Restrictive Interventions, including use of Reasonable Force Policy

This policy has been approved and adopted by the Christus Catholic Trust across all their academies and it will apply to all staff within the Trust.

Presented and Approved by Christus Catholic Trust Board	April 2026
Next Review Date	February 2027

The schools of Christus Catholic Trust are unique and united
in partnership and service to our communities and global home.

We are:

- Uncompromising in our **ambition** to use the power of **collaboration** to ensure our pupils receive an **excellent** Catholic education.
- Have a strong culture of safeguarding in an environment where good mental health and wellbeing are nurtured.
- Have an **inclusive** approach to a high quality, **innovative**, contextualised education.
- Have high **aspirations** for all our pupils to achieve the best possible outcomes.

Statement of Intent
Catholic schools have a long history of welcoming pupils with special educational needs and disabilities (SEND) and were among the first to be established for this purpose in the last century.

At the heart of every Catholic school sits the person of the Lord Jesus Christ and the teachings of the Catholic Church on the God-given dignity of each human life. Each and every person is to be valued as God's creation. The Church's vision is firmly rooted in the example of Jesus, who turned no-one away, but made himself available to all.

Christus Catholic Trust (CCT) schools believe that it is important to establish a safe, secure and stable environment to enable our learner to grow and develop. To achieve this, the trust and the schools recognise that, in certain circumstances, restrictive intervention, including the use of reasonable force, is necessary.

The Trust and schools understand that behaviour is often a means of communication which may signal that a learner is in need of support but does not know how to express this; therefore, the school takes a proactive approach to anticipating, managing and minimising potential triggers of distressed behaviour that may cause harm.

Christus Catholic Trust (CCT) schools are committed to the provision of care that is high quality and meets the individual needs of our learners. We recognise that there is a need to treat all our staff and learners with respect. We do not accept any staff member or learner being attended in a way that causes distress pain or indignity.

This policy acknowledges that situations may arise in which staff members will be required to use restrictive intervention, including the use of reasonable force, in order to support learners emotions or distressing behaviour when other measures have failed to do so or to keep them safe in an emergency situation.

This policy reflects the changes in the Department for Education (DfE) guidance on restrictive interventions, including the use of reasonable force, in schools which came into force from 1st April 2026.

There are occasions where the use of restrictive interventions, including reasonable force, restraint, immobilisation or seclusion, may be lawful, necessary, and proportionate to prevent harm to a learner or others. However, we recognise that such interventions can have a significant impact on learners, staff, and parents/carers.

Restrictive interventions are only ever used as a **last resort**, once all appropriate prevention and de- escalation strategies have been exhausted, and must always be reasonable, necessary, and proportionate to the circumstances. They must:

- 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.
- set out the steps for recording and reporting incidents of reasonable force, seclusion, and restraint.
- protect the safety, wellbeing and dignity of all learners and staff, and help create a positive and safe place for everyone at school.

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

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 learners in different ways. Examples of restrictive interventions could include:

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

Restraint is a form of non-disciplinary intervention which immobilises a learner or limits their movement. This may or may not include direct physical contact. Examples could include:

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

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

Appropriate Physical Contact with Learners
The Christus Catholic Trust schools do not have a 'no contact' policy. We do not grant any requests by parents/carers or staff members not to use reasonable force and/or other restrictive interventions.

There are circumstances when it is appropriate for staff to have some physical contact with learners 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 learner.
- Guiding or escorting a learner through the school building or on a school trip by holding their hand.
- Comforting a learner who is upset.
- Offering congratulations or praise, such as with a pat on the back or handshake.
- Demonstrating how to use a musical instrument.

- 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 Safeguarding and Child Protection Policy.
- The specific circumstances, such as whether there are other adults present.

Factors including, but not limited to:

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

Seclusion

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

We only use seclusion as a safety measure when a learner 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 learner will be secluded in a safe place that does not feel threatening or intimidating to them.
- The learner will be supervised at all times, by at least 1 member of staff or 2 if identified on their EHCP or De-Escalation Plan.
- As soon as the immediate risk of harm has reduced, the learner 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 recording incident section of this policy.

Roles and Responsibilities

The Catholic Senior Executive Lead, Trust SEND Lead and Trustees are 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.
- Reviewing and interrogating data on the use of restrictive interventions termly at Trustee meetings.
- 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 learners who share protected characteristics or have SEND or other types of vulnerabilities.

The Headteachers are responsible for:

- The 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 each 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 learner or their belongings if they have good reason to think the learner has a prohibited or banned item.
- Following the procedures set out in our complaints policy to deal with any complaint about the use of restrictive interventions.
- Following the statutory safeguarding guidance Keeping Children Safe in Education if an allegation regarding inappropriate use of force and/or other restrictive intervention is made against a member of staff.

All 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.
- Recording every seclusion incident, restraint incident and significant incident involving force in which they are involved.
- Reporting these incidents to the Headteacher, SENCO and Designated Safeguarding and Prevent Lead (DSPL).
- 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 Christus Catholic Trust, Health and Safety Executive, where necessary or to Thurrock Local Authority or Essex County Council via MySafety.
- Taking part in training on preventative strategies and the safe and lawful use of restrictive interventions, if relevant to their role (this may include additional training appropriate to their responsibilities).
- Engaging in follow-up conversation(s) to debrief and reflect on incidents involving restrictive intervention that they were involved in, to help us understand what happened and why.

Designated Safeguarding and Prevent Lead (DSPL) is responsible for:

- Reporting every seclusion incident, restraint incident and significant incident involving force to each parent/carer of the learner involved.
- Making sure records are kept securely and in accordance with safeguarding and data protection procedures.
- Contacting the Christus Catholic Trust and the local authority in cases where informing a learner's parent/carer of the use of reasonable force, seclusion or restraint on their child would put that child at risk of significant harm.

Special Educational Needs and Disabilities Co-Ordinator (SENDCo) is responsible for:

- Working with learners, parents/carers, and relevant school staff to develop and review behaviour support plans and risk assessments for any learners 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 learner needs and associated behaviour support strategies.
- Working with staff who know learners well, to identify and manage risk (such as trigger points when challenging behaviour is more likely to occur).

- Working with learners, parents/carers, staff, and other relevant professionals to develop prevention and de-escalation strategies.
- Advising on reasonable adjustments for any learners with disabilities when considering prevention and de-escalation strategies.
- Participating in the review of restrictive intervention incidents involving any learner with SEND.
- Providing advice and support on the application of this policy for learners with SEND.
- Contributing to staff training on SEND and behaviour management, including the use of restrictive interventions.

Acceptable Uses of Force
All Christus Catholic Trust school staff have a legal power to use reasonable force in certain situations. Staff can use reasonable force to prevent or stop a learner from:

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

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

Holding not Restraining
A definition of 'Holding' can be found in Children's legislation (Children Act 1989) which defines 'holding' as: "a commonly used, and often helpful containing experience for a distressed child."

Children Act 1989
"Every effort should be made to secure the presence of other staff to ensure that any action taken is both safe and successful. It would be an error of judgement if a member of staff tried to restrain a young person without proper assistance and in so doing caused injury to himself or the young person because the intervention was handled ineptly."
This interpretation of the Children Act 1989 makes it clear that other staff should be present and that it would be an "error of judgement" if a person was expected to restrain on their own due to the increased risk of injury.

Unacceptable Uses of Force

- It is illegal to use force on a learner 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 learner 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 learner is unintentionally held on the ground, staff should release their hold or move into a safer position as quickly as possible.

Using Reasonable Force to Search Learners
The headteachers, and any member of staff authorised by the headteachers, have a statutory power to search a learner or their belongings if they have reasonable grounds to suspect that the learner 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 mobile phones or sugar drinks.

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 learners and staff. Please see our Behaviour Policy for more information on how we conduct searches.

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 approaches includes:

- Considering how our school and classroom environment can support all learners 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 and trauma perceptive practice strategies to aid de-escalation.
- Developing staff-learner 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 learners.
- Using strategies to support individual learners based on their identified needs.
- The development of behaviour support plans and de-escalation plans.
- Assisting learners to calm down before their behaviour escalates.
- Making 'reasonable adjustments' where a learner 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 learner's personal space.
- Taking a learner away from an 'audience' – speaking to them on their own rather than in front of a group of other learners or staff.
- Using empathy – asking the learner to help you understand their feelings.
- Using distraction techniques.
- Offering a calm space for the learner to go to so they can self-regulate.
- Reminding the learner of the consequences of their behaviour – issuing verbal warnings.
- Deciding when the use of restrictive interventions is appropriate.
- Determining 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 the learners personalised de-escalation plan 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 learner 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 learner, such as their age, size and any medical conditions, SEND, or other vulnerabilities.

Learner and Staff Welfare

In all Christus Catholic Trust schools, the most important consideration when using any restrictive intervention is the safety, dignity, and holistic wellbeing of the learner, alongside the safety of other learners and staff.

Staff must recognise that many learners may have complex and overlapping needs, including Autism, SEMH needs, communication difficulties, sensory processing differences, medical conditions, and experiences of trauma or adverse childhood experiences. These factors can significantly influence how a learner understands, experiences, and responds to situations, particularly those involving heightened emotion or distress.

As such, staff must carefully balance the immediate need to reduce risk with the potential emotional, psychological, and sensory impact of any intervention. Restrictive interventions may be experienced as particularly distressing for some learners and should therefore only be used when absolutely necessary and in line with individual de-escalation risk assessments and behaviour support plans.

Maintaining Dignity and Respect

Where a restrictive intervention is required, staff must take all reasonable steps to preserve the learner's dignity and respect. This includes:

- Considering the environment and location, avoiding, wherever possible, the use of interventions in front of peers.
- Being mindful of the learner's sensory needs, including noise, touch, and space.
- Using the least restrictive option for the shortest possible time.

Communication and Understanding

Effective communication is essential. Staff should:

- Use clear, calm, and developmentally appropriate language, adapted to the learner's communication needs.
- Incorporate non-verbal communication strategies, visual supports, or agreed communication systems where appropriate.
- Clearly explain what is happening and why, and what the learner can do to help resolve the situation.
- Allow processing time, recognising that some learners may need longer to understand and respond.

Responsive and Reflective Practice
Staff should continually seek to understand the learner's presentation and adjust their response accordingly. This includes:

- Recognising signs of distress, anxiety, or sensory overload.
- Considering whether the intervention should be continued, reduced, or ceased, based on the
- learner's response.
- Using knowledge of the learner's individual profile, triggers, and support strategies.

Wherever possible, staff should prioritise co-regulation and relational approaches, supporting the learner to regain control safely. This approach ensures that restrictive interventions, when unavoidable, are applied in a way that is trauma-informed, individualised, and respectful, reflecting the needs of learners within a SEND environment.

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

Our schools will make sure each learner 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. Staff counselling and supervision is also available.

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 learner and staff wellbeing and provide additional support if needed.

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

Training and Risk Assessments
All Christus Catholic Trust 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 learners where the use of reasonable force and/or other restrictive interventions may be required can do so as safely as possible.

Our Trust SEND Lead is a Safer Handling Train the Trainer and provides bespoke training to all the trust schools and supports it's implementation and review. The courses taught are:

- Level 2 Award in Breakaway & Disengagement
- Level 2 Award in Disengagement & Physical Intervention

Recording and Reporting Arrangements
We have a legal duty to record and report all:

- Significant incidents involving force
- Seclusion incidents
- Restraint incidents

Recording Incidents
Our schools have a clear process in place for recording the incidents listed above.

Staff must record incidents on the Restrictive Physical Intervention and Seclusion Report Form, 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 learner's de-escalation or behaviour support plan. The form, phone call and parental letter must all be recorded on the school's safeguarding system.

For significant incidents involving force, we will record:
- The names of the learner and staff members directly involved.
- Any relevant needs or circumstances of the learner, including whether they have an identified special educational need or disability.
- 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.
- Notification telephone call to parent/carer recorded on the school's safeguarding system.
- Notification letter sent after telephone call to parent/carer, on the school's safeguarding system.

For Seclusion Incidents and Restraint Incidents, we will record:
- The names of the learner and staff members directly involved.
- Any relevant needs or circumstances of the learner, including whether they have an identified special educational need or disability.
- The time, date, location, and approximate duration of the intervention.
- A brief explanation of why the intervention was assessed as necessary in that situation including:
- Details of any physical injuries sustained, if applicable.
- Details of any support given after the incident, such as medical help or emotional support
- Notification telephone call to parent/carer recorded on the school's safeguarding system.
- Notification letter sent after telephone call to parent/carer, on the school's safeguarding system.

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 kept securely and retained in line with our data protection procedures.

Reporting Incidents to Parents/Carers

All Christus Catholic Trust schools are committed to maintaining open, transparent, and timely communication with parents/carers following any significant incident involving their child. When reporting an incident to parents/carers, we will take the following steps:

Initial Contact
Where an incident occurs, a designated member of staff (such as the Designated Safeguarding and Prevent Lead, SENCO, or a senior leader) will contact the parent/carer by telephone on the same day. This conversation will provide a clear and factual overview of what has taken place and allow parents/carers the opportunity to ask questions.

Written Communication
Following the telephone call, the school will provide a written summary via email and/or letter. This will include:

- A factual account of the incident.
- Details of any injuries sustained, and the actions taken in response.
- Confirmation of the support provided to the learner.
- Information on how to contact the school for any further clarification or discussion.

Parents/carers are encouraged to make contact if they require any additional information or wish to discuss the incident further.

If a member of staff thinks that telling the learner's parents/carers would likely result in significant harm to that learner. In this case, 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 learner ordinarily resides.

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 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 learner.

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 learner ordinarily resides, this report will include all the information that we would normally share with the learner's parents/carers, as well as the reasons why we thought it was unsafe to tell the learner's parents/carers directly.

In cases where a learner 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.

Following Up with Parents/Carers After an Incident
Where necessary the school will invite parents/carers to have a follow-up discussion about the incident. This may include:

- Reviewing and updating the de-escalation, risk assessments or behaviour support plans with the families.
- Providing additional support for the learner, families, or staff.
- Implementing staff training or guidance.

- Notifying, as agreed, with families' external stakeholders to support the learner and family outside of school.

This approach ensures that parents/carers are kept fully informed, while also ensuring that all incidents are managed, recorded, and reviewed in line with safeguarding expectations.

Review and Monitoring of Incidents
All incidents are formally recorded and reviewed to ensure that the school's policies and procedures have been followed appropriately. Actions taken by leaders and staff will include:

- Completing a detailed incident report by the member(s) of staff involved on the same day.
- Reviewing the incident to ensure that actions taken were proportionate, appropriate, and in line with school policy and statutory guidance.
- Safeguarding records, behaviour logs, or restrictive intervention records will be completed and stored securely.
- Termly reporting to governors.
- Termly reporting to Trustees as part of the CSEL's report.

The school will use this information as part of its ongoing monitoring processes to identify any patterns, inform staff training, and improve practice.

Complaints and Allegations
Any complaints about the use of restrictive interventions will be handled through the Christus Catholic Trust complaints policy, which can be found on the individual schools 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.

Monitoring and Review
This policy will be reviewed annually by Trustees or in line with any changes to supporting guidance.

Links with Other Policies
This policy links to the following policies and procedures:

- Behaviour Policy.
- Safeguarding and Child Protection Policy.
- Complaints Policy.
- Health and Safety Policy.
- SEND Policy.

Appendix 1 - Restrictive Physical Intervention and Seclusion Report Form

Name(s) and DOB(s) of learners involved:				
Name of staff member(s) involved and when they received their training:				
Names of staff witnesses:				
Incident time, date, and location:				
Incident reported to (name and designation):				
Detail any Additional Support Needs of the learner:				
Detail relevant Pre-Existing Medical Conditions:				
Parents / Carers informed:	**Date:**		**Time:**	
Any other relevant parties informed, detail who:	**Date:**		**Time:**	
Brief description of build up to incident including de-escalation strategies used- you can highlight strategies on the learners support plan or Risk Assessment (which can be attached to this document):				

Description of incident including strategies and techniques used:
Identify below any additional strategies and techniques that were implemented at this incident that are not currently detailed on learners support plan or Risk Assessment:

Reason for Restrictive Physical Intervention or Seclusion	Danger to self	☐
	Danger to others	☐
	Significant damage to property which presents an immediate to child or others	☐

Techniques Used:
Only indicate the use of non-reportable below if it led to a higher-level technique being used.

Safer Handling Techniques	**Reportable**	**Technique**	**Used**	**Duration**
	No	Prompting	☐	
	No	Guiding	☐	
	Yes	Double Wrist Hold – two persons	☐	
	Yes	Cupped Fist Hold – two persons	☐	
	Yes	Straight Arm Hold – two persons	☐	
	Yes	Walking – two persons	☐	
	Yes	Move to chairs – two persons	☐	
	Yes	Seat hold – two persons	☐	
Seclusion	**Reportable**	**Location**	**Used**	**Duration**
	Yes			

Injuries/First Aid

Please detail any injuries sustained by the learner(s):

Please detail any injuries sustained by the staff:

Was first aid required for learners or staff? (Complete first aid record)

Additional Information

Please detail any damage to property (which presented an immediate danger to learner and / others):

Post Incident Restorative meeting offered to learners(s) and outcome:	Post Incident debrief offered to staff and outcome:

Date:		**By whom:**		**Date:**		**By whom:**	

Headteacher comment and signature:

Appendix 2 – Template Letter to Parents (to be attached to reporting form)

Dear [Parent/Carer Name],

I am writing to confirm in writing our telephone conversation which informed you of an incident that took place at school on [date] at [time] in [location] involving [Child's Name].

During the school day, [Child's Name] became involved in a situation where their behaviour presented a risk of harm to themselves and/or others. Despite staff using a range of de-escalation strategies, it was necessary to use a restrictive physical intervention in line with our policy.

A record of this incident has been completed and is kept in line with school policy and is attached to this letter. There were [no injuries / minor injuries – please specify if applicable], and appropriate care was provided.

We are committed to working closely with you to support [Child's Name] in managing their behaviour safely and positively. If you would like to discuss this incident further, please do not hesitate to contact the school.

Thank you for your understanding and continued support.

Yours sincerely,

[Your Name]
[Your Position]
[School Name]

Risk Assessment, Consistent Management and De-Escalation Plan for **********

Full Name:	**Date of Birth:**	**Date:**	**Term:**
SEN Status: EHC Plan	**Social Care Status:**	**Class:**	**Year Group:**
History of aggressive behaviour: Yes / No		**Do incidents take place under specific circumstance:** Yes/Sometimes/No	
Do incidents take place with identifiable people: Yes/Sometimes/No		**Are there identifiable triggers:** Yes/Sometimes/No	
Behaviour Profile Summary:			

De- Escalation Plan in 5 Stages	
Identifiable Stressors and Triggers:	**Identifiable De-Stressors/Regulation Activities:** •
What is the behaviour communicating – what is the unmet needs	**Key supporting adults:** • – Class teacher • – Teaching Assistant (Safer Handling Trained - Feb 2025) • - Teaching Assistant • – SENCo (Safer Handling Trained - Feb 2025) • – Deputy Head teacher (Safer Handling Trained - Feb 2025)

Level 1 **Calm and Engaged**	**Level 2** **Alert Stage**	**Level 3** **Becoming Dysregulated**	**Level 4** **Dysregulated**	**Level 5** **Fight or Flight Mode**
What does this look like?	**What does this look like?** •	**What does this look like?** •	**What does this look like?** •	**What does this look like?** •

What is being communicated?	What is being communicated?	What is being communicated?	What is being communicated?	What is being communicated?
	•	•	•	
Agreed Adult Response				
Level 1 **How do we support the pupil to remain regulated?**	**Level 2** **How do we support the pupil to de-escalate?**	**Level 3** **How do we support the pupil to de-escalate?**	**Level 4** **How do we support the pupil to de-escalate?**	**Level 5** **How do we support the pupil to de-escalate?**
	•	•	•	•

Additional Action/Control Measures for Other People and Property:

Level of Risk based on current evidence to: Low = 1, Medium = 2, High = 3			
Other Pupils	1 / 2 / 3	Staff	1 / 2 / 3
Visitors	1 / 2 / 3	Property	1 / 2 / 3
Building	1 / 2 / 3		
TOTAL:	10	**Level of Cumulative Risk:** Low 0-4 Medium 5-8 High 9-15	

School Signature:	Date:	Parent Signature:	Date:

Appendix 4 – Physical Intervention Record Log for Governors and Trustees

Date and time	Initial of Pupil	Initial of staff member	Year Group	Injuries (if any) to pupils/staff	Damage (if any) to property	Physical Intervention or Seclusion	Any Additional Needs?	Signed by staff member

Appendix 5 – Staff Physical Intervention Risk Assessment

Section B – More detailed assessment, where necessary					
Questions to consider:	If yes, mark [X] appropriate level of risk			**Problems occurring from the task**	**Possible remedial action.** (Possible changes to be made to system/task, load, workplace/space, environment. Communication that is needed.
	Low	**Med**	**High**		
The tasks – do they involve:					
Holding loads away from trunk?		X		Extending arms when applying holds	Train staff in the correct posture and movement during initial & refresher training in line with manual handling training recommendations. Train staff in appropriate & effective methods of control. Make staff aware of factors that may increase the risk of a subject becoming unpredictable. Use techniques that achieve control with maximum efficiency
Twisting?		X		Twisting the torso when trying to gain control	
Stooping? Reaching upwards?		X		Stooping due to subject movement.	
Large vertical movement? Long carrying distances? Strenuous pushing or pulling?	X X	X		Reaching upward to compensate for height differences.	
Unpredictable movement of loads?			X	When trying to overcome subject resistance.	
Repetitive handling?	X		X	Subject behaviour may be unpredictable.	
Insufficient rest or recovery?	X				
A workrate imposed by process?		X		Staff unable to achieve rest by using inefficient techniques to control subject.	
The loads – are they:				Subject offering resistance may resist / fight for extended periods of time fatiguing staff who wear ppe. Subject may also fatigue quickly after a violent struggle increasing risk of postural asphyxiation.	All staff should be trained to recognise the risk of postural asphyxiation and how to minimise the risk, and restraint skills must compensate for the physiological and anatomical differences between men and women.
Heavy?			X		
Bulky / unwieldy?			X		
Difficult to grasp?			X		
Unstable / unpredictable?			X		
Intrinsically harmful?			X		

Potentially violent?			X		
The working environment – are there: Constraints on posture? Poor floors? Variations in levels? Hot/cold/humid conditions? Strong air movements? Poor lighting conditions?	 X X X X X		 X X	Staff having to restraint in confined spaces. Staff having to restrain or move a person under restraint on stairways.	Provide specific risk assessed training for the environment. Restrict / minimize the use of prone restraint. Contain rather than restrain. Training staff in the risks and hazards of operating in a confined space. Avoid the need to restrain or move a restrained person up and downstairs.
Individual capability – does the job: Require unusual capability? Hazard for those with health problems? Hazard for those who are pregnant? Call for special information / training?			 X X X X	Staff who do not have natural ability. Staff who find it difficult to learn the skills required.	Staff should be fit and able to undertake the training. All staff expected to undertake physical restraint should be trained in the activity to a competent and professional level. Any member of staff with injuries should be medically assessed for the activity. All pregnant persons should be exempt from training and undertaking the activity.
Other factors: Is movement or posture hindered by clothing or personal protective equipment?	Yes / No			Clothing worn at work should be suitable for undertaking restraint in.	Staff expected to use physical restraint should not wear 'high-heels' or open-toed shoes at work or during training.