



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

<b>Document Control</b>			
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This document applies to all schools and operations of the  
Galileo Multi Academy Trust: [www.galileotrust.co.uk](http://www.galileotrust.co.uk)

<b>Policy Review Sheet</b>	
<b>Date of changes:</b>	New policy

<b>Changes to note</b>	<b>Reason for change <i>e.g. change in legislation</i></b>

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## 1. Aims and scope

At Galileo Multi-academy Trust, we strive to create a safe, secure and supportive environment for all our pupils and staff.

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 trust schools, 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, prevention and de-escalation strategies
- Help trust 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 within a trust 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](#)
- 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](#))

The Recording and Reporting Regulations require schools to both record and report all incidents involving the use of force, including seclusion, restraint and any significant incidents. This policy sets out how Trust schools will meet these requirements and complies with our funding agreement and articles of association.

## 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 intervention** is any action that intentionally restricts a pupil's movement, liberty, or ability to act independently in order to prevent harm to the pupil or others.

This includes both physical and non-physical interventions.

In a primary school this may include (but is not limited to):

- Blocking a pupil's path to prevent them leaving a safe area
  - Holding a pupil's arms to prevent injury
  - Preventing a pupil from leaving a space where there is an immediate safety risk
- **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 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

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- **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.

Examples could include:

- 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

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- **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 or by making the pupil believe that they will be punished if they leave. For example, putting a pupil 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.

- **Significant incident** is any situation where the use of force goes beyond everyday or appropriate physical contact and is required to manage a risk of harm.

In a primary school, this may include (but is not limited to):

- Preventing a pupil from running into immediate danger (e.g. towards a road)
- Intervening physically to stop a pupil harming themselves or another pupil
- Holding a pupil to prevent serious damage to property where this presents a safety risk

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This does not include appropriate physical contact, such as guiding, comforting or supporting a pupil, where there is no need to prevent harm.

All significant incidents must be recorded and reported in line with Section 12.

- **The difference between significant incident and restrictive intervention:**
  - A restrictive intervention describes the type of action used
  - A significant incident describes the seriousness and threshold of the event requiring formal recording and reporting
  - All significant incidents will involve restrictive intervention, but not all restrictive interventions will meet the threshold of a significant incident.

### 3.1 Appropriate physical contact with pupils

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

There are circumstances when it is appropriate for staff to have some physical contact with pupils which does not give rise to any question over the use of reasonable force or other restrictive interventions.

Examples include:

- Providing first aid to a pupil
- Guiding or escorting a pupil through the school building or on a school trip by holding their hand
- Comforting a pupil who is upset
- Offering congratulations or praise, such as with a pat on the back or handshake

- To demonstrate how to use a musical instrument
- When demonstrating exercises or techniques during PE lessons or sports coaching

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

- Child protection and safeguarding policy
- Behaviour policy
- Staff code of conduct
- Complaints policy
- Low-Level Concerns policy
- Health and safety policy
- SEND 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

This policy should be read alongside the trust behaviour policy which sets out expectations for behaviour, consequences, and support strategies. This policy provides additional clarity where behaviour escalates to situations involving restrictive intervention or use of force.

The trust has removed standalone "Use of Reasonable Force" policies. All guidance relating to physical contact, reasonable force, and restrictive intervention is now contained within this policy and the trust behaviour policy.

### **3.2 Seclusion**

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 or by making the pupil believe that they will be punished if they leave. For example, putting a pupil into a 'holding' room until they calm down is a form of seclusion.

We only use seclusion as a safety measure when a pupil is experiencing high levels of emotional or behavioural dysregulation. Seclusion is not used as a threat or punishment. Seclusion is not a disciplinary response to deliberate or wilful misbehaviour. Please see our behaviour policy for information on our response to misbehaviour.

During seclusion:

- The pupil will be secluded in a safe place that does not feel threatening or intimidating to them [e.g. The Nook or the Library in Key Stage 2]
- The pupil will be supervised at all times, by at least 1 member of staff

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

Seclusion must be continuously monitored and subject to dynamic risk assessment throughout.

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.

### 3.3 Internal isolation

Internal isolation is a behaviour management strategy where a pupil is removed from their usual learning environment and placed in a supervised space within the school. The pupil is not prevented from leaving and the measure is used as part of a planned behavioural response.

Internal isolation:

- Is a disciplinary measure
- Forms part of the school's behaviour policy
- Does not involve restriction of liberty
- Allows supervised movement if required

#### The difference between seclusion and internal isolation:

Seclusion is a safety measure, not a disciplinary response. It involves preventing a pupil from leaving a space due to an immediate risk of harm.

Key difference:

- Internal isolation: behaviour management (pupil can leave, supervised)
- Seclusion: safety intervention (pupil is prevented from leaving)

## 4. Roles and responsibilities

### 4.1 The trust board / ESICC

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 receive reports on the use of restrictive interventions across the trust, reviewing and interrogating data on its use
- 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 pupils who share protected characteristics or have SEND or other types of vulnerabilities

### 4.2 The headteacher

The headteacher is responsible for:

- Ensuring this policy is implemented in line with trust expectations and adapted to reflect the context of their individual school

- 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 their 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

### 4.3 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 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 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 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

### 4.4 Designated safeguarding lead (DSL)

The DSL is responsible for:

- Reporting every seclusion incident, restraint incident and significant incident involving force to each parent/carer of the pupil involved as soon as reasonably practicable and normally on the same day
- 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 sections 12.2 and 12.3 of this policy)

### 4.5 Special educational needs co-ordinator (SENCO)

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

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

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

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.

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.

## 6. Unacceptable uses of force

It is illegal to use force on a pupil 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 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

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

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](#)) or an item banned under individual school behaviour policy rules.

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 individual school rules only, such as mobile phones, vapes

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 behaviour policy for more information on how we conduct searches.

## 8. Prevention and de-escalation strategies

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

Our whole-school approach includes:

- Consideration of how school and classroom environment can support all pupils to achieve and thrive
- Sharing best practice for whole-class behaviour management, and for managing communal spaces such as corridors and playgrounds
- Training staff in effective communication strategies, such as using appropriate tone of voice and empathy to aid de-escalation
- Development of working staff-pupil relationships and trust
- Recording and analysing data on the use of restrictive interventions to inform improvement planning

Training staff in use of Trauma informed practice

The individual approaches we use include:

- Working closely with parents/carers to support individual pupils
- Strategies to support individual pupils based on their identified needs, including:
  - The development of behaviour support plans
  - 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

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### 8.1 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:

- 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

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## 9. Deciding when the use of restrictive interventions is appropriate

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

Staff must cease the intervention as soon as it is safe to do so.

### 9.2 Pupil and staff welfare

#### Pupil welfare

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.

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.

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.

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

As soon as possible after any use of restrictive intervention, trust 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.

Trust 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.

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.

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. Trust schools will continue to monitor pupil and staff wellbeing and provide additional support if needed.

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

Staff must apply professional judgement in all situations. The trust recognises that contexts will vary across schools, particularly in early years and primary settings (e.g. supporting younger pupils, tactile behaviours, or environmental considerations such as open access areas). This policy provides a framework, but staff must assess each situation based on risk, proportionality, and pupil need.

## **10. Considerations for pupils with SEND**

We 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.

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

We will carry out risk assessments for pupils with SEND, where we identify that there is an increased likelihood of needing to use reasonable force and/or other restrictive interventions. Trust schools are aware of their duty under the Equality Act 2010 to make reasonable adjustments for pupils 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 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. We will also work with the pupils, their parents/carers and other professionals to develop prevention and de-escalation strategies.

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

Where appropriate, schools will create individual behaviour 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
- 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

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## 11. Training and risk assessments

Our 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.

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 pupils 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
- Seclusion incidents
- Restraint incidents

### 12.1 Recording incidents

Trust schools have a clear process in place for recording the incidents listed above. All incidents must be recorded using the trust's agreed CPOMS categories:

- Restrictive Intervention
- Seclusion
- Significant Incident

Records must be sufficiently detailed to demonstrate necessity, proportionality and outcome.

Staff must record incidents in writing, 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 pupil's behaviour support plan.

The trust provides a standardised reporting template outlining minimum required fields. This should be used consistently across all schools which do not have Team Teach Trained staff. See appendix 1

Team Teach Trained Schools should report incidents using the Record of Serious Incident Report involving Positive Handling Form. See appendix 2

**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

Click or tap here to enter text.

**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

Click or tap here to enter text.

**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 uploaded to the pupils record on CPOMS and retained in line with our data protection procedures.

## 12.2 Reporting incidents to parents/carers

Trust expectation: all incidents involving the use of force, restrictive intervention or seclusion must be reported to parents/carers in line with statutory requirements.

As a minimum, Trust schools must ensure:

- Parents/carers are informed as soon as reasonably practicable, and normally on the same day as the incident
- Information is shared by an appropriate member of staff (e.g. Headteacher, DSL or delegated senior leader)
- The information provided is clear, factual and proportionate, and explains:
  - the nature of the incident
  - the reason the intervention was necessary
  - the outcome for the pupil
- A written record of the communication is retained

When reporting an incident to parents/carers, we will take the following steps:

Parents will be informed in person or by telephone by a member of SLT ( usually HT,AHT or SENCO) which will then be followed up by an emailed record through Arbor of the incident to all parents who have PR. The incident is logged onto CPOMS. Parents are given the opportunity to meet following such an incident to discuss further if they so wish. SLT always review incidents to check correct procedures followed.

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 pupil's behaviour support plan.

There is an exception to this:

- 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, 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 pupil 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

Click or tap here to enter text.

When we report **seclusion incidents and restraint incidents** to parents/carers, we will provide parents/carers with [INSERT THE DETAILS YOU PROVIDE TO PARENTS/CARERS. THE LEGISLATION RELATING TO YOUR SCHOOL TYPE ONLY SPECIFIES THAT YOU MUST PROVIDE "INFORMATION" ABOUT THE INCIDENT IN WRITING) AND DELETE THIS LINE]

**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 pupil.

#### **Following up with parents/carers after an incident**

It's best practice to invite parents/carers to have a follow-up discussion about the incident, where appropriate. 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

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

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, 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 trust's complaints policy, which you can obtain from the school office.

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 is reviewed annually by the trust. Oversight sits with ESICC, who are responsible for approval, scrutiny of data, including analysis of patterns, trends and any disproportionate use and ensuring consistent implementation across all trust schools.

Headteachers are responsible for operational implementation within their setting, supported by central trust teams.

## 15. Links with other policies

This policy links to the following policies and procedures:

- Behaviour policy
- Child protection and safeguarding policy
- Complaints policy
- Low-Level Concerns policy
- Health and safety policy
- SEND policy
- Refer to GMAT *How to internally record a restrictive intervention – staff guide*

**If you need any advice or guidance relating to this policy, please  
contact the Safeguarding Support Helpdesk: [admin@safeguardingsupport.com](mailto:admin@safeguardingsupport.com)**

## Appendix 1

# Internal record of restrictive intervention

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This form should be filled in by a member of staff who used a restrictive intervention on a pupil (force, seclusion, restraint, or a combination of any of these).

**Staff:** You should record the incident by filling out this form as soon as possible after the event, **no later than the same day**

Please read the accompanying staff guide to support you with completing this form. Don't hesitate to ask for support if you need it, from your Designated Safeguarding Lead or Headteacher

**Person responsible for reporting to parents:** Make sure to keep data protection in mind when deciding what information to share with parents. For example, don't include any identifying details of any other pupil, such as their name

## Staff, pupil and incident details

**STAFF DETAILS**

Your name (as the member of staff who used a restrictive intervention)	
Your role	
Names and roles of any other staff involved	

**PUPIL DETAILS**

Name and year of pupil who a restrictive intervention was used on	
Any needs or circumstances of the pupil, e.g. if the pupil has SEND	
The pupil's SEN code, if they have SEN (ask your SENCO if you're not sure)	

**INCIDENT DETAILS**

Date of incident	
Time of incident	
Location of incident	
Approximate duration of the intervention	
Restrictive intervention(s) used	
If reasonable force was used: <ul style="list-style-type: none"> <li>• What type of reasonable force was applied</li> <li>• The degree of force</li> </ul>	
Were there any physical injuries to pupil and/or staff member(s)?	
Details of any physical injuries (if applicable)	
Any support provided after the incident, including any medical treatment for injuries to pupil and/or staff member(s)?	

**Incident account**

**WHAT HAPPENED**

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**WHY I ASSESSED THAT IT WAS NECESSARY TO USE THE INTERVENTION I USED (IF NOT COVERED ABOVE)**

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**COMMUNICATION OF INCIDENT**

Parents/carers informed please state whether verbally, in writing by whom and role	
Date and time	
<b>COMMUNICATION OF INCIDENT</b>	
Social worker informed by whom and role	
Date and time	
<b>COMMUNICATION OF INCIDENT</b>	
VSH informed by whom and role	
Date and time	

I confirm that the information above is accurate to the best of my knowledge.

Signed	Date and time
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REVIEWED BY MEMBER OF SLT	
Comment	
Name and role	
Signature and date	

## Appendix 2

### Record of Serious Incident Report involving Positive Handling

Name of Child:		Year Group / Teacher:	
SEN status:	SENK	EHCP	No SEN
Other vulnerabilities:			
Date of Incident:		Location:	Time:
Name of staff involved:		Signature:	Date:

Staff witnesses:	
Pupil witnesses:	

Reason for Intervention – why was it necessary?			
Danger to self		Danger to others	
Severe damage to property		Behaviour we want to change	
Details:			
Describe lead up to incident:			
De-escalation techniques used:			
Verbal advice and support		CALM talking	
Distraction		Instruction	
Time out offered		Planned <u>ignoring</u>	
Humour		Success reminded	
Change of face / step away		Positive touch	
Choices		Listening	
Reassurance		Negotiation	
Appropriate behaviour discussed		Other	

Technique 1	Standing	Sitting / Chairs	Kneeling	Ground	Time	Intensity (light guidance, moderate control, firm hold)
Single Elbow						
Figure of 4						
Double Elbow						
Helpful Hug						

Technique 2	Standing	Sitting / Chairs	Kneeling	Ground	Time
Single Elbow					
Figure of 4					
Double Elbow					
Helpful Hug					

Technique 3	Standing	Sitting / Chairs	Kneeling	Ground	Time
Single Elbow					
Figure of 4					
Double Elbow					
Helpful Hug					

<b>Breathing Monitored?</b> Details of incident:
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Injuries	Details	Medical treatment needed?	Accident form completed?
Staff			
Pupil			

	Yes (add date)	No (explain why not)	Details
Success plan completed with child?			
Debrief with the pupil?			
Any risk assessment implications?			

Details of how and when parent / carer was informed.	Date:	Time:
	Details:	

Incident reported to: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Head Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_