



Bridlington School

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

[formerly called Physical Intervention policy]



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1. Aims and Scope

At Bridlington School we strive to create a safe, secure and supportive environment for all our students 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 students, staff and parents/carers.

In our school, 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 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
- Ensure parents / carers are fully informed and can work in partnership with the school
- Protect the safety, wellbeing and dignity of all students and staff, and help create a positive and safe place for everyone at 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](#)

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 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 students in different ways.

Examples of restrictive interventions could include:

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

NOTE: As a principal staff should not block a doorway if a child is trying to exit.

- › **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 student to safety by the arm
- Staff breaking up a fight between students
- A staff member restraining a student to prevent injury to the student, or others

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

Examples could include:

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

**PHYSICAL INTERVENTION SHOULD ONLY BE USED IN
AN EMERGENCY AND WHEN ALL OTHER ATTEMPTS
TO DE-ESCALATE THE SITUATION HAVE NOT
WORKED.**

Seclusion is a non-disciplinary intervention that keeps a student confined to a place away from others and prevents them from leaving, for the safety of that student and/or others. This could be through physical obstruction or by making the student believe that they will be punished if they leave. For example, putting a student 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.

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

3.1 Appropriate physical contact with students

Our school 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 students 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 student
- Guiding or escorting a student through the school building or on a school trip
- Comforting a student 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:

- 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 student's age
- Any known vulnerabilities, including whether the student has special educational needs and/or disabilities (SEND)
- Whether any alternative strategies that don't involve physical contact can be used

3.2 Seclusion

As defined above, seclusion is a non-disciplinary intervention that keeps a student confined to a place away from others and prevents them from leaving, for the safety of that student and/or others. This could be through physical obstruction or by making the student believe that they will be punished if they leave. For example, putting a student into a 'holding' room until they calm down is a form of seclusion.

We only use seclusion as a safety measure when a student 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 student will be secluded in a safe place that does not feel threatening or intimidating to them
- The student will be supervised at all times, by at least 1 member of staff. Where possible a trusted adult identified by the student will attend
- As soon as the immediate risk of harm has reduced, the student will be allowed to leave.

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.

4. Roles and responsibilities

4.1 The Governing Board

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 students who share protected characteristics or have SEND or other types of vulnerabilities

4.2 The Headteacher

The Headteacher is responsible for:

- Overall implementation and oversight of this policy
- Ensuring the school adopts a relational approach to behaviour management
- 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 named staff to search a student or their belongings if they have good reason to think the student 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
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4.3 Pastoral Deputy Headteacher

The Pastoral Deputy Headteacher is responsible for:

Ensuring the School's weekly Inclusion Forum Meeting operates effectively by holding the DSL, Assistant Head for Inclusion, Assistant Head for Culture and Climate and the SENDCO to account.

Take on the responsibilities of the Headteacher (outlined in 4.2) in their absence.

4.4 Designated Safeguarding Lead (DSL)

The DSL is responsible for:

Ensuring the Headteacher (in the absence of the Headteacher the Pastoral Deputy Headteacher) is aware of every seclusion incident, restraint incident and significant incident involving force

Reporting every seclusion incident, restraint incident and significant incident involving force to each parent/carer of the student 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 student'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)
- Share every seclusion incident, restraint incident and significant incident involving force with the school's weekly inclusion forum
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4.5 Inclusion Assistant Headteacher

As Chair of the School's weekly Inclusion Forum the Inclusion Assistant Headteacher is responsible for:

- Ensuring that actions agreed at the weekly inclusion forum such as implementation or updates to student risk assessments / behaviour plans are allocated to the relevant staff member
- Keep risk assessments and behaviour plans under review through the inclusion forum to ensure effectiveness

4.6 Culture and Climate Assistant Headteacher

The Culture and Climate Assistant Headteacher is responsible for:

- Maintaining a calm and safe school culture
- Ensuring the Behaviour Policy is implemented constantly by all staff
- Working with students, parents/carers and relevant school staff to develop and review behaviour support plans and risk assessments where it's been identified that there is an increased likelihood of the need to use restrictive interventions
- Ensuring staff are aware of individual student needs and associated behaviour support strategies
- Working with staff who know students well, to identify and manage risk (such as trigger points when challenging behaviour is more likely to occur)
- Working with students, parents/carers, staff and other relevant professionals to develop prevention and de-escalation strategies

4.7 Special Educational Needs Co-ordinator (SENCO)

The SENCO is responsible for:

- Working with students, parents/carers and relevant school staff to develop and review behaviour support plans and risk assessments for any students 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 student needs and associated behaviour support strategies
- Advising on reasonable adjustments for any students with disabilities when considering prevention and de-escalation strategies
- Participating in the review of restrictive intervention incidents involving any student with SEND
- Providing advice and support on the application of this policy for students with SEND

- Contributing to staff training on SEND and behaviour management, including the use of restrictive interventions

4.8 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
- Use physical intervention as a last resort when all other de-escalation strategies have failed

Making a real time risk assessment in their decision to use reasonable force to prevent or stop a student from:

- Hurting themselves or others
 - Committing a criminal offence
 - Damaging property
 - Causing disorder among students, in or out of lessons
- Accurately recording every seclusion incident in CPOMS, restraint incident and significant incident involving force (previously called physical intervention) that they are involved in on a reasonable force physical intervention form
 - Reporting these incidents immediately 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 the school's relational approach and de-escalation strategies
 - Take part in preventative strategies and the safe and lawful use of restrictive interventions, if relevant to their role (this may include additional external training appropriate to their responsibilities e.g. TEAM Teach Training)
 - 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

5. Acceptable uses 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 student from:

- Hurting themselves or others
- Committing a criminal offence

- Damaging property
- Causing disorder among students, in or out of lessons

While all staff have this power, some staff, especially those who work closely with students 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.

We work on the principle that we do not use force. We do not block doorways or prevent a child leaving a situation unless our real time risk assessment determines that the use of reasonable force is necessary as a last resort to prevent or stop a student from:

- Hurting themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among students, in or out of lessons

PHYSICAL INTERVENTION SHOULD ONLY BE USED IN AN EMERGENCY AND WHEN ALL OTHER ATTEMPTS TO DE-ESCALATE THE SITUATION HAVE NOT WORKED.

6. Unacceptable uses of force

It is illegal to use force on a student 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 student 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 student 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 students

The Headteacher and any member of staff authorised by the Headteacher have a statutory power to search a student or their belongings if they have reasonable grounds to suspect that the student may have a prohibited item (as listed in the DfE's [searching, screening and confiscation guidance](#)) or an item banned under our school 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 our school rules only such as aerosols.

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 students and staff. Please see our searching and screening 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 relational approaches.

Our whole-school approach includes:

- Development of working staff-student relationships and trust through our relational approach
- Consideration of how our school and classroom environment can support all students to achieve and thrive
- Sharing best practice for whole-class behaviour management, and for managing communal spaces such as corridors and social areas
- Training staff to use effective communication strategies, such as using appropriate tone of voice and empathy to aid de-escalation
- 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 students
- Strategies to support individual students based on their identified needs, including:
 - The development of behaviour support plans
 - Strategies to help students calm down before their behaviour escalates

- Making 'reasonable adjustments' where a student has a disability, to help them participate in school life as fully as possible

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:

- Remaining calm and emotionally regulated, using a calm tone being aware not to match to heightened state of the students involved in the incident
- Give clear, calm and short instructions and repeat these if necessary
- Having open body language and being aware of a student's personal space
- Taking a student away from an 'audience' – speaking to them on their own rather than in front of a group of other students or staff
- Seek assistance from another adult
- Signposting the student to a key adult such as a member of the safeguarding team or pastoral manager
- Signposting the student to a safe space such as return to learn, a safeguarding office or offering a calm space for the student to go to so they can self-regulate
- Using empathy – asking the student to help you understand their feelings
- Distraction techniques
- Verbal warnings – calmly reminding the student of the impact of their behaviour

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 student and/or others.

When assessing whether a restrictive intervention is required, staff should always **CALL FOR ASSISTANCE** and 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 student, such as their age, size and any medical conditions, SEND or other vulnerabilities

9.2 Student and staff welfare

Whilst many staff are Team Teach trained all staff are able to physically intervene if they feel confident and safe to do so. All staff endeavour to follow Team Teach principles in the application of this policy however, in the moment there might be the need to support an individual who is becoming distressed or moving into crisis. Having a common and agreed language helps all adults know how help will be offered and how someone will take over if they assess the need to do so. It is accepted that in a heightened situation it may be difficult to remember what to do, help scripts can allow messages to be passed without misunderstanding or further heightening a situation. The following common language is defined as best practice from Team Teach and has been adopted as the common language for the school within this policy.

9.2.1 Student welfare

The most important consideration when using a restrictive intervention is the safety and wellbeing of the student involved, as well as the safety of other students and staff. Staff should always consider the potential impact on the student's welfare balanced against any actions taken. For example, staff should bear in mind that students 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 student'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 student what is happening, why, and what the student needs to do, including using verbal and non-verbal strategies where needed, and giving time for the student to process information and respond where appropriate.

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

9.2.2 Support during the intervention

Supporting a student:

Check you have self-regulated, conduct a dynamic risk assessment and approach the student.

1. **Start with their name** – this helps get their attention.
2. **State you have noticed** – *“I can see something has happened”*
3. **Show you are listening** – *“Talk and I will listen”*
4. **Give a clear direction** – *“Let’s go and ...”*

Supporting each other:

Accepting help involved telling colleagues exactly what they are required to do, so they are clear about what will happen next.

1. **Observe the situation** – Do they need assistance?
2. **Offer help** – *“Help is available”*
3. **Response to help** – *“You can help by...”*
4. **Give a clear direction** – Tell them exactly what you want them to do.

If your colleague does not want assistance stay with them and observe or address any bystanders.

If you see your colleague is too involved or not managing the situation in the best way, it’s time to handover.

Handover:

Sometimes the observing colleague can see the staff member is becoming dysregulated and assesses that they need help or need to be removed from the situation. It is important that staff dignity is maintained whilst ensuring that staff member can be removed from the situation. This script will be used and indicates that the person offering the help has made the decision to take over and remove the original member of staff. This script should trigger an automatic response.

1. **Observe the situation** – Do you need to take over?
2. **Offer a change of face** – say *“More help is available”*
3. **Response to offer** – *“What do you suggest?”*
4. Explain what will happen – Create a planned and safe exit e.g. *‘Your meeting has started and I said I would come and get you to take over here’* or *‘your visitor has arrived so I will take over here’*

NOTE – If your colleague says, “More help is available” this means you must allow them to take over and you must reply with “What do you suggest?” and then follow their instructions even if you don’t agree with it. A suggestion should include a reason for you to leave e.g., your meeting has started or your visitor is here to see you.

9.2.3 Support following an incident

In the case of needing to seclude a student the staff member will be supported to log this on CPOMS, In the case of an intervention that involved any physical contact the staff member will be supported to log this on a physical intervention form (Appendix A) and the Headteacher and DSL will be notified immediately.

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 students and staff, any patterns and trends, and how another incident could be avoided in the future.

Our school will make sure each student 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. The school will continue to monitor student and staff wellbeing and provide additional support if needed.

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

10. Considerations for students with SEND

We understand that students with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Students 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 students with SEND, and to providing the right support and an inclusive environment.

We will carry out risk assessments for students 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 students 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 students 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 student, 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 student
- Identifying key adults and safe spaces to be used if dysregulated and a clear plan of what will happen when used
- Staff members changing how they communicate with the student, such as being more mindful of body language, facial expressions and/or tone of voice
- Helping the student express their emotions before getting overwhelmed
- Engaging the student in activities to help them regulate their emotions
- Distracting the student with familiar objects or activities to redirect their attention
- Reviewing our Ordinarily Available Inclusive Provision and provide targeted or targeted plus interventions or making a referral to specialist intervention pathways

Where appropriate, we will create individual support plans (one-page profiles) for students with SEND to reflect potential dysregulated behaviours. The plan will be reviewed regularly, and following any significant incident, with the student 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 student finds challenging
- Explain the best ways to communicate with the student
- 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
- Identify key adults and a go to safe space(s)

11. 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. TEAM Teach training will be completed by these staff every 2 years.

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 students 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 (physical intervention) (see section 3 of this policy for a definition of 'significant incident')
- Seclusion incidents
- Restraint (physical intervention) incidents

12.1 Recording incidents

Our school has a clear process in place for recording the incidents listed above.

- Seclusion incidents will be logged in CPOMS.
- Significant incidents including force, restraint incidents and any form of physical contact (for example a child pushing into outstretched shepherding / guiding arms) will require the staff member to complete a physical intervention form as soon as possible after the incident. This can be requested from the DSL and should be returned to the DSL. The form will be scanned into CPOMS and attached to the child when the case has been resolved, closed and reviewed by the DSL and countersigned by the Headteacher. If the DSL or Headteacher are involved in the incident the Pastoral Deputy Headteacher will countersign.

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 student's behaviour support plan.

For any form of physical intervention we will record on a physical intervention form (Appendix A):

- The names of the student and staff members directly involved
- Any relevant needs or circumstances of the student, 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
- When and how parents/carers were notified, and any follow-up actions that were taken.

For seclusion incidents we will record in CPOMS:

- The names of the student and staff members directly involved
- Any relevant needs or circumstances of the student, 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 seclusion was assessed as necessary in that situation
- Details of any support given to the student and follow up steps taken
- Details of any support given after the incident, such as medical help or emotional support

Completed reports will be kept securely on CPOMS and in a physical intervention folder locked in the DSL office and retained in line with our data protection procedures.

12.2 Reporting incidents to parents/carers

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

- The DSL will contact the parents/carers at the earliest practicable time when the situation has deescalated even though all reports may not have yet been completed. This will normally be by telephone.

- This will always be before the close of the school day even if all reports have not been completed or the incident not fully resolved.
- An email will be sent to the parent/carer by the DSL in all cases informing them of the incident.
- Follow up communications will confirm next steps for example, arranging for a suitable trained member of staff to conduct an investigation / making arrangements to safely return the student to school or to complete restorative practice.

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 student's behaviour support plan.

There is one exception to this:

- If the member of the Safeguarding Team (DSL/DDSL) thinks that telling the student's parents/carers would likely result in significant harm to that student. 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 student ordinarily resides (see section 12.3 of this policy)

➤

When we report **seclusion, restraint or 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 / physical intervention that was used if any
- Details of any physical injuries sustained, if applicable
- Contact details of DSL to discuss the incident further if necessary

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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 individual.

Following up with parents/carers after an incident

We will invite parents/carers to have a follow-up discussion about the incident, where appropriate.

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

In cases where a student 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 school's complaints policy, which you can find 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](#).

14. Monitoring and review

Incidents are reported termly to the Full Governing Board in the safeguarding report and reviewed by the Headteacher, DSL and Safeguarding Governor specifically to identify any patterns or bias (conscious or unconscious).

This policy will be reviewed annually by the DSL and Headteacher. At every review, this policy will be approved by the Full Governing Board.

15. Links with other policies

This policy links to the following policies and procedures:

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

APPENDIX A: SECLUSION / PHYSICAL INTERVENTION RECORDING FORM

SECLUSION / PHYSICAL INTERVENTION RECORDING FORM		
Date:	Time:	Member of Staff:
Student Name:	Tutor Group:	Place of Incident
Does the Student have an identified SEND need?		What is their SEN Status code?
Adult Witnesses		Student Witnesses
Incident leading to restraint (identify potential triggers if known)		
De-escalation or preventative strategies used		
Action taken by staff (include how reasonable force was applied, the degree of force, the estimated time this was used)		
Student response		
Details of any injury or damage to property		
Why was the use of reasonable force assessed as necessary?		
Senior staff summoned		
Post incident support e.g. medical treatment, statements and when and how parents were notified		
Parent / Carer informed (when, by whom, any agreed actions)		
THIS FORM MUST BE COMPLETED THE SAME DAY, COPY TO HEADTEACHER OR DEPUTY HEADTEACHER AND DSL		
	CPOMS category:	Reviewed by Designated Safeguarding Lead:* Signed Date:



**** This may be counter-signed by another senior leader in the case of a conflict of interest where the Headteacher or DSL is directly involved in the incident.***