Restrictive Interventions, including reasonable force and seclusion

Approved by:	Head of SEND & Inclusion	**Date:** April 2026
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School Name:		**Approved in school by:**

Contents

1. Aims and scope 2
2. Legislation and guidance 2
3. Definitions 2
4. Roles and responsibilities 5
5. Acceptable uses of force 7
6. Unacceptable uses of force 7
7. Using reasonable force to search pupils 8
8. Prevention and de-escalation strategies 8
9. Deciding when the use of restrictive interventions is appropriate 10
10. Considerations for pupils with SEND 11
11. Training and risk assessments 12
12. Recording and reporting arrangements 12
13. Complaints and allegations 14
14. Monitoring and review 15
15. Links with other policies 15
16. Appendix 15

1. Aims and scope

At Diamond Wood Community Academy 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 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
- Paragraph 16A of the schedule to The Education (Independent School Standards) Regulations 2014 (inserted by The Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025)

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:

  - Holding a child's hand or providing physical guidance to keep them safe.
  - Escorting a pupil away from a situation that presents a risk of harm.
  - Standing in a doorway or between pupils to prevent injury.
  - Preventing a pupil from running from supervision into an unsafe area.
  - Supervised seclusion of a pupil in an area away from others, where the pupil is prevented from leaving for their own safety and/or the safety of others.
  - Passive physical contact, such as a staff member blocking a pupil's path if they're running towards danger (like a busy road), or staff standing between pupils to prevent a fight.
  - Using Team Teach-trained positive handling techniques when a pupil's behaviour presents an immediate risk to themselves or others.

  Staff receive Team Teach training and always seek to use de-escalation and preventative strategies before considering any form of restrictive intervention. Restrictive interventions are only used when necessary, proportionate and in the best interests of the child and those around them.

- **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
  - A staff member restraining a pupil to prevent injury to the pupil, or others

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

  Examples could include:

  - A staff member holding a pupil's arms to their sides when the pupil is attempting to harm themselves or others
  - Removing a pupil's crutches preventing them from being mobile

- **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 face consequences / be punished if they leave. For example, putting a pupil into a 'holding' room until they calm down is a form of seclusion.

  See section 3.2 of this policy for more information on seclusion.

- A **significant incident** is any incident where the use of force goes beyond appropriate physical contact between a member of staff and a 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 Safeguarding and Child Protection policy and our Intimate Care 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.

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, supervised space that does not feel threatening or intimidating. Depending on the circumstances and the individual needs of the pupil, this may include a designated wellbeing area within the classroom, the sensory room, The Grove, the school hall, a meeting room, or another suitable location identified by staff. The location chosen will be based on what is most likely to support the pupil to regulate while maintaining the safety of all involved.

- The pupil will be supervised at all times by at least one member of staff.

As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave.

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

4. Roles and responsibilities

4.1 The Academy Board

The governing board is responsible for:

- Ensuring the school has adopted and accurately adapted the Trust policy for their context and based on the latest Department for Education and Trust guidance.
- Ensuring that a procedure is in place in school for recording and reporting each:
  - Significant incident involving force
  - Seclusion incident
  - Restraint incident
- Taking all reasonable steps to ensure that the procedures for recording and reporting the use of force, seclusion and restraint are followed
- Regularly reviewing and interrogating data on the use of restrictive interventions in our school
- Supporting and challenging school leaders to identify where changes may be needed to practice. For example:
  - If 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 in line with Trust guidance and statutory updates to guidance
- 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 (also reporting to the Academy Board)
- 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 in writing (in line with this policy) every seclusion incident, restraint incident and significant incident involving force that they are involved in (as soon as practicably possible and within the same day)
- Reporting these incidents to the DSL or deputy 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), Deputy DSL's or SENDCo

The DSL or deputy DSL is responsible for:

- Reporting every seclusion incident, restraint incident and significant incident involving force to each parent/carer of the pupil involved (see section 12)
- 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 as appropriate
- 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

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. They cannot use reasonable force to search for items that are not prohibited items under that guidance.

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.

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 the school environment, classroom organisation and provision support all pupils to feel safe, successful and ready to learn.
- The implementation of the Diamond Wood Ready to Learn Behaviour Curriculum, which explicitly teaches expected behaviours, emotional regulation and positive relationships.
- Consistent behaviour expectations and routines across the school, including classrooms, corridors, outdoor areas, the hall and playgrounds.
- Sharing best practice for whole-class behaviour management and the effective supervision of communal spaces.
- The use of positive behaviour strategies, praise, recognition and restorative conversations to promote appropriate behaviour.
- Training staff in effective communication and de-escalation strategies, including the use of calm language, appropriate tone of voice, empathy and active listening.
- Development of positive, trusting relationships between staff and pupils.
- Early identification of pupils who may require additional support and the implementation of appropriate interventions and reasonable adjustments.
- working with Partnership parents/ carers and, where appropriate, external agencies to support pupils' behavioural, emotional and sensory needs.
- Team Teach training for relevant staff to ensure restrictive interventions are only used lawfully, safely and as a last resort.
- Recording, monitoring and analysing behaviour incidents and the use of restrictive interventions to identify trends, evaluate practice and inform improvement planning.

The individual approaches we use include:

- Working closely with parents/carers to support individual pupils and ensure a consistent approach between home and school.
- Identifying and responding to pupils' individual needs through regular communication between class teachers, support staff, SEND staff and senior leaders.

Strategies to support individual pupils based on their identified needs, including:

- The development and regular review of Behaviour Support Plans.

- Agreed strategies to help pupils regulate their emotions and calm down before their behaviour escalates.
- Access to appropriate regulation and sensory support, including the use of designated calm spaces where appropriate.
- The use of visual timetables, social stories, now-and-next boards and other visual supports.
- Adaptations to routines, transitions and learning activities to reduce anxiety and support engagement.
- Additional adult support during identified times of difficulty.
- Teaching and modelling of emotional literacy, self-regulation and positive social interaction skills.
- Planned movement breaks or sensory breaks where appropriate.
- Making reasonable adjustments where a pupil has a disability, to help them participate in school life as fully as possible.
- Working with external agencies and professionals where additional support or specialist advice is required.

These approaches are intended to prevent behaviours of concern, promote positive outcomes and reduce the likelihood that restrictive interventions will be necessary.

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 may be used include:

- Using a calm, consistent tone of voice and simple, clear instructions.
- Having open body language and being aware of a pupil's personal space.
- Offering reassurance and acknowledging the pupil's feelings.
- Using empathy to help understand the pupil's emotions and identify what support they need.
- Reducing demands or providing additional processing time when appropriate.
- Taking the pupil away from an audience and speaking to them in a quieter, less stimulating environment.
- Redirecting the pupil towards a preferred activity or using distraction techniques.
- Reminding the pupil of familiar routines, expectations and the school's Ready to Learn Behaviour Curriculum.
- Offering choices to help the pupil regain a sense of control.
- Providing access to a calm or safe space, such as a classroom regulation area, the sensory room or The Grove, to support self-regulation.
- Using visual prompts, visual timetables, now-and-next boards or other communication aids where appropriate.
- Encouraging the use of taught regulation strategies, such as breathing exercises, sensory resources or time with a trusted adult.
- Seeking support from another member of staff where this may help to de-escalate the situation.
- Calmly reminding the pupil of the consequences of their behaviour and the support available to help them make positive choices.

De-escalation strategies should be tailored to the individual needs of the pupil and used wherever possible to minimise the need for restrictive interventions.

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.

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 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:

- Removing stimuli that may be causing distress to the pupil
- Staff members changing how they communicate with the pupil, such as being more mindful of body language, facial expressions and/or tone of voice
- Helping the pupil express their emotions before getting overwhelmed
- Engaging the pupil in activities to help them regulate their emotions
- Distracting the pupil with familiar objects or activities to redirect their attention

Where appropriate, we will create individual Behaviour Support Plans and/or a Positive Handling plan 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(s) will:

- Outline any adjustments, such as to address aspects of the school environment which the pupil finds challenging
- Explain the best ways to communicate with the pupil
- In some cases, specify when increased physical contact with staff might be appropriate. These situations will be discussed with everyone involved and clearly written down in the plan

11. Training and risk assessments

Our school will make sure that all staff who are likely to need to use reasonable force and/or other restrictive interventions are adequately trained in their safe and lawful use and in preventative strategies.

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 'significant incident')
- Seclusion incidents
- Restraint incidents

12.1 Recording incidents

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

All incidents involving restrictive interventions, physical interventions, seclusion or other significant behaviour incidents must be recorded on CPOMS and followed up with the completion of a Significant Incident Report Form. This ensures that incidents are documented consistently, monitored appropriately and reviewed by senior leaders.

Staff must record incidents in writing, as soon as possible after the event, and should endeavour to do this on the same day. Staff should do this even if the use of restrictive interventions is agreed as part of a pupil's behaviour support plan.

For significant incidents involving force, we will record:

- The names of the pupil and staff members directly involved
- Any relevant needs or circumstances of the pupil, including whether they have an identified special educational need or disability, and their SEN status code
- The time, date, location and approximate duration of the intervention
- A clear and brief description of what happened, including:
    - What led up to the incident
    - Any 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

This information will be recorded using the school's **Significant Incident Report Form**. The form includes:

- Basic incident details
- Pupil details
- Staff involved
- Type of force used
- Report of the incident
- Pupil voice
- Parent/carer communication
- Post-incident review
- Follow-up actions, including consideration of risk assessments and support plans
- Senior Leadership Team oversight
- Senior Leadership Team signature and sign-off

A record of the incident will also be maintained on **CPOMS** in accordance with school procedures.

For seclusion incidents and restraint incidents, we will record:

- The names of the pupil and staff members directly involved
- Any relevant needs or circumstances of the pupil, including whether they have an identified special educational need or disability, and their SEN status code
- The time, date, location and approximate duration of the intervention
- A brief explanation of why the intervention was assessed as necessary in that situation
- Details of any physical injuries sustained, if applicable
- Details of any support given after the incident, such as medical help or emotional support

Note: if a seclusion or restraint incident also constitutes a significant incident involving force, we will record it in line with our procedure for recording significant incidents involving force. It does not need to be recorded twice.

Completed reports will be kept securely and retained in line with our data protection procedures.

12.2 Reporting incidents to parents/carers

Information about the incidents in school where restrictive interventions are used are reviewed by school leaders to ensure procedures were followed correctly and for monitoring purposes.

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

- Once the incident has safely ended and a report has been logged in school by the staff members involved, a member of staff will contact the parent / carer through use of the appended letter (see section 16). This may be sent by email or through a printed letter.
- At times, a member of staff may also contact the parent / carer by phone call to discuss the incident.

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 and/or Positive Handling Plan.

There is an exception to this:

- If a member of staff thinks that telling the pupil's parents/carers would likely result in significant harm to that pupil. In these cases, we will report the incident to any parent(s)/carer(s) who it can be reported to without resulting in

significant harm or, if there are none, to the Local Authority where the pupil ordinarily resides (see section 12.3 of this policy)

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

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

When we report **seclusion incidents and restraint incidents** to parents/carers, we will provide parents/carers with written information (as listed immediately above) about the incident through use of the appended letter (see section 16). This may be sent by email or through a printed letter. At times, a member of staff may also contact the parent / carer by phone call to discuss the incident.

Note: if a seclusion or restraint incident also constitutes a significant incident involving force, we will report it in line with our procedure for reporting significant incidents involving force. It does not need to be reported twice.

When reporting to parents/carers, we will have regard to data protection requirements when deciding what information to share. For example, we will not include any identifying details of any other pupil.

12.3 Following up with parents/carers after an incident

School leaders may invite parents/carers to have a follow-up discussion about the incident, where appropriate. This discussion may be used to explore a new support plan (Behaviour and/or Positive Handling) or update any existing supportive plans in place with a view to review the effectiveness of agreed de-escalation strategies and possible future supportive actions.

12.4 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 aAuthority in addition to the parents/carers (unless we deem it unsafe to inform the parents/carers, as set out in section 12.2 of this policy).

13. Complaints and allegations

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

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

14. Monitoring and review

This policy will be reviewed bi-annually by the Headteacher based on the latest Department for Education and Trust guidance.

15. 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
- Intimate Care Policy

16. Appendix (see below)

Name of School
Address

Email Address: XXX

Headteacher: XXX

XX XXX 2026

Dear Parent / Carer,

Further to our telephone conversation earlier today, we are writing to formally confirm that an incident occurred involving your child which required the use of restrictive intervention/seclusion (delete as appropriate). We understand that receiving this information can be worrying, and we want to reassure you that your child's safety, dignity, and emotional wellbeing were central throughout.

The intervention was used only where necessary, after supportive and de-escalation strategies had been attempted at the time. Action was taken in line with Department for Education guidance to reduce an immediate risk of harm and to ensure the safety of your child and others.

In accordance with statutory requirements, the details of the incident are outlined below.
Date and time of the incident:
Location:
Approximate duration of the intervention:

Reason the intervention was assessed as necessary (delete as appropriate)
(to reduce immediate risk):

- Risk of injury to the pupil
- Risk of injury to others
- Serious disruption or loss of control
- Attempt to abscond
- Damage to property
- Other (please specify):

Restrictive Physical Intervention (delete section if not applicable)

Type of restrictive physical intervention used:
Please add detail (e.g. guided escort, supportive hold)

Degree of force used:
Force was used at a level necessary to safely manage the immediate risk present. The intervention was reasonable, proportionate to the circumstances, and limited to the shortest duration required.

Injuries observed:
None observed / Details provided below (if applicable)

ENHANCE ACADEMY TRUST

Use of Seclusion (delete section if not applicable)

During the incident, seclusion was used as a short-term safety measure in response to the level of immediate risk present at that time. Your child was supervised throughout and fully supported by staff to remain safe and calm. The use of seclusion was not used as a disciplinary measure and ended as soon as it was safe for your child to return to a shared environment.

Following the incident, staff ensured that your child was supported to return to a calm and regulated state. This included reassurance, time with familiar adults, and access to appropriate regulation or recovery strategies tailored to your child's individual needs. (add further details if needed)

The incident has been reviewed by the staff involved, and any learning will be considered as part of your child's ongoing support and planning. Where appropriate, strategies will be adjusted to help reduce the likelihood of similar situations arising and to further support your child's wellbeing in school.

We value working in close partnership with families and appreciate your engagement during our earlier conversation. If you would like to discuss the incident further, have any questions, or wish to talk about the support in place for your child, please do not hesitate to contact the school.

Yours sincerely,

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