



## **Restrictive Interventions, including the use of Reasonable Force Policy**

Updated: 04-26  
Prepared by: KED/JOH/MAK

Next Review: 04-27  
Approved by: TZL

### **This Policy applies throughout the School from the EYFS to Year 6.**

The Department for Education defines *reasonable force* as covering “a range of actions involving physical contact with pupils.” (Department for Education guidance Restrictive interventions, including the use of reasonable force in schools (2025, effective from 1 April 2026)).

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

This policy recognises that restrictive interventions can have a significant impact on pupils, particularly children who have experienced trauma, loss, adversity, sensory needs, communication difficulties or other vulnerabilities. Physical intervention must therefore only ever be used as a last resort, where it is necessary, proportionate and lawful to prevent immediate risk of harm. It must never be used as a punishment or routine behaviour management strategy.

For the purposes of this policy, the following definitions apply:

#### **Restrictive intervention**

A means to prevent, restrict or subdue movement of the body, or part of the body, of a pupil. Restrictive interventions include both physical and non-physical actions intended to restrain pupils in different ways.

#### **Reasonable force**

A term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary, for the least amount of time required, taking account of the individual circumstances.

#### **Significant incident**

Any incident where the use of force goes beyond appropriate physical contact between pupils and staff, as described in the section titled ‘Other physical contact with pupils’ within the Department for Education guidance. This includes incidents where physical force is used to implement a non-physical restrictive intervention.

#### **Seclusion**

A non-disciplinary intervention involving keeping a pupil confined to a place away from others and preventing them from leaving, whether by physical obstruction, blocking or making them believe they will be punished if they try to leave.

The School does not use seclusion as a disciplinary sanction or routine behaviour management strategy. Seclusion will only be considered in exceptional circumstances where it is necessary and

proportionate to protect others from immediate harm when a pupil is experiencing significant emotional or behavioural dysregulation.

Where seclusion is used, the School will ensure that:

- The pupil is continuously supervised by a member of staff
- The environment is safe and does not feel threatening or intimidating to the pupil
- The intervention lasts for the shortest possible time
- The pupil is allowed to leave as soon as the immediate risk of harm has reduced
- A senior leader is informed as soon as practicable
- The incident is recorded and reported in accordance with this policy and statutory guidance

## **Restraint**

A non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not involve direct physical contact. Examples include holding a pupil's arms to their sides or removing a mobility aid such as crutches.

The School will never use force as a punishment. Staff must not use restraint in a way that restricts a pupil's airway, breathing or circulation, including covering the mouth or nose, applying pressure to the neck, chest or abdomen, or holding a pupil on the ground other than unintentionally and for the shortest possible time required to move to a safer position.

The School does not operate a 'no contact' policy. Appropriate physical contact is sometimes necessary, lawful and beneficial in supporting pupils' safety, wellbeing, emotional regulation and participation in school life. Staff are expected to use professional judgement when engaging in physical contact with pupils, taking account of safeguarding responsibilities and the individual needs of the child.

There are occasions where appropriate physical contact with pupils is entirely proper and does not constitute restrictive intervention. Examples include providing first aid, comforting a distressed pupil, guiding or escorting pupils safely around the School, or demonstrating techniques in PE or music lessons. Staff should always exercise professional judgement, taking account of the pupil's age, needs, vulnerabilities and the context of the interaction.

## **Legal framework**

This policy reflects current legislation and statutory guidance relating to the use of reasonable force and restrictive interventions in schools. The legal framework includes the Education and Inspections Act 2006 (Sections 93 and 93A), the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025, and the Independent School Standards Regulations 2014 (as amended April 2026), including paragraphs 16A and 32A. It also takes account of the Equality Act 2010, the Children Act 1989 and 2004, the Children and Families Act 2014, the Human Rights Act 1998, and the Health and Safety at Work Act 1974 and associated regulations, as well as the statutory guidance Keeping Children Safe in Education (latest version).

From 1 April 2026, schools are required to record and report each significant use of force and each incident involving seclusion, restraint or immobilisation. For independent schools, these duties are reflected in paragraphs 16A and 32A of the Independent School Standards Regulations, which require schools to maintain clear procedures for recording such incidents and for informing parents in writing or, where there is a safeguarding risk, the local authority.

This policy also takes account of the Department for Education guidance Restrictive interventions, including the use of reasonable force in schools (2026), and Reducing the Need for Restraint and Restrictive Intervention (2019).

### **Recording and reporting procedures**

For the purposes of this policy, a 'significant incident' includes any use of restraint, seclusion, immobilisation, or any use of force beyond minimal physical contact (such as guiding), particularly where there is a risk of injury, distress, or where the intervention is prolonged or repeated.

The School will ensure that every significant incident involving the use of reasonable force, and every use of seclusion, restraint or immobilisation, is recorded as soon as reasonably practicable and, in any event, on the same day. **All incidents must be recorded using The Record of Restrictive Interventions, including the use of Reasonable Force Form (Appendix 1).**

Records will include:

- The name(s) of the pupil(s) involved
- The date, time and location of the incident
- The names of staff involved and any witnesses
- A factual description of the incident, including what led up to it
- The type of intervention used and its duration
- Any injury to pupils or staff and any medical attention required
- The outcome of the incident and any follow-up actions

All records will be reviewed by the Head or a delegated senior leader to ensure that the intervention was justified, proportionate and in line with this policy. Parents will be informed in writing as soon as reasonably practicable after any significant incident involving the use of force or any use of seclusion, unless doing so would be likely to result in serious harm to the pupil. In circumstances where informing a parent would be likely to result in serious harm to the pupil, the incident will be reported to any parent who can be informed safely or, where this is not possible, to the relevant local authority, in accordance with statutory guidance and safeguarding procedures.

Any citizen has the common law power to intervene in an emergency to use reasonable force in self-defence, to prevent another person from being injured or committing a criminal offence. All staff who have control or charge of pupils also have statutory power, in addition to common law power. Section 93 of the Education and Inspections Act (2006) enables school staff to use such force as is reasonable and proportionate to prevent a pupil from doing or continuing to do any of the following:

- Committing an offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
- Causing personal injury to any person (including the pupil themselves)
- Causing damage to the property of any person (including the pupil themselves)
- Prejudicing the maintenance of good order and discipline at the School or among any pupils receiving education at the School, whether during a teaching session or otherwise

Government guidance, *Reducing the need for restraint and restrictive intervention* (June 2019), also requires schools to take steps to reduce the use of physical intervention for vulnerable children.

## **The School ethos**

Pupils at the School receive high-quality care and education, which recognises and caters for their individual needs both educationally and pastorally. The School recognises that challenging behaviour is often the result of a breakdown in communication. The School understands that behaviour is a form of communication, particularly for children who have experienced trauma or who have unmet sensory, emotional or developmental needs. Staff aim to build safe, trusting relationships that support co-regulation and emotional resilience. The ethos of the School reflects our desire to communicate effectively with pupils, staff and parents to prevent such breakdown. Compliance with the School's Behaviour Policy will work to keep all adults and pupils safe and provide firm boundaries and limits, as well as setting out the sanctions that follow breaking them. Parents will be kept informed about serious breaches of rules in accordance with the Behaviour Policy and always when restraint has been necessary.

## **General aims**

Staff at the School recognise that the use of reasonable force should only be used if no other strategy is more appropriate in order to secure pupil safety and well-being and also to maintain good order and discipline. Staff are trained to use de-escalation, co-regulation and relational strategies wherever possible, ensuring physical contact is only used when there is no other viable alternative to prevent serious harm. This Policy should therefore be read in conjunction with our SEND, Behaviour and Safeguarding and Child Protection Policies. This includes minimising and, wherever possible, avoiding seclusion and restraint; ensuring that any restrictive intervention is lawful, necessary, proportionate, for the shortest possible time, and never used as a disciplinary penalty; and ensuring that the recording and reporting duties set out below are followed. The School will also monitor and analyse all incidents involving restrictive interventions to identify patterns, reduce future use, and improve practice. This monitoring will include consideration of any disproportionate use of restrictive interventions in relation to pupils with SEND, pupils with protected characteristics, looked-after children, or other vulnerable groups. Patterns and trends will be reviewed regularly by senior leaders and reported to governors where appropriate in order to reduce reliance on restrictive interventions and improve practice.

## **Specific aims**

- To protect every person in the School community from harm
- To protect all pupils against any form of physical intervention which is unnecessary, inappropriate, excessive or harmful
- To provide adequate information and training for staff so that they are clear as to what constitutes appropriate behaviour and to deal effectively with violent or potentially violent situations

The School uses Team Teach to provide training for designated staff in the safe and lawful use of restrictive interventions.

Designated staff receive accredited training, which is refreshed in line with provider guidance (typically every 12–24 months). All staff receive annual updates on the use of reasonable force,

including de-escalation strategies and safeguarding considerations. New staff receive this guidance as part of their induction.

The Head ensures that an appropriate number of staff are trained and that training reflects current statutory guidance and the needs of the pupils. Approved restrictive intervention techniques are taught through accredited Team Teach training and may only be used by staff who have received appropriate accredited training and completed all required refresher training in line with school procedures. Detailed operational guidance and specific techniques are retained within accredited Team Teach training materials and are not reproduced within this policy.

### **Why use restrictive interventions (including restraint)?**

Restrictive interventions (including restraint) should avert danger by preventing or deflecting a pupil's action or perhaps by removing a physical object, which could be used to harm themselves or others. It is only likely to be needed if a pupil appears to be unable to exercise self-control of emotions and behaviour. Such situations are often related to overwhelming stress or trauma responses, and the priority must always be to reduce harm with empathy and respect for the child's dignity. Staff understand the neuroscience of stress and its effect on behaviour.

It is not possible to define every circumstance in which restrictive interventions would be necessary or appropriate and staff will have to exercise their own judgement in situations which arise within the above categories. Staff should always act within the School's Code of Conduct and in accordance with the School's safeguarding procedures.

All staff are expected to meet the standards of behaviour set out in the Staff Code of Conduct, and any use of force must be consistent with these expectations. Staff suitability is ensured through the School's safer recruitment procedures, and any concerns about the use of force will be managed in line with safeguarding and staff disciplinary procedures.

Staff should be aware that when they are in charge of pupils during the school day, or during other supervised activities, they are acting in loco parentis and should, therefore, take reasonable action to ensure pupils' safety and well-being.

Failure to physically restrain a pupil who is subsequently injured or injures another could, in certain circumstances, lead to an accusation of negligence.

Alternative strategies to prevent and de-escalate behaviours that precipitate the use of physical intervention.

There are some situations in which the need for a restrictive intervention is immediate and where there are no equally effective alternatives, e.g., if a pupil is about to run across a road. In many circumstances, there are alternatives, e.g., the use of assertiveness skills such as:

- The 'broken record' in which an instruction is repeated until the pupil complies
- Use of a distracter, such as a loud whistle, to interrupt the behaviour (such as a fight), long enough for other methods of verbal control to be effective
- Withdrawal of attention (audience), e.g., if an action such as damage to property is threatened

- Other techniques designed to defuse the situation, such as the avoidance of confrontation, or the use of humour (in these cases, the incident can be dealt with later when emotions are no longer running high)
- The employment of other sanctions consistent with the School's Behaviour Policy
- Use of space, e.g., changes to the environment, moving around
- Use a non-confrontational stance and posture, including facial expressions and intonation
- Giving simple positive messages reinforcing any positive behaviour
- Use co-regulation strategies such as a calm tone of voice, breathing with the pupil or modelling self-regulation
- Reduce demands and offer choices where appropriate
- Recognise and name emotions, helping pupils to label their feelings in the moment

### **Use of physical restraint**

Restrictive interventions (including restraint) should be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control. It should never take a form which could be seen as a punishment. All teachers and support staff are authorised to use reasonable force where it is necessary and proportionate to prevent a pupil from causing injury to themselves or others. Staff who are likely to need to use reasonable force and/or other restrictive interventions should be adequately trained in their safe and lawful use, as well as in preventative strategies. School leaders should ensure that the chosen training reflects the principles set out in the latest government guidance. Any use of seclusion, restraint or immobilisation must be treated as a restrictive intervention and must meet the same principles of necessity, proportionality, dignity, safety, minimum duration and post-incident review. Restrictive interventions must never intentionally obstruct a pupil's airway, breathing or circulation and must avoid positions that may increase the risk of respiratory distress.

Staff are only authorised to use reasonable force when applying restrictive interventions, including restraint, although there is no absolute definition of this, as what constitutes reasonable force depends upon the particular situation and the pupil to whom it is being applied.

Wherever possible, another member of staff should be present as a witness during any use of restrictive intervention, unless there is an immediate risk of harm that requires urgent action.

Department for Education guidance Restrictive interventions, including the use of reasonable force in schools (2025, effective from 1 April 2026) states the following:

#### **What is reasonable force?**

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances, such as breaking up a fight or where a student needs to be restrained to prevent violence or injury
- 'Reasonable in the circumstances' means using no more force than is needed
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact, such as leading a pupil by the arm out of a classroom

- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example, when two pupils are fighting and refuse to separate without physical intervention
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases, it may not always be possible to avoid injuring the pupil

#### **When can reasonable force be used?**

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder
- In schools, force is used for two main purposes: to control pupils or to restrain them
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances

#### **Schools can use reasonable force to:**

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so
- Prevent a pupil from behaving in a way that disrupts a School event, a School trip or visit
- Prevent a pupil from leaving the classroom, where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- Restrain a pupil at risk of harming themselves through physical outbursts

#### **Schools cannot:**

- Use seclusion, restraint or immobilisation as a disciplinary penalty. These interventions must only be used as safety measures where necessary and proportionate to prevent harm
- Use force as a punishment - it is always unlawful to use force as a punishment

As a general rule, only the force necessary to stop or prevent the behaviour should be used, in accordance with the guidelines above. Staff should use the minimum force for the shortest amount of time possible.

There are some forms of physical intervention, which may involve minimal physical contact, such as blocking a pupil's path or the staff member physically interposing him or herself between the pupil and another pupil or object. However, in some circumstances, direct physical contact may be necessary.

In all circumstances, other methods should be used if appropriate or effective physical restraint should be a last resort. They should prevent injury, pain and distress.

## **When restrictive intervention becomes necessary**

Use of force should always be a last resort. Staff must consider the risks of restrictive intervention compared to other non-restrictive strategies and whether the intervention is proportionate, necessary, and in the best interests of the pupil.

Staff must continually assess whether the intervention remains necessary and proportionate throughout the incident and should reduce, adapt or stop the intervention immediately if it is no longer required or if it risks escalating the situation further.

### **DO**

- Check for known trauma triggers or sensory needs before initiating contact
- Use a calm, slow pace and give the child time to process instructions
- Identify hazards and people likely to come into contact with them
- Tell the pupil what you are doing and why
- Prompt positive responses
- Control the environment, issue clear guidance, provide training and change working practices to reduce exposure
- Use the minimum force necessary
- Involve another member of staff if possible
- Tell the pupil what they must do for you to remove the restrictive intervention (this may need frequent repetition)
- Use simple and clear language
- Hold limbs above a major joint if possible, e.g. above the elbow
- Use holds demonstrated in staff training
- Relax your restraint in response to the pupil's compliance
- Offer emotional support and validation during and after the incident
- Maintain the pupil's dignity and privacy as far as possible, including consideration of the location and presence of peers during any intervention

### **DON'T**

- Act in temper (involve another staff member if you fear loss of control)
- Involve yourself in a prolonged verbal exchange with the pupil
- Attempt to reason with the pupil
- Use pain-inducing, punitive or degrading interventions

## **Post-incident support and review**

Following any incident involving restrictive intervention:

- The pupil will be supported to recover emotionally and physically, including opportunities to reflect and rebuild relationships
- Where appropriate, pupils and staff involved will receive a medical assessment and treatment as soon as practicable following the incident

- Staff involved will have access to a debrief to reflect on practice and receive support where needed
- Any pupils who witnessed the incident and became distressed will also be offered appropriate emotional support where necessary
- A senior leader will review the incident record to ensure that the intervention was necessary, proportionate and in line with this policy
- Any learning will be used to inform future planning, including updates to behaviour support plans and risk assessments
- Repeated or prolonged use of restrictive interventions involving the same pupil will trigger a wider safeguarding and pastoral review, including consideration of unmet SEND needs, mental health needs, environmental triggers and multi-agency involvement where appropriate.

### **Vulnerable pupils**

Some pupils may exhibit challenging behaviour in response to overstimulating environments, stressful situations or an inability to communicate distress in any other way. This can make them more vulnerable to experiencing restrictive interventions, including restraint and it is likely the experience will be traumatising. Staff are trained to recognise the impact of developmental trauma and adverse childhood experiences (ACEs).

Schools should be mindful of pupils who may be vulnerable, such as (but not limited to):

- Pupils who have learning and other disabilities
- Pupils who are experiencing mental health difficulties
- Pupils who have experienced trauma in their lives, for example, looked after children, refugee children, children living with domestic abuse and pupils with child protection plans

Under the Equality Act 2010, it is essential that schools can demonstrate that reasonable adjustments have been made to ensure any policy on physical intervention and restraint does not disadvantage these pupils.

Schools must demonstrate that the specific needs of these pupils have been considered and that the School will tailor their approach accordingly to avoid discrimination against these pupils.

School policies on behaviour management should uphold the rights of vulnerable pupils, ensure their safety and dignity, and work in partnership with parents to reduce the need for restrictive interventions.

Vulnerable pupils will be subject to the requirements set out in this Policy, but schools will also need to meet the following extra requirements:

- Vulnerable pupils whose behaviour is likely to increase the risk of physical intervention and restraint should have a behaviour support plan in place from the outset and pupils and parents should be fully involved in agreeing this plan. However, it should be noted that not all vulnerable pupils will require this
- The plan should set out the strategies for managing challenging behaviour and should include a hierarchical response ranging from prevention, de-escalation and detailing how incidents will be dealt with

- The plan should be based on an assessment of the pupil's particular needs and how these contribute to challenging behaviour, including any triggers for challenging behaviour and what steps can be taken to avoid these triggers and maintain a positive learning environment for the pupil
- The School should seek to understand the underlying triggers of challenging behaviour to develop proactive strategies aimed at reducing the likelihood of using reasonable force and/or other restrictive interventions. This includes working with the pupil, parents, and other professionals to develop prevention and de-escalation strategies
- The plan should include any techniques for de-escalating situations and how best to manage challenging behaviour in order to avoid the use of restrictive interventions
- Behaviour support plans should be reviewed following any significant restrictive intervention incident to evaluate effectiveness, identify learning and consider any additional reasonable adjustments or preventative strategies required
- Forms of restraint or intervention to be used should be identified and agreed in advance and the circumstances for its use set out clearly so that pupils and parents understand the circumstances in which it will be used
- The plan should include which staff members will be responsible for its implementation and what specific training they will receive to support them in this role
- Behaviour support plans should also cover any transitions that a pupil may experience between services or locations, as movement to unfamiliar places may be a trigger for challenging behaviour
- Schools using any form of seclusion, withdrawal, restraint or immobilisation that may restrict a pupil's liberty must have clear written rules about when and how this may be used. Parents and, where age appropriate, pupils should be involved in advance planning; however, prior agreement within a behaviour support plan does not remove the statutory duty to record and report each incident

### **Children with Special Educational Needs and/or Disabilities**

For pupils with SEND or vulnerabilities, individual behaviour plans will be developed in consultation with parents and relevant professionals. These plans should include preventative strategies and guidance on what types of interventions (if any) are appropriate.

Use of restrictive intervention must never be based on disability-related behaviour alone and must comply with duties under the Equality Act 2010.

### **Post-incident reflection and pupil voice**

Following any incident involving restrictive intervention, staff must engage in a reflective debrief to consider what happened, why it occurred and how best to support the pupil going forward. The child should also be given a developmentally appropriate and emotionally safe opportunity to share their perspective. This process supports emotional repair, strengthens relationships, promotes learning for all involved and informs any necessary changes to practice or planning. **The pupil's account, any communication needs, and any agreed adjustments to reduce future risk must be reflected in the written record.**

## **Actions after an incident**

Restrictive interventions often occur in response to highly charged emotional situations and there is a clear need for debriefing after the incident, both for the staff involved and the pupil. A member of the Senior Leadership Team should be informed of any incident as soon as possible and will take responsibility for making arrangements for debriefing once the situation has stabilised. An appropriate member of the teaching staff should always be involved in debriefing the pupil involved and any victims of the incident should be offered support, and their parents informed.

If the behaviour is part of an ongoing pattern, it may be necessary to address the situation through the development of an appropriate intervention, which may include the involvement of outside agencies or other strategies agreed by the relevant SEN Co-ordinator.

It is also helpful to consider the circumstances precipitating the incident to explore ways in which future incidents can be avoided.

From 1 April 2026, the School will record and report all incidents involving the use of reasonable force, seclusion, restraint or immobilisation in accordance with the procedures set out in the "Recording and Reporting Procedures" section above.

All records must be completed as soon as reasonably practicable and, in any event, no later than the same day, using the School's Record of Restrictive Interventions Form (Appendix 1), and uploaded to CPOMS.

Parents will be informed in writing as soon as reasonably practicable following any reportable incident, unless doing so would place the pupil at risk of harm, in which case safeguarding procedures will be followed.

## **Risk assessments**

If we become aware that a pupil is likely to behave in a disruptive way that may require the use of reasonable force, we will plan how to respond if the situation arises in a carefully considered intervention. Such planning will address:

- Management of the pupil (e.g., reactive strategies to de-escalate a conflict, the holds to be used if necessary)
- Actions and/or reasonable adjustments for vulnerable pupils
- Involvement of parents to ensure that they are clear about the specific action the School might need to take and contribute from their experience. This must include making clear that all reportable incidents will still be recorded and reported, even where a restrictive intervention is anticipated in an agreed plan.
- Briefing of staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance)
- Identification of additional support that can be accessed if appropriate

## **Complaints**

A clear restraint policy, adhered to by all staff and shared with parents, should help to avoid complaints from parents. It is unlikely to prevent all complaints, however, and a dispute about the

use of force by a member of staff might lead to an investigation, either under disciplinary procedures or by the police and/or local authority children's social care under child protection procedures.

Any allegation or concern about the inappropriate use of force will be managed in accordance with the School's Safeguarding and Child Protection Policy and statutory guidance, including Keeping Children Safe in Education, and may be considered under the School's procedures for managing allegations and low-level concerns about staff.

This Policy will be monitored and reviewed annually by the Senior Leadership Team, or sooner in response to changes in statutory guidance or following any significant incident.

#### **Linked policies**

- Anti-bullying Policy for Pupils
- Behaviour Policy
- Code of Conduct
- Code of Conduct for Other Adults
- Complaints Procedure
- Health and Safety Policy
- Risk Assessment Policy
- Safeguarding and Child Protection Policy
- SEND Policy

## APPENDIX 1 - RECORD OF RESTRICTIVE INTERVENTIONS

<b>RECORD OF RESTRICTIVE INTERVENTIONS, INCLUDING THE USE OF REASONABLE FORCE</b>		
<b>Date of incident:</b>	<b>Time of incident:</b>	<b>Location:</b>
<b>Pupil's name:</b>	<b>DOB:</b>	<b>Class:</b>
<b>Relevant SEND, medical, communication, sensory or trauma-related needs:</b> <i>(e.g. ASD, ADHD, speech and language needs, sensory sensitivities, known triggers)</i>		
<b>Member(s) of staff involved:</b> <i>(Include who led the intervention)</i>		
Other adult witnesses:		
Pupil witnesses (if appropriate):		
<b>Antecedents and triggers:</b> <i>(Please provide a brief account of the events leading up to the intervention, including observed behaviours, known or suspected triggers, risks presented, and any relevant contextual information)</i>		
<b>Preventative and de-escalation strategies used</b> <i>(Please indicate strategies attempted before the restrictive intervention):</i>		
<input type="checkbox"/> Verbal reassurance/instruction <input type="checkbox"/> Distraction/redirection <input type="checkbox"/> Reduced demand/choices offered <input type="checkbox"/> Change of environment <input type="checkbox"/> Co-regulation/supportive communication <input type="checkbox"/> Sensory strategy or regulation support <input type="checkbox"/> Time/space offered <input type="checkbox"/> Support from known adult <input type="checkbox"/> Other: _____		
Details of preventative/de-escalation strategies used:		

**Restrictive intervention**

*(Why was the restrictive intervention assessed as necessary at this time?)*

- Prevent injury to pupil
- Prevent injury to others
- Prevent serious damage to property
- Prevent serious disorder
- Other: \_\_\_\_\_

Details:

**Type of restrictive intervention used**

- Reasonable force
- Physical restraint
- Seclusion
- Non-physical restraint
- Other: \_\_\_\_\_

Description of intervention used:

**Degree and duration**

Degree of force/restriction used:

Approximate duration of intervention:

**Injuries and treatment**

Pupil injured?  Yes  No

Staff injured?  Yes  No

Details of injuries and any medical treatment/first aid provided:

**Safeguarding considerations (if any):**

**Parent/carer informed (same day where possible)**

Date/time: \_\_\_\_\_

By whom: \_\_\_\_\_

Method:  Phone  Email  In person  Other

Summary of parent/carer response:

**Post-incident support provided:**

**Follow-up actions**

- Parent/carer meeting arranged
- Behaviour support plan reviewed/amended
- Risk assessment reviewed/amended
- Reasonable adjustments reviewed
- Safeguarding referral considered/made
- External agency involvement
- Staff debrief completed
- Other: \_\_\_\_\_

Details:

**Recording and submission (Mandatory)**

**A hard copy of this report MUST be completed on the day of the incident, signed by the member of staff who led the intervention and the DSL (or Deputy DSL) and uploaded to CPOMS.**

Name (staff): \_\_\_\_\_ Signature: \_\_\_\_\_

Name (DSL/Deputy DSL): \_\_\_\_\_ Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Please ensure that any further notes or follow-up actions relating to this incident are recorded and uploaded as actions on CPOMS (e.g., complaint, safeguarding concern, external agency involvement).**