally be shared with the pupil's parents/carers, as well as the reasons why it was deemed unsafe to tell the pupil's parents/carers directly.

12.13. In cases where a pupil has parents/carers and is the subject of a care order under section 31 of the Children Act 1989 or is being accommodated under section 20 of the

Children Act 1989, schools will report the incident to the relevant local authority in addition to the parents/carers (unless it is deemed unsafe to inform the parents/carers).

13. Complaints and allegations

13.1. Any complaints about the use of restrictive interventions will be handled through the Trust's complaints policy, which you can find here- Complaints Policy.docx

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

14. Links with other policies

14.1. This policy links to the following policies and procedures:

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

Appendix A — Restrictive Intervention Incident Record

Complete same day where possible. Use for any of: significant force, seclusion, restraint (including non-force restraint, e.g. removing a mobility aid). Tick all that apply.

1. Pupil, staff and incident details

Pupil name		**Year group**	
Date of birth		**SEN status / EHCP**	
SEN status code		**Other vulnerabilities**	
Date of incident		**Time**	
Location		**Lesson / activity**	
Duration of incident		**No. staff involved**	
Staff directly involved			
Trained in physical intervention?		**Witnesses (adults / pupils)**	
Report completed by		**Date of report**	

2. Type of incident (tick/highlight all that apply)

☐ **Significant incident involving force** *(beyond appropriate physical contact)* ☐ **Seclusion** *(confined, prevented from leaving)* ☐ **Restraint** *(immobilising / limiting movement, with or without contact)*

3. Account of incident (ABC)

Precursor *What happened beforehand? Identified or potential triggers?*	
Behaviour *What happened, how it escalated, what staff did. Stick to facts.*	
Necessity & proportionality *Why was the intervention necessary and proportionate? Was an existing support plan followed?*	

4. De-escalation strategies attempted (tick/highlight all that apply)

☐ Reassurance ☐ Offer to help ☐ Distraction ☐ Humour ☐ Tactically ignored ☐ Quiet chat
☐ Walk and talk ☐ Reasoning / explaining ☐ Take-up time ☐ Offered choices ☐ Rule reminder ☐ Change of staff
☐ Time out offered ☐ Time out directed ☐ Given space ☐ Calm space offered ☐ Verbal warning ☐ PACE / emotion coaching
☐ Visual prompts ☐ Sensory regulation ☐ Trusted adult called ☐ Other (state below)
Other / detail: _____

5. Intervention used (complete only the parts that apply)

5A Physical	☐ Guide / escort ☐ Single elbow ☐ Double elbow ☐ Figure of four ☐ Small child hold ☐ Help hug ☐ Caring C / shield ☐ Standing hold ☐ Seated hold ☐ Block / interpose ☐ Separation of pupils **Degree of force:** ☐ Low ☐ Medium ☐ High **Number of staff in hold:** _____ **Total time in hold (mins):** _____ **Other / describe:** _____
5B Seclusion	**Location:** _____ **Duration (mins):** _____ **Supervised by:** _____

	How could supervisor summon further support? _____
5C Non-force restraint	*Nature, duration and justification (e.g. removing or restricting use of a mobility aid):*

6. Injuries, damage and follow-up support

Injuries to pupil		**Injuries to staff / others**	
Damage to property		**Medical attention given / sought**	
Support to pupil	☐ Drink ☐ Calm space ☐ Trusted adult ☐ Wellbeing check-in ☐ ELSA / pastoral ☐ Restorative conversation ☐ Other		
Support to staff	☐ Drink ☐ Calm space ☐ Time away ☐ Debrief with SLT ☐ Medical attention ☐ Wellbeing signpost ☐ Other		
Pupil voice	*How is the pupil now? What do they say happened? What would help next time?*		

7. Outcomes and learning

☐ Returned to class ☐ Time out ☐ Restorative process ☐ Parent meeting ☐ Suspension ☐ Police ☐ External referral ☐ EHA / Early Help

Agreed changes (support, strategies, key adults, risk assessment, behaviour support plan):

8. Reporting (tick when complete)

☐ Headteacher / SLT ☐ DSL ☐ SENDCO (if SEND) ☐ Parents informed verbally ☐ Parents sent written record ☐ Social worker (if applicable) ☐ Virtual school (if LAC) ☐ Local authority (if parents not informed) ☐ CPOMS upload ☐ Trust log

If parents not informed, give reason: _____

Note: *duty to report to parents does not apply where the pupil is aged 20+ or where doing so would be likely to result in serious harm to the pupil — in which case report to any safe parent/carer or, if none, to the local authority where the pupil ordinarily resides.*

9. Sign-off

Role	Name	Signature	Date
Reporting staff			
DSL / Headteacher			
Parent / carer			

Parent / carer comments (if any): _____

_____