Use of Restrictive Interventions Policy

(Including reasonable force and seclusion)

Policy Author	Mr K Hopkins	Date of Approval	28.09.26
Policy Approval	Full Governing Board	Next Review Date	September 2027

Aims and Scope

At Oldbrook First School and Nursery we strive to create a safe, secure and supportive environment for all our pupils and staff.

Restrictive interventions can be lawful and necessary, but can have a significant physical and psychological impact on pupils, staff and families. They are a last resort: staff will use prevention and de-escalation wherever practicable. Staff need not exhaust every alternative where immediate action is necessary to prevent harm. Every intervention must be lawful, necessary and proportionate, use the least restriction for the shortest necessary time, and stop when no longer justified.

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

Legislation and Guidance

This policy applies to Oldbrook First School and Nursery, including school activities off site where pupils are under the lawful control or charge of staff. It has been reviewed against the guidance in force on 23 September 2026. The April 2026 DfE restrictive interventions guidance replaces the 2013 reasonable force guidance. Its recording and reporting provisions include statutory guidance under section 93A; the remaining advice supports the legal duties below. Official links appear in the guidance section.

- 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 and brought into force on 1 April 2026
- 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 2026
- The Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025 (SI 2025/1348), with recording and reporting duties effective from 1 April 2026
- Department for Education guidance on searching, screening and confiscation
- Working together to safeguard children 2026; the current EYFS statutory framework for group and school-based providers, including paragraphs 3.75–3.76; and the SEND Code of Practice 0 to 25 years.

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Allegations of Abuse Against Staff Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Disciplinary Policy and Procedures
- Complaints Procedures Policy
- Staff Code of Conduct
- Low-level Safeguarding Concerns Policy
- Child Protection and Safeguarding Policy

Roles and Responsibilities

The governing board is responsible for:

- Reviewing and approving this policy
- Ensuring that a procedure is in place for recording and reporting each:
    - Significant incident involving force
    - Seclusion incident
    - Restraint incident
- Taking all reasonable steps to ensure that the procedures for recording and reporting the use of force, seclusion and restraint are followed
- Regularly reviewing and interrogating data on the use of restrictive interventions in our school
- Supporting and challenging school leaders to identify where changes may be needed to practice. For example:
    - If approaches have been used for some time but haven't been effective
    - If there is any disproportionate use of restrictive interventions, including in relation to pupils who share protected characteristics or have SEND or other types of vulnerabilities

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

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

The DSL is responsible for:

- Coordinating timely written reporting to each parent/carer, subject only to the statutory safeguarding exception below; ensuring an available deputy or senior leader acts if the DSL is absent. The headteacher remains accountable for the school's procedure.
- Making sure records are kept securely and in accordance with safeguarding and data protection procedures
- Advising on the statutory significant-harm exception to parental reporting and ensuring that any parent who can safely be informed is informed, or, where none can be informed safely, that the report is sent to the local authority where the pupil ordinarily resides. See Reporting incidents to Parents/Carers and Reporting incidents to the Local Authority.

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 incidents immediately to the headteacher and DSL or deputy, completing the written record and ensuring the designated senior leader confirms that parental or local-authority reporting has been completed.
- 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

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.

- **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.
- Examples of restrictive interventions could include:

    - Seclusion of an individual pupil away from other pupils, prevented from leaving by one or more staff. It must meet the safety conditions in the Seclusion section and be continuously supervised.
    - 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
- **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
- **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
- **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.
- 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.

Appropriate Physical Contact with Pupils

Our school does not operate a blanket no-contact policy or agree blanket requests that would prevent necessary lawful intervention to protect pupils. We will listen to pupils and parents, record concerns, consider medical advice, trauma and disability-related adjustments, and agree safer alternatives in individual plans. Parental agreement does not authorise an otherwise unlawful intervention.

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 or high five
- 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:

- Our school's child protection and safeguarding 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

Seclusion is determined by what happens to the pupil, not the name of the room or intervention. Voluntary use of a quiet or sensory space is not seclusion where the pupil remains free to leave. If staff prevent leaving, the seclusion safeguards and recording duties apply.

Seclusion will be used only as a necessary, proportionate safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. It will not be used as a threat, punishment, routine behaviour-management strategy or response to deliberate misbehaviour. Classroom removal for disciplinary reasons is governed by the Behaviour Policy and must not be used to disguise seclusion.

During seclusion:

- Staff will assess whether the place is safe and suitable for this pupil at that time. Naming the Sensory Room, classroom or The Hub does not designate it as a seclusion room or establish that it is suitable.
- At least one member of staff will continuously supervise, observe and communicate with the pupil, monitor distress and wellbeing, and be able to obtain help immediately. Under this school policy, staff must not lock a pupil alone in a room, leave them unsupervised, or withhold essential care, drinking water or access to a toilet.

Staff will review the risk continuously and allow the pupil to leave as soon as the immediate risk has reduced; there is no fixed minimum period or requirement to earn release. Record the start and end times, supervision and reason for ending the intervention, and follow the recording and reporting procedure.

Acceptable Use of Force

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

Staff can use reasonable force to prevent or stop a 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 provide appropriate training and risk assessments where a need is identified. A staff member without specialist training may still need to take reasonable, proportionate emergency action; they should summon assistance and use the safest available response within their competence. Every significant use of force must be recorded and reported.

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
- Under this school policy, planned restraint on the ground is prohibited. If a pupil is unintentionally held on the ground, staff must release their hold or move to a safer position as quickly as possible. Staff must not use pain to secure compliance, bind pupils or remove mobility or communication aids to control behaviour.

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 our school rules.

Reasonable force may be used only to search for items within section 550ZA(3)(a) to (f) of the Education Act 1996: knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, or an article reasonably suspected of being used or likely to be used to commit an offence, cause personal injury or damage property. Force must not be used solely to search for an item banned only by school rules.

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.

Searches must follow the statutory safeguards and the DfE searching guidance, including appropriate authorisation, privacy, witnesses and safeguarding referral. School staff must never conduct a strip search. Any police involvement does not remove the school's safeguarding responsibility.

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 our 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
- 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

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
- Using calm, clear language, offering realistic choices and allowing processing time. Staff must not threaten restrictive intervention or use threats of punishment to make a pupil remain in a secluded space.
- Seeking help from a familiar adult where this is likely to reduce distress.

Deciding when the use of restrictive interventions is appropriate

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 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

Pupil and Staff 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, our school 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.

Our school 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.

Check immediately for injury, breathing difficulty, distress or other adverse effects, call a first aider and obtain urgent medical help where necessary. Call 999 for a medical emergency. Do not assume that no visible injury means no harm. Record assessment, treatment and ongoing support.

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. The school 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.

Safeguarding and multi agency support

The DSL will consider whether distress, repeated incidents or a disclosure indicates abuse, neglect, exploitation, unmet needs or a need for Family Help. Follow Working Together 2026 and local safeguarding arrangements: hear the child's views using suitable communication support, work with the family where safe, share necessary information with relevant practitioners, and link support to existing family help or care plans. Refer promptly to children's social care when protection is needed and to police where appropriate; call 999 for immediate danger. An incident review must not replace a safeguarding referral.

Consideration 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 school is 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. Our school is aware of its 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 pupil, 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, we 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

Training and Risk Assessments

Our school will make sure that all staff who are likely to need to use reasonable force and/or other restrictive interventions are adequately trained in their safe and lawful use and in preventative strategies. All staff must read KCSIE 2026 Part one in full and know this policy, reporting routes and the limits of their role.

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.

Nursery and Reception requirements

For children within the EYFS, punishment and threats of punishment are prohibited, as is punishment which could adversely affect wellbeing. Physical intervention must be absolutely necessary. Record every occasion on which physical intervention is used and inform parents/carers on the same day or as soon as reasonably practicable, applying the statutory safeguarding exception in this policy where relevant. This existing EYFS requirement is not limited to incidents causing injury.

Recording and Reporting Arrangements

We have a legal duty to record and report all:

- Significant incidents involving force (see definitions section of this policy for a definition of 'significant incident')
- Seclusion incidents
- Restraint incidents

Recording Incidents

Use the Restrictive Intervention Report Form for every significant use of force, every seclusion incident and every restraint incident, including restraint without direct contact. Complete a linked entry in the Restrictive Intervention Log. The full record must distinguish planned interventions from unplanned or emergency interventions; a behaviour support plan never removes the recording or reporting duty.

The staff involved must report verbally to the headteacher and DSL or deputy immediately, and make a factual written record as soon as practicable, aiming to complete it the same day. Record before, during and after the event, including the pupil's account where available. If completion is delayed, record why and when it was

completed; do not delay immediate safeguarding action or notifying parents while waiting for signatures or a full review.

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

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

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.

Records should be retained and analysed by the headteacher, and SENCO where restrictive intervention was used on a pupil with SEND, on a termly basis to ensure that such interventions are being used appropriately, and to identify patterns of behaviour and responses to that behaviour that may require changes to school practice, e.g. increased staff training or further behavioural or emotional support. Records will be shared with the governing board annually for evaluation.

Staff members who do not record an instance of reasonable force where it has occurred may be disciplined in line with the Disciplinary Policy and Procedures.

If a member of staff witnesses or suspects the use of unreasonable force, where another member of staff is actively involved in restrictive intervention, they will report this to the headteacher immediately.

Any allegations against staff will be dealt with as a matter of urgency, and in accordance with the procedures outlined in the school's Allegations of Abuse Against Staff Policy.

The headteacher will be responsible for conducting a thorough investigation to find out the correct details of what occurred; this may include talking to other pupils about the incident, for instance those who witnessed the event.

Reporting incidents to Parents/Carers

Where restrictive intervention has been used, the pupil's parents will be informed verbally and in writing as long as this would not place the pupil at greater risk. If the decision is made that the parents cannot be informed as this would place the child at greater risk, a safeguarding referral will be made in line with the Child Protection and Safeguarding Policy. The Headteacher will make the final decision as to whether it is appropriate to inform the pupil's parents of the details of an incident. If it is appropriate, the following will be adhered to:

- Parents will be informed in writing and a copy of this report will be given to the member(s) of staff involved in the incident.
- The report will inform parents of their right to complain about the use of positive handling and reasonable force, in line with the Complaints Procedures Policy.

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.

When we report **significant incidents involving force** to parents/carers, we will include the following details:

- The time, date, location and approximate duration of the intervention
- A brief explanation of why the intervention was assessed as necessary in that situation
- A short description of the type and degree of force that was used
- Details of any physical injuries sustained, if applicable

When we report **seclusion incidents and restraint incidents** to parents/carers, we will provide parents/carers with a copy of our written record of the incident.

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.

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, 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.

Where no parent can safely receive the report without a likelihood of significant harm to the pupil, the school must send it as soon as practicable to the local authority where the pupil ordinarily resides. Include the incident information that would otherwise go to parents and record why the safeguarding exception applies. This statutory reporting duty is additional to any child-protection referral or LADO notification required.

For a looked-after child, include the local authority with parental responsibility under a care order, or providing accommodation under section 20 of the Children Act 1989 (or section 76 of the Social Services and Well-being (Wales) Act 2014), within the reporting arrangements. Liaise with the social worker and inform other parents/carers as required, subject to the individual significant-harm exception. In this procedure, "parent" has the meaning in section 576 of the Education Act 1996 and the additional local-authority provisions above.

Complaints and Allegations

Any complaints about the use of restrictive interventions will be handled through our school's complaints policy, which can be found on the school website.

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

Children and parents can raise a concern without first obtaining evidence, showing an injury or making a formal written complaint. Listen, record the concern accurately, offer accessible ways to complain and arrange prompt, impartial consideration. A complaint that raises safeguarding concerns must be handled through KCSIE procedures alongside any applicable complaints process; it must not wait for that process to finish.

Members of staff accused of using excessive force will not be automatically suspended as a response to the allegations. The following procedure will be adhered to, in line with the Allegations of Abuse Against Staff Policy:

- Careful consideration will be given to whether the case warrants a person being suspended until the allegation is resolved.
- The governing board will always take into account whether a staff member has acted within the law when considering whether or not to take disciplinary action against a staff member involved in an incident.
- Where a member of staff is suspended, the school will ensure that the staff member has access to a named contact that can provide support and guidance.
- The school will provide pastoral care to any member of staff who is subject to a formal allegation.

Where a safeguarding allegation is made against a member of staff that involves physical contact, e.g. restrictive intervention, the strategy discussion or initial evaluation with the LADO will take into account this policy and the legislation.

Monitoring and review

This policy will be reviewed on an annual basis by the headteacher, DSL, SENCO and governing board, who will consider any necessary changes and communicate the findings of the review to all members of staff.

Restrictive Intervention Report Form

Complete as soon as practicable, aiming for the same day. Record every reportable incident, including planned interventions. Use a continuation sheet if needed and enter the same incident reference in the log. Do not delay urgent safeguarding action or parental reporting. Incidents must also be documented in the Restrictive Intervention Log.

Name of staff member						
Name of pupil						
Class and Year Group						
SEND Status / Needs						
Date and Time (Start and Finish)						
Location						
Restrictive Intervention (Please tick)	Significant use of force		Seclusion		Restraint including without contact	
Witnesses of incident						
What led up to the incident and any known or potential triggers for the behaviour						
Prevention and de-escalation attempted, the pupil's response and why alternatives were insufficient						
Why intervention was necessary and proportionate, including the immediate risk and legal purpose						
The type and degree of reasonable force used						
Details of the incident						

Details of any physical injuries sustained, if applicable
Details of any support given after the incident
Informed parties (parents, social workers, police, etc.)

Reason(s) for restrictive intervention (please tick)							
Prevent injury		Prevent offence		Prevent property damage		Prevent disorder	
For seclusion describe immediate risk of harm to others during dysregulation.							
Was it a planned intervention, e.g. in line with approved strategies for the behaviour of specific pupils? BSP (Please circle)				Yes/No			

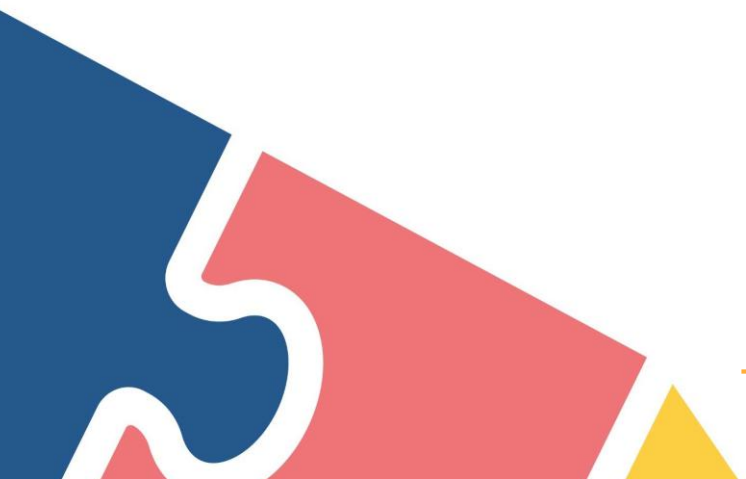
Details and sequence of the intervention including type and degree of force used (For seclusion: location, supervising staff, observations, communication and how leaving was prevented)
Any disciplinary additional action taken
Injuries (if any) to pupil, to staff members, or other pupils and any medical treatment given
Damage (if any) to property
Pupil's account and communication support used. Add separate witness and staff accounts
Details of immediate and continuing support for pupil, staff and witnesses

Headteacher and DSL Informed: name, date and time	
Parent notified (name, date, time, method, report supplied)	
If reporting withheld: significant harm risk, decision maker and date and other safe adult or local authority notified	
Headteacher's signature:	**Date:**
Signature of staff member concerned:	**Date:**
Signature of Parent/Carer	**Date:**

Restrictive Intervention Log

We believe that reasonable force must only be used when absolutely necessary. Reasonable force will always to be used in accordance with the Restrictive Intervention Policy. All incidents of this nature must be recorded in this log. Details of the individual incident will be recorded using the Restrictive Intervention Report Form.

Date and time	Name of pupil	Type and Duration	Name of staff member	Name(s) of witnesses	Nature of intervention	Injuries (if any) to pupils or staff / Damage	Head and DSL notified	Parent/Carer or LA Report Date	Review and staff signature



Together we make the difference