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Author / Role:	Karen Wells – Deputy Headteacher
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Next Review Required:	Spring Term 2027

EQUALITY AND DIVERSITY STATEMENT

Astley Park School is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics, and all will be treated with dignity and respect.

POLICY REVIEW

To ensure that this policy is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please contact the author of the policy.

Care and Control Policy

CARE AND CONTROL POLICY (incorporating Restrictive Physical interventions)

Introduction

This policy sets out the school's approach to care and control, including the lawful use of reasonable force and other restrictive interventions. It applies to all staff, volunteers and contractors working with pupils on or off site, including educational visits and alternative provision.

This policy is informed by:

Education and Inspections Act 2006, section 93 (powers to use reasonable force).

DfE guidance: Use of reasonable force in schools (effective until 31 March 2026).

DfE guidance: Restrictive interventions, including the use of reasonable force, in schools (effective from 1 April 2026).

Children Act 1989 and 2004; Working Together to Safeguard Children.

Equality Act 2010 (incl. duties to prevent discrimination and make reasonable adjustments).

Searching, screening and confiscation (where relevant risk arises).

The policy should be read in conjunction with other school policies and guidance relating to interaction between adults and pupils.

The policy has been prepared for the support of all teaching and support staff who come into contact with pupils and for volunteers working within the school to explain the school's arrangements for care and control. Its contents are available to parents and pupils. A copy of the School's Behaviour Policy is made available to parents via the school website. The policy includes information on the use of reasonable force to control or restrain pupils.

Objectives

As a THRIVE school, we are committed to promoting a relational, trauma-informed approach to behaviour, care and support. All strategies used in managing behaviour and applying any form of physical intervention are underpinned by the THRIVE ethos of building emotional resilience, strengthening relationships, and supporting the social and emotional development of every child. We recognise that behaviour is a form of communication and seek first to understand and respond with empathy and consistency.

Any use of reasonable force is always a last resort, used in the context of a safe, calm, and supportive environment, and in line with our commitment to the emotional well-being and dignity of every child. Interventions are carefully considered, proportionate, and always reflect the values of safety, connection, and respect.

Good personal and professional relationships between staff and pupils are vital to ensure good order in our school. It is recognised that the majority of pupils in our school respond positively to the discipline and control practised by staff. This ensures the well-being and safety of all pupils and staff in school. It is also acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of reasonable, proportionate and necessary force may be required. Astley Park School acknowledges that physical techniques are only a small part of a whole school approach to behaviour support.

Every effort will be made to ensure that all staff in this school:

(i) Clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where use of force is necessary and

(ii) Are provided with appropriate training to deal with these difficult situations.

Minimising the need to use force

At Astley Park School we constantly strive to create a calm environment that minimises the risk of incidents arising that might require the use of an intervention. In addition to this, pupils

who regularly present with challenging behaviour have an individual Learner Support Plan and were necessary a Positive Handling Plan.

The school also uses a range of therapeutic interventions for pupils who have issues relating to sensory dysfunction or other conditions that may result in increased anxiety levels, and therefore an increase in the likelihood of challenging behaviour. Pupils may have individualised support or a programme to help encourage them to accept mutual regulation or self-regulate.

The school uses a variety of approaches as appropriate to help pupils to learn about feelings and managing conflict, where this is appropriate to their level of development. The school curriculum and ethos promote independence, choice and inclusion and pupils are given maximum opportunity for personal growth and emotional wellbeing.

All staff are trained in skills to help them to defuse situations before behaviour becomes challenging and how to de-escalate incidents should they arise.

Where restrictive interventions are used, they are lawful, necessary, proportionate and recorded and reviewed for learning and accountability. Reasonable force will only be used when the risks involved in doing so are outweighed by the risks involved in not using force.

Implications of the policy.

The Restrictive interventions, including use of reasonable force, in schools Guidance for schools in England 2026, stipulates that reasonable force may be used to prevent a pupil from doing, or continuing to do any of the following:

To prevent or stop a pupil from:

1. causing injury to themselves or others

2. committing a criminal offence

3. damaging property

4. causing disorder among pupils at the school, whether during a teaching session or otherwise

As teaching and non-teaching staff work ‘in loco parentis’ and have a ‘Duty of Care’ towards their pupils, they could be liable for a claim of negligence if they fail to follow the guidance within this policy. The use of Team Teach techniques is one of our control methods for reducing risks presented by children’s challenging behaviour. Pupils’ Learner Support Plans are Safe Systems of Work under Health and Safety Regulations. As such it is imperative that these plans are followed and implemented by all members of staff.

The application of any form of physical control inevitably carries an attached risk of unintended harm and this places staff and the school at risk of potential litigation. It can only be justified according to the circumstances described in this policy. Staff, therefore, have a responsibility to follow this policy and to seek alternative strategies wherever possible in order to prevent the need for physical intervention. Staff need to be aware that they are responsible for:

- assessing risks (dynamic risk assessment) related to individual circumstances which may arise in the course of their day-to-day duties and
- making judgements about when the use of force is necessary and the degree of force which may be regarded as necessary to manage a situation.

Staff need to be aware that they are required to justify their decisions in writing through the recording and reporting procedures outlined later in this document.

Head teachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item. A member of staff can use such force as is reasonable to search for legally prohibited items, but not to search for items banned under the school rules only. At Astley Park School it is unlikely that pupils would conceal weapons, however staff maybe requested to undertake searches. The power to search should only be used where it is judged to be safe, if the School decides that a search may be unsafe then the police would be called.

Definitions of Positive Handling.

Positive Handling describes a broad spectrum of risk reduction strategies. Positive handling is a holistic approach involving policy, guidance, management of the environment, and

deployment of staff. It also involves personal behaviour, diversion, defusion, and de-escalation. Positive Handling Plans, at Astley Park are a plan for the positive support of pupils' challenging behaviour. They are based on a risk assessment and identify positive prevention strategies and how a pupil may need to be supported in a crisis.

1. Physical Contact

Situations in which proper physical contact occurs between staff and pupils, e.g., in the care of pupils including first aid and in order to support their access to a broad and balanced curriculum. It would seem reasonable that young children do require opportunities for close contact such as hugs and as long as this is within public view, sensitively carried out and age/person-appropriate the Governors would fully support this approach.

This also includes guides, including the use of Team Teach techniques including the use of 'caring c's' used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil where the pupil is compliant.

This technique cannot be emphasised enough and in the hands of a skilful practitioner many pupils can be deflected from a potentially volatile situation into a less confrontational situation i.e. it may be possible to "defuse" a situation by a timely intervention.

2. Physical Control/Restraint/Restrictive Physical Intervention (RPI)

This will involve the use of reasonable force when there is an immediate risk to pupils, staff or property. A restrictive physical intervention is any action that limits a pupil's movement, liberty or freedom, including physical restraint and other measures such as seclusion or mechanical devices where applicable.

All teachers and staff authorised by the Headteacher have the power to use reasonable force. But this must be as a last resort and deemed as reasonable, proportionate and absolutely necessary.

All incidents of restrictive physical intervention **must be recorded** on the same day where possible or within 24 hours, and parents informed. *Please see the section below for statutory reporting.*

Force must never be used as a form of punishment. Any holds affecting airway, breathing, or circulation are strictly prohibited.

3. Mechanical Restraint e.g. specialist walking harness

'The use of a device to prevent, restrict or subdue movement of a person's body, or part of the body, for the primary purpose of behavioural control.'

At Astley Park School, following guidance from the Care Quality Commission, we recognise that the use of mechanical restraint may be considered in some cases as the least restrictive intervention to keep a pupil safe. There may be occasions for example when accessing the community, that pupils may need additional support to keep them safe due to unpredictable behaviour. In this instance, specialist walking harnesses or pupil's own wheelchairs/ buggies will be used. Use of mechanical restraint devices will only occur following comprehensive risk assessments, with parental consent and where required input from relevant health or therapy professionals. Use will be regularly reviewed.

Seclusion, time out and withdrawal

Time out: This involves restricting the service user's access to positive reinforcements as part of the behavioural programme in a room or area which they may freely leave. It is a specific behaviour management technique and does not necessarily literally mean time spent out of the class/group, but rather refers to a withdrawal of attention and/or things they find rewarding (it could be as simple as turning away from a child who is attention seeking, or positioning a child away from the class/group). This withdrawal of attention could also be achieved by sending a pupil to another class/group or a quiet area.

***Withdrawal*:** which involves removing the person from a situation which causes anxiety or distress to a location where they can be continuously observed and supported until they are ready to resume their usual activities- pupils may choose to self-withdraw or be supported to a quieter/ calmer area but are **free to leave.** They may need time away from staff and pupils (either on their own or in another class/group) in order to break the cycle/pattern of their behaviour or to reduce their level of anxiety/distress. This "quiet time" could be time in the playground, a quiet room or a safe environment e.g. the blue room. Where a pupil uses

a calming safe environment, if **they close the door**, then this must be recorded on a Withdrawal Support form and the pupil's behaviour/response documented every 1 minutes until the door is opened or a member of staff enters the space.

This temporary restriction to the safe space area will be continually monitored by a member of staff, it is a risk assessed, personalised and structured (reported, recorded and reviewed) strategy, an action documented as in the child's best interests, with the aim of preventing the risk of harm. This would include the risk of physical or psychological harm and the risk of harm to a safe environment.

Seclusion: Seclusion - involving keeping a pupil **confined to a place away from others and prevented from leaving** - should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the pupil is not acting with intent. Pupils must **be fully supported at all times and allowed to leave as soon as it is safe to do so.** Seclusion must never be used as a disciplinary response and may only be used as a safety measure which must be recorded on CPOMs and reported to parents. Pupils **must never be forced to spend time alone unsupervised.**

Seclusion differs from removal of a pupil from a classroom which can be used as a sanction for serious disciplinary reasons. The use of removal should allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the classroom curriculum but should still be meaningful for the pupil. Removal from the classroom should be considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have attempted. This must still be reported to parents.

Planned and emergency physical interventions

A **planned intervention** is one that is described/outlined in the pupil's Positive Handling Plan. This should cover most interventions, as possible scenarios will be identified and planned for when the Positive Handling Plan is drawn up. These interventions may include the use of Team Teach techniques.

An **emergency physical intervention** may be necessary if a situation arises that was not foreseen or is uncharacteristic of the pupil. Members of staff retain their duty of care to pupils and any response, even in an emergency, must be proportionate to the circumstances. Staff should use the minimum force necessary to prevent injury and maintain safety, consistent with the training that they have received. Following any such incident, a Positive Handling Plan will be devised (or the existing plan updated) to support effective responses to any such situations which may arise in the future.

Wherever possible assistance will be sought from another member of staff.

Positive Handling at Astley Park School (defined as the full range of strategies used to manage behaviour including where necessary physical intervention) is seen as a proactive response to meet individual pupil needs and any such measures will be most effective in the context of the overall ethos of the school, the way that staff exercise their responsibilities and the range of behaviour management strategies used.

Underpinning values

Everyone attending or working in this school has a right to:

- recognition of their unique identity;
- be treated with respect and dignity;
- learn and work in a safe environment;
- be protected from harm, violence, assault and acts of verbal abuse.

Pupils attending this school and their parents have a right to:

- individual consideration of pupil needs by the staff who have responsibility for their care and protection;
- expect staff to undertake their duties and responsibilities in accordance with the school's policies;

- be informed about school rules, relevant policies and the expected conduct of all pupils and staff working in school;
- expect Positive Handling Plans to be designed to achieve outcomes that reflect the best interests of the child whose behaviour is of immediate concern and others affected by the behaviour requiring intervention;
- be informed about the school's complaints procedure.

The school will ensure that pupils understand the need for and respond to clearly defined limits, which govern behaviour in the school.

Prevention

Primary Prevention

Curriculum, routines and environment are designed to reduce known triggers and promote regulation.

Staff use positive relationships, clear expectations, and de-escalation skills (incl. communication, tone, space, time, and alternatives to restraint).

Pupils who present predictable risks have a Learner Support Plan and, where required, a Positive Handling Plan with personalised strategies and risk assessment.

The deployment of appropriate staffing numbers;

Developing staff expertise through a programme of Continuous Professional Development;

Creating opportunities for choice and achievement;

Developing staff expertise through a programme of Continuous Professional Development;

Planning and Risk Assessment

Where foreseeable risk exists, a Positive Handling Plan is produced (with parent/carer input where appropriate) and reviewed regularly.

Plans include proactive strategies, preferred holds where appropriate, medical/sensory considerations, and exit strategies**.**

When Reasonable Force May Be Used

Staff may use reasonable force to prevent a pupil from injuring themselves or others, causing serious damage to property, or seriously compromising good order and discipline. Staff conduct dynamic risk assessments and aim to use the least restrictive option for the shortest time.

Health and Safety of Staff

Under the Health and Safety at Work Act, employees have a responsibility to report any circumstances which give rise to an increased risk to their Health and Safety.

Staff who have, or acquire, permanently or temporarily, any medical condition that may impact on their ability to carry out pupils' Positive Handling Plans have a duty to report these to the Headteacher immediately as there may be an impact on their own safety and that of colleagues and/or pupils.

Using Force

No legal definition of reasonable force exists however for the purpose of this policy and the implementation of it in Astley Park School:

- Positive Handling uses the **minimum** degree of force necessary for the **shortest period of time** to prevent a pupil harming himself, herself, others or property.

- The scale and nature of any physical intervention must be **proportionate** to both the behaviour of the individual to be controlled, and the nature of the harm they might cause.

- Staff would be expected to follow the pupil's Learner Support Plan in the first instance to manage an incident/challenging behaviour

- If this was unsuccessful and the situation continues to escalate staff would then be expected to employ other Team Teach techniques that they have been trained.

- Only if all of the above have been tried and are unsuccessful should staff even consider any other form of restraint. The overriding consideration should still be the reasonableness and proportionality of the force used.

- Pupils will be physically supported for the least amount of time and must be released as soon as it is safe to do so.

All the techniques used take account of a young person's;

- age

- gender

- level of physical, emotional and intellectual development

- special needs

- social context

They also provide a gradual, graded system of response.

Where behavioural records and/or risk assessment identifies a need for a planned approach, Positive Handling Plans are written for individual children and where possible, these will be designed through multi agency collaboration and, with parental consent, shared with other agencies/services supporting the child to facilitate consistency of approach so far as is possible.

Statutory Recording and Reporting of Significant Incidents

From 1 April 2026, the school has a statutory duty to record every significant incident in which force is used and to report such incidents to parents/carers as soon as practicable, except where notification would place a pupil at risk of harm (in which case safeguarding procedures apply).

A “significant incident” is any incident where the use of force goes beyond appropriate everyday physical contact or where a pupil has been secluded. Records are completed on the same day where possible (and within 24 hours) using the school’s system CPOMS + RF1.

Incident records must include:-

- Pupil(s) and staff involved; roles/witnesses
- Date, time, location; context/antecedents
- Risk presented; why force was necessary; least-restrictive options attempted
- Description of intervention (type of hold/position, degree and duration); any mechanical devices used (if applicable)
- Injuries or damage; first aid and medical checks
- Post-incident support and debrief for pupil/staff; pupil voice where appropriate
- Parent/carer notification: method, time/date, by whom
- Manager review and governance oversight actions

Parents/carers must be informed on the same day or as soon as practicable via telephone or face to face and followed up with written notification. (See appendix notification letter). The only exception to this would be where this may cause a risk to the child and safeguarding procedures would be followed.

Where safeguarding concerns exist, the Designated Safeguarding Lead (DSL) will determine alternative notification routes in line with statutory guidance.

A Health and Safety Accident/Incident report (HS1) will be completed and returned to the Authority in situations where injury has occurred to either members of staff or pupils.

Staff Training

Training at some level will be available for **all** staff at Astley Park. For most staff this is enhanced by Team Teach training in the use of positive handling and it is the responsibility of the Headteacher to ensure this training is kept up to date. No member of staff will be expected to use Team Teach techniques without appropriate training. However in an emergency situation staff will be expected to support a pupil under the direction of a trained member of staff, until a further trained member of staff is available. Prior to the provision of training, guidance will be given on action to be taken. Arrangements will be made clear as part of the induction of staff and training will be provided as part of on-going staff development.

Astley Park School is committed to using Team Teach. Team Teach Ltd is a training provider that is accredited through BUILD and adheres to their Code of Practice on physical intervention. Astley Park School acknowledges that physical techniques are only a part of a whole setting approach to behaviour support.

All school staff working directly with pupils receive the 12-hour Intermediate course in Team Teach as the school is considered to be a medium risk setting. This is refreshed on an annual basis to maintain competence. This is in line with guidance and Team Teach policy. This level of training is required for most staff as they are expected to be able to actively support each other, and pupils, if an incident occurs and a child needs physical intervention to keep themselves and/or others safe.

There are some staff who work on a part-time basis or who have physical difficulties that mean they would be less likely to be as physically involved in an incident and would play a supporting role rather than being physically involved. If the child was already agitated they would not be working with them without school staff also being present.

Support Following Incidents

Physical techniques are not used in isolation and the school is committed to ensuring that as a result of incidents learning opportunities are created for staff and where appropriate pupils. At Astley Park School we have a debrief procedure which should be utilised if staff need to debrief after an incident. Where staff have been involved in an incident involving

reasonable force they should have access to support via a Face to Face meeting to debrief the situation with the Headteacher, Deputy or SEND Support Manager if necessary.

The Headteacher will ensure that each incident is reviewed and investigated further as required. If further action is required in relation to a member of staff or a pupil, this will be pursued through the appropriate procedure:

- Review of Learner Support Plan and Positive Handling Plan
- Child Protection Procedure (this may involve investigations by Police and/or Social Services)
- Staff or Pupil Disciplinary Procedure
- School Behaviour Policy
- Exclusions Procedure; in the case of violence or assault against a member of staff this may be considered
- The member of staff will be kept informed of any action taken.

In the case of any action concerning a member of staff, he/she will be advised to seek advice from his/her professional association/union.

In some circumstances it may be appropriate to provide additional training or professional support for particular staff in relation to the management of incidents where although the criteria for the application of the above procedures were not met, it is decided that the incident could have been managed more effectively.

Any member of staff or pupil at the school involved in or witnessing a serious incident involving the use of RPI may require additional support following the incident.

Staff should ensure that they are fully recovered from an incident before resuming their duties and colleagues are encouraged to seek and offer support where it is deemed necessary.

Pupils who may be distressed by events can be offered the following support:

- Quiet time taking part in a calming activity

- Quiet time away from the incident/trigger
- Resuming their usual routine/previous activity as soon as possible, especially for pupils with Autistic Spectrum Disorder
- Time with a member of staff to debrief the incident.

Safeguarding, Complaints and Whistleblowing

All concerns or allegations about misuse of force are managed under safeguarding procedures and, where appropriate, referred to the Local Authority Designated Officer (LADO).

Whilst the physical techniques are intended to reduce risk, there is always risk when two or more people engage to use force to protect, release or restrain. Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe. Any such injury will be reported using CPOMS. Any injuries to pupils as a result of incidents involving restraint will be reported in line using CPOMS and also with locally agreed LADO procedures. Staff are required to report unsafe or inappropriate practice (whistleblowing).

In addition, procedures are in place to ensure that appropriate support is provided for staff and that following an incident pupil/staff relationships are rebuilt and repaired to ensure that a positive learning environment is maintained.

Parents and Carers can contact the Headteacher or Deputy Headteacher to raise concerns. Any complaints are handled under the school Complaints Policy.

Visits out of school

Our equal opportunities policy states that all pupils should be included in all curriculum activities. Inclusion on visits is the default position. Visit leaders must complete pupil-specific

risk assessments and ensure sufficient trained staff are available and aware of Positive Handling Plans.

However, Health and Safety remains a priority and staff should carry out risk assessments for each pupil prior to each visit into the community. Due consideration should be given to the following:

- Is the pupil able to cope with the demands of the proposed visit?
- Are there sufficient, suitably trained staff - particularly if there should be an incident?
- How will you contact school to get extra help if necessary and how will you get back?

Authorised staff

All teachers and staff the Headteacher has authorised to have control or charge of pupils automatically have the statutory power to use reasonable force within the context of The Education and Inspections Act 2006 and the subsequent guidance 'The Use of Reasonable Force to Control and Restrain Pupils' and DfE guidance: Restrictive interventions, including the use of reasonable force, in schools 2026.

Supply staff must ensure that they are familiar with this school's policy. Appropriate guidance will be given if they have not undertaken Team Teach training which, unless an emergency situation, in most cases supply staff will be directed to support the other pupils and allow familiar staff to support the dysregulated child.

The school provides training for all authorised staff and the Deputy Headteacher retains a list of all those staff trained and authorised. The list is reviewed on an annual basis.

Authorisation is not given to volunteers, students on placement, visitors or parents as they will not have control of pupils who may present with challenging behaviour, but will be supervised at all times.

The Headteacher is responsible for making clear to whom such authorisation has been given, in what circumstances and settings they may use force and for what duration of time this authorisation will last. The Headteacher will ensure that those authorised are aware of, and understand, what the authorisation entails.

Those whom the Headteacher has not authorised will be told what steps to take in the case of an incident where control or restraint is needed. All staff will receive training in Managing Behaviour as part of their Induction Training and there is a walkie-talkie system in school for calling for assistance as well as the “staff help” protocol.

All members of staff are reminded that all pupils who regularly display challenging behaviour will have a Learner Support Plan, which should be strictly adhered to. These plans are reviewed regularly and all staff are encouraged to make a contribution to the plans. Any pupil who requires a Positive Handling Plan must also complete a formal risk assessment to inform the planning. A pupil’s Learner Support Plan constitutes a Safe System of Work under Health and Safety Regulations. If any member of staff believes that a Learner Support Plan is no longer effective/suitable for any reason they MUST discuss this with the Pupil Support Lead BEFORE making any adjustments to it.

Monitoring incidents

Class teachers and senior leaders review incident data to identify patterns, triggers, locations, times and staff development needs.

The Governing body receives regular reports and interrogates the data to ensure proportionality, including analysis by protected characteristics and SEND.

Any data analysis findings inform improvement planning, staff training and pupil support.

Equality and Diversity

The school monitors the use of physical interventions to ensure no disproportionate use occurs with respect to pupils' protected characteristics and that all pupils are treated equitably.

Reference documents

Restrictive Interventions including use of reasonable force in schools 2026.

https://assets.publishing.service.gov.uk/media/6943dad6501cdd438f4cf5aa/Restrictive_interventions_including_use_of_reasonable_force_in_schools.pdf

The Violent Crime reduction Act 2006 (screening and searching pf pupils for weapons guidance for school staff), Department for Educations and Skills, 2007 – www.teachernet.gov.uk/wholeschool/healthandsafety/schoolsecurity/

The Education and Inspections Act 2006 - Section 93 replaces section 550A of the Education Act 1996 - http://www.opsi.gov.uk/ACTS/en2006/06en40-f.htm

Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties, Joint Guidance DfES and DoH, 2003 – www.teachernet.gov.uk/wholeschool/sen/piguide

Risk Assessment Pro Forma - http://www.teachernet.gov.uk/docbank/index.cfm?id=5334

Guidance on the use of restrictive physical interventions for staff working with Children who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders, Joint Guidance DfES and DoH, 2002 – www.teachernet.gov.uk/wholeschool/sen/piguide

The Children's Act 1989
http://www.opsi.gov.uk/acts/acts1989/Ukpga_19890041_en_1.htm

Appendix A:

Dear [Parent/Carer Name],

I am writing to follow up on our earlier conversation regarding the incident that occurred on **[date] at [time]** involving **[pupil name]**.

During the incident, staff used reasonable force to keep **[pupil name]** and others safe. This decision was made to prevent **[describe specific risk, e.g., harm to self/others, significant damage to property, risk of running into an unsafe area]**. The intervention used was **[brief description of intervention]**, and it lasted for approximately **[duration]**. This action was necessary to reduce immediate risk and was carried out using the minimum amount of force for the shortest possible time, in line with statutory guidance.

After the incident, **[pupil name]** received **[post-incident support provided, e.g., emotional regulation time, check-in with trusted adult, first aid if applicable]**. Staff also supported **[pupil name]** to return to their usual routines once they were ready.

As discussed, we will continue to monitor and support **[pupil name]** closely. Where appropriate, we will review their learner support plan to help reduce the likelihood of further incidents and ensure that the right strategies are in place.

If you have any questions, wish to discuss the incident further, or would like to meet with us, please feel free to contact school on 01257 262227.

Thank you for your continued support.

Yours sincerely,

[Name]

Astley Park School

Appendix B:

Dear **[Parent/Carer Name],**

I am writing to follow up on our earlier conversation regarding the incident that occurred on **[date]** at **[time]** involving **[pupil name].**

During the incident, staff took steps to keep [pupil name] and others safe. This included the use of seclusion, in line with the Department for Education's updated guidance. Seclusion was used because **[describe specific risk, e.g., harm to self/others, significant damage to property, risk of running into an unsafe area],** and was necessary to reduce the immediate risk.

Seclusion involved **[brief description of what occurred, e.g., supporting the pupil to move to a low-stimulus room/area where they were supervised but not free to leave].** This measure was used for approximately **[duration]** and only for as long as was required to ensure safety. Staff monitored **[pupil name]** throughout and ensured that the intervention was proportionate, time-limited, and used as a last resort.

After the incident, **[pupil name]** received **[post-incident support provided, e.g., emotional regulation time, check-in with a trusted adult, first aid if applicable]**. Staff also supported **[pupil name]** to return to their usual routines once they were ready.

As discussed, we will continue to monitor and support **[pupil name]** closely. Where appropriate, we will review their learner support plan to help reduce the likelihood of further incidents and ensure that the right strategies are in place.

If you have any questions, wish to discuss the incident further, or would like to meet with us, please feel free to contact school on 01257 262227.

Thank you for your continued support.

Yours sincerely,

Astley Park School