Fordbridge Community Primary School

Achieving excellence together

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

Approved by Mr D Meers: Behaviour Support and Pastoral Manager
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Reviewed by: Ms Sam Spencer: Chair of Governors

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1. Aims and scope

At Fordbridge Community Primary School we strive to create a safe, secure and supportive environment for all our pupils and staff.

There are times when the use of restrictive interventions, including reasonable force and seclusion, is lawful and necessary to keep people safe. However, we understand that the use of restrictive interventions can have a significant impact on pupils, staff and parents/carers. In 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
- Protect the safety, wellbeing and dignity of all pupils and staff, and help create a positive and safe place for everyone at school

2. Legislation and Guidance

This policy is based on the Department for Education (DfE) guidance on restrictive interventions, including the use of reasonable force in schools. It also complies with the requirements of the following legislation and statutory guidance:

- 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
- Sections 550ZA and 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 (current statutory guidance 2026)
- The Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025
- Department for Education guidance on searching, screening and confiscation
- Paragraph 16A of the Schedule to the Education (Independent School Standards) Regulations 2014

Fordbridge Community Primary School is an academy within the Prosper Together Academy Trust.

This policy also complies with the school's funding agreement and the Trust's articles of association, as applicable.

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 pupils in different ways.

  Examples of restrictive interventions could include:

  - Physically holding a pupil's arms, hands, or body to prevent movement.
  - Guiding or escorting a pupil to another location using approved physical techniques.
  - Blocking a pupil's path to prevent them from entering an unsafe area.
  - Using barriers or furniture to limit access to particular spaces when necessary for safety.
  - Restricting a pupil's movement within a room or area.
  - Removing objects that could be used to cause harm.
  - Directing a pupil to remain in a specific area under supervision.
  - Temporarily limiting a pupil's access to certain activities or environments to manage an immediate risk.
  - Using approved mechanical devices prescribed for safety or medical reasons, where applicable and in accordance with relevant guidance.
  - Any other intervention that intentionally restricts a pupil's freedom of movement in order to prevent injury, serious disruption, or damage to property.

- **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.
  - Escorting a pupil away from a situation where there is a risk of harm to themselves or others.
  - Standing between pupils to prevent a fight or physical confrontation.
  - Blocking a pupil's path to prevent them from leaving a safe area or entering a dangerous one.
  - Holding a pupil to prevent them from injuring themselves, another person, or causing significant damage to property.

- Using approved physical intervention techniques to prevent a pupil from running into a hazardous area, such as a road.
- Removing a pupil from a classroom or other area where their behaviour poses a serious risk to safety.
- Intervening physically to separate pupils involved in a physical altercation.
- Preventing a pupil from damaging property where such damage could result in injury or create a risk to 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:

  - Holding a pupil's arms or body to prevent them from causing injury to themselves or others.
  - Using an approved seated or standing hold to limit a pupil's movement during an incident of serious risk.
  - Preventing a pupil from leaving a safe area where doing so would place them or others at immediate risk of harm.
  - Blocking a pupil's movement to prevent access to dangerous objects, equipment, or locations.
  - Restricting a pupil's movement during a serious behavioural incident until the immediate risk has passed.
  - Closing or holding a door to prevent a pupil from entering or leaving an area where there is a significant and immediate safety risk.
  - Any intervention that temporarily limits a pupil's freedom of movement in order to maintain safety and prevent harm.

Restraint must only be used as a last resort, when necessary to prevent injury, serious damage to property, or significant disruption that poses a risk to safety. It must be reasonable, proportionate, and applied for the shortest time necessary

- **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.
- **Timeout (voluntary regulation break)** means a pupil choosing to move to an agreed space or step away from an activity in order to regulate. During timeout, the pupil is not confined, is not physically prevented from leaving and is not made to believe that leaving will result in punishment. The pupil can indicate that they wish to leave or return, and staff provide proportionate supervision and support. A pupil choosing to take space on this basis is using timeout and is not in seclusion.
- The name given to a room or intervention does not determine whether it is seclusion. If a pupil is prevented from leaving—through a locked or held door, physical obstruction, restraint, or a reasonable belief that they will be punished for leaving—the arrangement is seclusion and must be recorded, reported and reviewed as such. Staff must continually check whether the pupil remains there voluntarily.

  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 pupil. This includes when physical force is used to implement a non-physical restrictive intervention.

See section 3.1 of this policy for more information on appropriate physical contact.

3.1 Appropriate physical contact with pupils

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 pupils which does not give rise to any question over the use of reasonable force or other restrictive interventions.

Examples include:

- Providing first aid to a pupil
- Guiding or escorting a pupil through the school building or on a school trip by holding their hand
- Comforting a pupil who is upset
- Offering congratulations or praise, such as with a pat on the back or handshake
- To demonstrate how to use a musical instrument
- When demonstrating exercises or techniques during PE lessons or sports coaching

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

- 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

3.2 Seclusion

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

For example, putting a pupil into a 'holding' room until they calm down is a form of seclusion.

Distinguishing seclusion from timeout: where a pupil independently chooses or agrees to use the Mentors' Room, Bizzy Booth, Apollo or another agreed regulation space, remains free to leave and knows that they may leave, this is timeout rather than seclusion. Staff must not describe an intervention as timeout if the pupil's exit is prevented or if the pupil reasonably

believes they are not permitted to leave. If voluntary timeout changes into prevented exit, staff must recognise and record the point at which seclusion begins.

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

During seclusion:

- The pupil will be secluded in a safe place that does not feel threatening or intimidating to them. At our school, seclusion takes place in the Mentors' Room within a Bizzy Booth or Apollo, which provides a safe, supervised environment for pupils experiencing high levels of emotional or behavioural dysregulation.
- All rooms and spaces that may be used for seclusion are risk assessed to ensure that they are suitable and safe for their intended use. The assessment covers the physical environment, fixtures and furniture, observation and communication, emergency access and exit, fire safety, ventilation, temperature, lighting, sensory factors, removal of foreseeable hazards, safeguarding, first-aid access and arrangements for continuous supervision. The assessment is reviewed at least annually, after any significant incident or near miss, after alterations to the room, and whenever a pupil's individual needs indicate that further controls may be required. The room risk assessment is included at Appendix 1.
- A pre-use visual safety check will be completed by the supervising staff member wherever practicable. A room will not be used if damage, obstruction, unsafe contents, loss of observation, fire-safety concerns or any other defect makes it unsuitable. Any defect will be reported immediately and the room withdrawn from use until made safe.
- The seclusion process is led and overseen by Mr Meers, Behaviour Manager, or by another appropriately trained member of staff acting under his direction or in his absence.
- The pupil will be supervised at all times by at least one appropriately trained member of staff.
- Staff will maintain regular communication with the pupil and provide reassurance, support, and opportunities to re-engage when they are ready.
- The pupil's physical and emotional wellbeing will be monitored continuously throughout the period of seclusion.
- The seclusion will last only for as long as is necessary to manage the immediate risk of harm and will end as soon as it is safe to do so.
- The pupil will have access to any necessary medical support and, where appropriate, basic needs such as drinking water and toilet facilities.
- The incident will be recorded in accordance with the school's reporting procedures, including the reason for the seclusion, its duration, the staff involved, and any follow-up actions taken.
- Parents/carers will be informed of any significant incident involving seclusion in line with the school's reporting and communication procedures.
- Following the incident, staff will support the pupil to reflect on what happened and identify strategies to reduce the likelihood of similar incidents occurring in the future.

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
- Receiving an anonymised restrictive-intervention monitoring report at least termly. The report will enable governors to consider frequency, type, duration and location of incidents; repeated use involving the same pupils or staff; injuries and near misses; use of seclusion rooms and timeout spaces; time of day; antecedents; the effectiveness of prevention and de-escalation; staff training compliance; and actions arising from post-incident review.
- Monitoring patterns and potential disproportionality, including patterns relating to pupils who share protected characteristics under the Equality Act 2010. Data will be considered, where relevant and lawful, by age, disability, gender reassignment, race, religion or belief, sex and sexual orientation, and by pregnancy or maternity where applicable. Governors will also consider SEND, children looked after or previously looked after, disadvantage and other vulnerabilities. Small-number data will be presented carefully to protect confidentiality.
- Recording the governing board's challenge, conclusions and agreed actions in committee or governing-board minutes, and seeking assurance that leaders have investigated any disparity, updated risk assessments or support plans, addressed training or practice issues, and evaluated whether actions have reduced restrictive intervention.
- Supporting and challenging school leaders to identify where changes may be needed to practice. For example:
    - If approaches have been used for some time but haven't been effective
    - If there is any disproportionate use of restrictive interventions, including in relation to pupils who share protected characteristics or have SEND or other types of vulnerabilities

4.2 The headteacher

The headteacher is responsible for:

- 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

4.3 All staff

All members of staff are responsible for:

- Making sure they have read and understood the principles of this policy and any other linked policies
- Using de-escalation techniques and positive behaviour management strategies to try to minimise and prevent the need for restrictive interventions
- Accurately recording every seclusion incident, restraint incident and significant incident involving force that they are involved in
- Reporting these incidents to the designated safeguarding lead (DSL)
- Recording any injuries that occur as part of an incident involving restrictive intervention, and following our health and safety policy to ensure these are reported to the Health and Safety Executive where necessary
- Taking part in training on preventative strategies and the safe and lawful use of restrictive interventions, if relevant to their role (this may include additional training appropriate to their responsibilities)
- Engaging in follow-up conversation(s) to debrief and reflect on incidents involving restrictive intervention that they were involved in, to help us understand what happened and why

4.4 Designated safeguarding lead (DSL)

The DSL is responsible for:

- Reporting every seclusion incident, restraint incident and significant incident involving force to each parent/carer of the pupil involved
- Making sure records are kept securely and in accordance with safeguarding and data protection procedures
- Contacting the local authority in cases where informing a pupil's parent/carer of the use of reasonable force, seclusion or restraint on their child would put that child at risk of significant harm (see sections 12.2 and 12.3 of this policy)

4.5 Special educational needs co-ordinator (SENCO)

The SENCO is responsible for:

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

4.6 Behaviour Manager

The Behaviour Manager is responsible for:

- Leading the implementation of the school's behaviour policy and promoting a positive, inclusive behaviour culture.
- Supporting staff in the use of preventative, positive behaviour management and de-escalation strategies to minimise the need for restrictive interventions.
- Providing advice and guidance to staff before, during and after incidents involving challenging behaviour.
- Working with the SENCO, DSL, senior leaders and other relevant professionals to develop, implement and review Behaviour Support Plans and risk assessments for pupils who present a higher risk of requiring restrictive interventions.
- Monitoring patterns and trends in behaviour incidents and the use of restrictive interventions, identifying areas where practice can be improved.
- Ensuring that behaviour incidents involving restrictive interventions are reviewed promptly, with lessons learned shared with relevant staff.
- Supporting restorative approaches and post-incident debriefs with pupils and staff to reduce the likelihood of future incidents.
- Liaising with parents/carers regarding behaviour support, where appropriate, in partnership with senior leaders.
- Contributing to staff training and coaching on behaviour management, de-escalation techniques and the safe, lawful and proportionate use of restrictive interventions.

- Working with external agencies, where appropriate, to secure additional support for pupils whose behaviour presents ongoing risks.
- Reporting trends, concerns and recommendations relating to behaviour and restrictive interventions to the headteacher and senior leadership team.

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 pupil from:

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

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

We will ensure staff are adequately trained and that risk assessments are carried out where necessary. See section 11 of this policy for information on training and risk assessments.

Any significant incident involving the use of force will be recorded and reported in accordance with the procedures set out in section 12 of this policy.

6. Unacceptable uses of force

It is illegal to use force on a pupil for the purpose of punishment. We never use force as a sanction, threat or deterrent.
Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

The following uses of force are **never acceptable**:

- Staff using force for the purpose of punishment
- Staff restraining a pupil in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
- Staff using force on the ground. If a pupil is unintentionally held on the ground, staff should release their hold or move into a safer position as quickly as possible

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

7. Using reasonable force to search pupils

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

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

8. Prevention and de-escalation strategies

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

Our whole-school approach includes:

- Consideration of how 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

8.1 De-escalation when a situation arises

When a staff member is faced with a situation where a restrictive intervention may need to be used, they should consider using de-escalation techniques first, wherever possible. Techniques that could be used in these situations include:

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

9. Deciding when the use of restrictive interventions is appropriate

9.1 Necessity and proportionality

The decision on whether to use restrictive interventions is down to the professional judgment of the staff member and will always depend on the individual circumstances of each situation.

Staff should always consider whether there are other ways to manage the situation, such as the de-escalation techniques outlined in section 8.1 of this policy and/or seeking assistance from a colleague. However, there may be times when staff have no other choice but to use restrictive interventions, to reduce the risk of harm to the pupil and/or others.

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

Is it necessary?

- Are there other more effective, less restrictive ways to manage the situation?
- Is a restrictive intervention likely to successfully reduce the risks, or could its use escalate the situation further or cause more harm than the behaviour itself?

Is it proportionate?

- Staff should use the least amount of force or the least restrictive intervention for the least amount of time required to reduce the risks
- If the intervention itself is escalating the situation, staff should reconsider their approach and attempt an alternative strategy
- Staff should consider the individual circumstances of the pupil, such as their age, size and any medical conditions, SEND or other vulnerabilities

9.2 Pupil and staff welfare

Pupil welfare

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

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

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

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

Support following an incident

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

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.

10. Considerations for pupils with SEND

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

Our 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:

- Developing and regularly reviewing individual Behaviour Support Plans and Positive Handling Plans where appropriate.
- Completing personalised risk assessments that identify known triggers, early warning signs and agreed de-escalation strategies.
- Providing predictable routines and preparing pupils for changes through visual timetables, social stories or advance warning.
- Using consistent communication approaches, including visual supports, symbols, communication aids or simplified language where appropriate.
- Providing access to safe, low-stimulation environments, such as the school's regulation spaces or Apollo, to support emotional regulation before behaviour escalates.
- Offering sensory regulation strategies, movement breaks or access to appropriate sensory equipment to meet individual sensory needs.
- Allowing pupils access to trusted adults or key workers who know them well and can provide reassurance and support.
- Making reasonable adjustments to the learning environment, curriculum or timetable in accordance with the Equality Act 2010.

- Using positive reinforcement, restorative approaches and personalised behaviour support strategies to encourage appropriate behaviour.
- Identifying and responding to early signs of distress or anxiety to prevent escalation wherever possible.
- Working closely with parents/carers to ensure there is a consistent approach between home and school and to share effective strategies.
- Liaising with external professionals, including Educational Psychologists, Speech and Language Therapists, Occupational Therapists, CAMHS, and Local Authority services where appropriate.
- Ensuring that staff working with pupils who may require restrictive interventions receive appropriate training and are familiar with each pupil's individual needs and agreed support strategies.
- Reviewing all incidents involving restrictive interventions to identify patterns, evaluate the effectiveness of current strategies and amend support plans where necessary.

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:

- Identify the pupil's strengths, interests and protective factors that can be used to support positive behaviour.
- Identify known triggers, early warning signs and situations that may increase the likelihood of dysregulation or behaviours that challenge.
- Set out agreed preventative strategies, reasonable adjustments and de-escalation techniques that staff should use.
- Detail any communication strategies or aids required to support the pupil effectively.
- Outline any sensory needs and agreed sensory regulation strategies or environmental adaptations.
- Identify safe spaces, including Apollo where appropriate, that may be used to support the pupil's emotional regulation before behaviour escalates.
- Specify the roles and responsibilities of staff involved in supporting the pupil, including any key adults.
- Include any agreed risk assessments and Positive Handling Plans where restrictive interventions may reasonably be anticipated.
- Clearly state the circumstances in which restrictive interventions may be used as a last resort, ensuring any intervention is necessary, reasonable and proportionate to the level of risk presented.
- Record any medical conditions, disabilities or additional needs that should be considered when responding to incidents.
- Include arrangements for communicating and working in partnership with parents/carers and, where appropriate, external agencies.
- Set measurable behaviour and wellbeing targets and identify strategies to help the pupil develop self-regulation skills and reduce reliance on restrictive interventions over time.

- Specify how and when the plan will be monitored and reviewed, including following any significant incident or change in the pupil's needs.

11. Training and risk assessments

Our school's named restrictive physical intervention training approach is Team Teach. Staff who are identified through role and risk assessment as likely to need to use reasonable force, restraint or seclusion will receive current, role-appropriate Team Teach training delivered by an appropriately accredited trainer. Training will include prevention, de-escalation, dynamic risk assessment, legal and policy principles, safe disengagement and physical intervention techniques appropriate to the course completed, post-incident support, recording and reporting.

Training does not provide blanket authority to use force or seclusion. Staff must act within the law, this policy, the pupil's individual plans and risk assessments, and the limits of their training and competence. Only techniques taught and assessed through the school's approved Team Teach programme may be used, except where an unforeseen emergency requires an immediate reasonable response to prevent harm.

The school will maintain a central training record showing the Team Teach course or level completed, trainer/provider, completion date, refresher or expiry date and any role-specific restrictions. Refresher training will take place within the validity period specified by Team Teach and sooner where incident review, changes in need, staff confidence or practice concerns indicate this is necessary. Staff returning after a prolonged absence or moving into a higher-risk role will be reviewed for briefing or refresher needs before resuming that responsibility.

All staff, including those who are not Team Teach trained, will receive induction and periodic briefing on prevention, de-escalation, summoning assistance, safeguarding, the distinction between voluntary timeout and seclusion, and their recording and reporting duties. Untrained staff should not undertake planned restrictive physical interventions; in an unforeseen emergency, any action must still be reasonable, necessary and proportionate.

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

12. Recording and reporting arrangements

We have a legal duty to record and report all:

Significant incidents involving force (see section 3 of this policy for a definition of a 'significant incident')

- Seclusion incidents
- Restraint incidents

At our school, planned physical interventions are carried out by staff who hold current, role-appropriate Team Teach training. In an unforeseen emergency, any member of staff may use reasonable force where the law permits, but the response must be necessary, reasonable and proportionate. Every incident involving physical intervention, restraint, seclusion or significant use of force is recorded in the school's bound Team Teach Bound Book as soon as possible after the incident.

The record will include:

- The date, time and location of the incident.
- The names of the pupil(s) and staff involved.
- The events leading up to the incident, including known triggers and de-escalation strategies that were attempted.
- The reason why the physical intervention or restrictive intervention was necessary.
- The type of intervention used and its duration.

- Any injuries sustained by the pupil or staff members and any medical treatment required.
- The outcome of the incident, including how the situation was resolved.
- Any follow-up actions, including debriefs with the pupil and staff, communication with parents/carers and any amendments to Behaviour Support Plans, Positive Handling Plans or risk assessments.

The bound Team Teach record is reviewed regularly by the Behaviour Manager and senior leaders to monitor patterns, ensure that interventions remain lawful, necessary and proportionate, and identify opportunities to reduce the future use of restrictive interventions through improved preventative practice.

12.1 Recording incidents

Our school has a clear process in place for recording all significant incidents involving force, restraint and seclusion.

Following any physical intervention or restrictive intervention, the member(s) of staff involved must inform the Behaviour Manager (or, in his absence, a member of the Senior Leadership Team) as soon as possible. The incident must be recorded on the same day, or as soon as reasonably practicable after the incident.

All incidents will be recorded using the school's **Team Teach Bound Book** and a corresponding record will also be completed on **CPOMS** to ensure that safeguarding concerns, actions taken and any follow-up support are securely documented and shared with the appropriate members of staff.

The written record will include:

- The date, time and location of the incident.
- The names of the pupil(s) and staff involved.
- A factual account of the events leading up to the incident, including any known triggers.
- The de-escalation strategies that were attempted before physical intervention was used.
- The reason why the intervention was necessary and why less restrictive options were not appropriate.
- The type of physical intervention or restrictive intervention used and the duration of the intervention.
- Details of any injuries sustained by the pupil or staff members and any first aid or medical treatment provided.
- Details of any witnesses.
- Any follow-up actions, including debriefs with the pupil and staff, communication with parents/carers, and any amendments to Behaviour Support Plans, Positive Handling Plans or risk assessments.
- Any safeguarding concerns identified as a result of the incident and any actions taken in response.

The Behaviour Manager will review each Team Teach Bound Book entry to ensure that the intervention was necessary, reasonable, proportionate and in accordance with this policy and Team

Teach principles. The corresponding **CPOMS** record will be reviewed by the Designated Safeguarding Lead (DSL) and/or senior leaders, where appropriate, to ensure that any safeguarding concerns are identified, monitored and acted upon.

Completed records will be stored securely in accordance with the school's safeguarding, confidentiality and data protection procedures. The Team Teach Bound Book and CPOMS records will be used to monitor patterns and trends, inform behaviour support planning, identify training needs and support the school's ongoing review of restrictive intervention practice.

12.2 Reporting incidents to parents/carers

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

- The member of staff involved will ensure that the incident is recorded on both the **Team Teach Bound Book** and **CPOMS** as soon as possible after the incident.
- The incident will be reviewed by the **Behaviour Manager (Mr Meers)** and/or a member of the **Senior Leadership Team (SLT)** to ensure that all appropriate procedures have been followed and that the intervention was necessary, reasonable and proportionate.
- The Behaviour Manager or a designated member of SLT will take responsibility for contacting parents/carers, normally by telephone in the first instance.
- Where appropriate, this will be followed up by written communication via **CPOMS, email or letter**, ensuring that a clear and consistent record is shared with families.
- Where incidents are of a lower level but still require communication, the class teacher may contact parents/carers directly, with oversight from the Behaviour Manager where appropriate.
- All parent/carer communications relating to significant incidents will be logged on **CPOMS** for monitoring and safeguarding purposes.
- The Behaviour Manager will monitor patterns of incidents and reporting to ensure consistency of communication and to identify any emerging concerns or trends.
- Where necessary, additional follow-up actions will be agreed between the Behaviour Manager, SENDCo and SLT, and recorded on CPOMS (for example, behaviour plan review, risk assessment update, or referral to external agencies).

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

There are exceptions to this:

- If a member of staff believes that informing parents/carers would likely result in significant harm to the pupil. In these cases, we will report the incident to any parent/carer who can be informed without risk of harm, or where appropriate, to the local authority where the pupil ordinarily resides (see section 12.3).

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 necessary in that situation
- A short description of the type and level of force used
- Details of any physical injuries sustained, if applicable
- The de-escalation strategies used prior to the intervention

- Any immediate actions taken following the incident, including first aid or pastoral support

When we report seclusion incidents and restraint incidents to parents/carers, we will provide parents/carers with a written summary of the incident, including the information set out above, and will make the full written record available upon request.

Note: If a seclusion or restraint incident also constitutes a significant incident involving force, it will be reported 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. No identifying details of other pupils will be included in any communication.

Following up with parents/carers after an incident

Where appropriate, parents/carers will be invited to take part in a follow-up discussion with the Behaviour Manager, class teacher, SENDCo or a member of SLT. This discussion may include:

- Any identified triggers or early warning signs leading up to the incident
- Whether agreed Behaviour Support Plans, Positive Handling Plans or risk assessments were followed
- The effectiveness of de-escalation strategies used
- Any contributing factors relating to SEND or additional needs
- What further support or reasonable adjustments may be required
- What strategies could be implemented to reduce the likelihood of future incidents
- Any agreed next steps, including review of behaviour plans or involvement of external agencies

All follow-up discussions and agreed actions will be recorded on **CPOMS** and reviewed by the Behaviour Manager and/or SLT as part of ongoing monitoring and safeguarding oversight.

12.3 Reporting incidents to the local authority

In cases where we have assessed that an incident needs to be reported to the local authority where the pupil ordinarily resides (as outlined in section 12.2), this report will include all the information that we would normally share with the pupil's parents/carers, as well as the reasons why we thought it was unsafe to tell the pupil's parents/carers directly.

In cases where a pupil has parents/carers and is the subject of a care order under section 31 of the Children Act 1989 or is being accommodated under section 20 of the Children Act 1989, we will report the incident to the relevant local authority in addition to the parents/carers (unless we deem it unsafe to inform the parents/carers, as set out in section 12.2 of this policy).

13. Complaints and Allegations

Any complaints regarding the use of restrictive interventions will be dealt with in accordance with the school's Complaints Policy, which is available on the school website or from the school office.

We take all allegations of inappropriate or excessive use of force, restraint, or any other restrictive intervention made against a member of staff extremely seriously. Such allegations will

be managed in line with statutory safeguarding guidance, including Keeping Children Safe in Education and relevant local authority procedures.

Where appropriate, we will also follow the school's Allegations Against Staff procedures and liaise with the Local Authority Designated Officer (LADO) as required.

14. Monitoring and Review

The Behaviour Manager and senior leaders will review incident-level information promptly and prepare an anonymised termly report for the governing board or relevant committee. Governors will monitor patterns, trends, repeat incidents, room use, duration, injury or near-miss information, staff training and the effectiveness of prevention and de-escalation.

Governor monitoring will explicitly consider whether restrictive interventions, seclusion or restraint are being used disproportionately in relation to pupils sharing protected characteristics under the Equality Act 2010, as well as pupils with SEND and other vulnerabilities. Governors will challenge unexplained differences, require proportionate actions and monitor the impact of those actions over time. Reporting will protect pupil and staff confidentiality, particularly where numbers are small.

This policy will be reviewed annually by the Headteacher / Designated Senior Leader (DSL) / Behaviour Manager.

The policy will be reviewed more frequently if there are changes in legislation, statutory guidance, or school practice relating to behaviour management, safeguarding, or the use of restrictive interventions.

At each review, this policy will be approved by the Governing Board / Trust Board / relevant committee.

15. Links with Other Policies

This policy should be read in conjunction with the following school policies and procedures:

- Behaviour Policy
- Child Protection and Safeguarding Policy
- Complaints Policy
- Health and Safety Policy
- Special Educational Needs and Disabilities (SEND) Policy

Appendix 1: Seclusion and Regulation Room Risk Assessment

Rooms covered: Mentors' Room, including Bizzy Booth, and Apollo
Purpose: To confirm that any room used for voluntary timeout/regulation or seclusion is suitable, safe, supervised and subject to clearly defined controls. This room assessment does not replace a pupil-specific risk assessment or Positive Handling Plan.

School	Fordbridge Community Primary School	**Assessment owner**	Behaviour Manager / Site Manager
Assessor(s)	_____	**Date assessed**	_____
Next review	_____	**Approved by**	_____
Room status	Safe for use / Withdrawn pending action	**Post-incident review**	Yes / No / N/A

Hazard / check	Who may be harmed	Required controls	Pre-control risk	Residual risk	Action / owner / date
Unsafe fixtures, fittings, edges or furniture	Pupil; staff	Room is uncluttered; furniture is robust, stable and positioned to preserve space and exit; sharp edges, exposed fixings, cords and breakable items are removed or controlled; fixtures checked before use.	High	Low	Site Manager to inspect termly and after damage.
Objects that could be thrown, broken or used to cause harm	Pupil; staff; others	Only essential, risk-assessed resources are present; loose, heavy, sharp, glass or ligature-risk items are removed; storage is secured; contents are matched to individual risk assessment.	High	Low	Supervising staff pre-use check; Behaviour Manager reviews contents.
Door, exit and accidental confinement	Pupil	Door and route remain clear; no unauthorised lock, bolt or obstruction; emergency access is maintained. Voluntary timeout users can leave and know they can leave. Any prevented exit is treated, timed and recorded as seclusion.	High	Low	Site Manager checks hardware; staff check route before use.

Hazard / check	Who may be harmed	Required controls	Pre-control risk	Residual risk	Action / owner / date
Observation, blind spots and communication failure	Pupil; staff	Continuous supervision is maintained; staff can see/hear the pupil sufficiently to monitor welfare while respecting dignity; communication method is agreed; blind spots identified and controlled; assistance can be summoned immediately.	High	Low	Behaviour Manager confirms supervision plan and call system.
Fire, evacuation or other emergency	Pupil; staff	Room is included in fire risk assessment and evacuation plan; alarm can be heard/seen; exit route is unobstructed; supervising staff know evacuation and emergency-release arrangements; seclusion ends if safe evacuation requires it.	High	Low	Site Manager / Fire Warden annual check and after change.
Ventilation, temperature, lighting and sensory distress	Pupil	Ventilation and temperature are comfortable and monitored; lighting does not flicker or create avoidable sensory distress; noise is reduced; individual sensory needs and reasonable adjustments are recorded and implemented.	Medium	Low	SENDCO and Site Manager review pupil-specific needs.
Medical emergency, injury or deteriorating wellbeing	Pupil; staff	Staff continuously monitor physical and emotional welfare; first aid and emergency support are accessible; known medical needs are available to staff; use ends immediately when continued seclusion is unsafe or no longer necessary.	High	Low	First Aid Lead / Behaviour Manager review after incident.
Self-injury, ligature, climbing or entrapment risk	Pupil	Potential anchor, trap, pinch and climb points are assessed; layout avoids gaps/entrapment; pupil-specific controls are added where risk is known; room is not used if the environment cannot safely manage the identified risk.	High	Low	Site Manager and SENDCO complete individual review.

Hazard / check	Who may be harmed	Required controls	Pre-control risk	Residual risk	Action / owner / date
Loss of dignity, privacy or safeguarding	Pupil	Use is never punitive; supervision protects dignity; no unauthorised viewing or recording; staff deployment follows safeguarding expectations; personal care needs are managed appropriately; any allegation or concern is reported immediately.	High	Low	DSL oversight; staff safeguarding briefing.
Excessive duration or failure to end restriction	Pupil	Start/end times recorded; necessity is continuously reviewed; least-restrictive alternatives are offered; seclusion ends as soon as immediate risk has passed; welfare checks and senior oversight are documented.	High	Low	Behaviour Manager audits every seclusion record.
Room defect, damage or contamination	Pupil; staff	Visible pre-use check; room withdrawn immediately if damaged, contaminated or unsafe; defect isolated and reported; cleaning/repair completed and signed off before return to use.	Medium	Low	Any staff report; Site Manager signs room back into use.
Disproportionate or repeated use	Pupils, including protected groups	Every use is recorded and reviewed; pupil plans and reasonable adjustments are updated; anonymised termly data is reviewed by governors for patterns, including protected characteristics, SEND and other vulnerabilities.	High	Low	Headteacher / Governors termly monitoring.

Pre-use and scheduled room checks

☐ Door, exit route and emergency access are clear and functional.

☐ Observation and communication arrangements are working; staff cover is confirmed.

☐ No damaged, sharp, loose, heavy, breakable or otherwise unsafe objects are accessible.

☐ Temperature, ventilation, lighting, cleanliness and sensory environment are suitable.

☐ Fire alarm/evacuation arrangements and access to assistance/first aid are understood.

☐ The room and planned support are suitable for the individual pupil's current risk assessment and needs.

Check type	Daily/pre-use / weekly / termly / post-incident	**Room**	Mentors' Room / Bizzy Booth / Apollo

Outcome	Safe / withdrawn	**Defects/actions**	_____
Completed by	_____	**Date/time**	_____
Returned to use by	_____	**Date/time**	_____