

Fylde Coast Academy Trust



FCAT Care and Control of Pupils Policy

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CONTENTS

CONTENTS	1
1 Introduction and Philosophy	1
2 Statutory Framework	1
3 Definitions (The 2026 Standards)	2
4 Prevention and De-Escalation	2
5 The Use of Restrictive Intervention	2
6 Age Related Considerations	3
7 Mandatory Procedures (Post-Incident)	3
8 Special Educational Needs and Disabilities (SEND) and Reasonable Adjustments	3
9 Training and Oversight	4
10 Appendix A – Restrictive Intervention Notification (letter to parent/carer)	5
11 Appendix B – Internal Compliance Checklist (for staff)	6
12 Appendix C – Restrictive Intervention Record	7
13 Appendix D – Post-Incident Reflection and Debrief	8
14 Appendix E – Restrictive Intervention Data Dashboard (termly review)	9
15 Appendix F – Questions for the Governing Body to ask School Leaders	10

1 Introduction and Philosophy

This policy has been introduced in light of update guidance dated April 2026.

At Fylde Coast Academy Trust (FCAT) our approach is **trauma-informed** and **relationship-based**. We believe that the foundation of both positive and negative behaviour is communication. In most circumstances, staff should not use any form of reasonable force and/or other restrictive interventions on pupils. The Education Act of 1996 and the Education and Inspections Act of 2006 make clear the powers of teachers, and other staff in school, to use reasonable force to prevent pupils from committing a crime, causing injury, damage or disruption. There are times when use of reasonable force and / or other restrictive interventions is lawful, for example to keep individuals and the wider community safe, but it can have a significant impact on the wellbeing of pupils, peers, staff members, and parents / carers.

Restrictive intervention is never a punitive response, is a last-resort safety measure used only when all de-escalation has failed and there is a risk of harm and is to be avoided wherever possible. As such, this policy seeks to promote preventative and de-escalation strategies whilst also ensuring as much clarity as possible around the use

of reasonable force and / or other restrictive intervention so that it can be used safely when needed.

The Governing Body will review an anonymised 'Restrictive Intervention Log' termly to identify trends and support school leaders to minimise the overall use of force.

2 Statutory Framework

This policy draws from the following:

- Keeping Children Safe in Education
- **DfE Statutory Guidance (April 2026):** *Restrictive interventions, including the use of reasonable force, in schools*
- **The Education (Independent School Standards) Regulations:** Specifically Paragraphs 16A (Recording) and 32A (Parental Reporting)
- **Equality Act 2010:** Regarding 'reasonable adjustments' for pupils with SEND/disabilities
- Schools (Recording and Reporting of Seclusion and Restraint) (No.2) (England) Regulations (2025)
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (2023)
- Behaviour in schools (2022) • When To Call the Police – guidance for schools and colleges (NPCC, 2020)
- Searching, screening and confiscation – advice for head teachers, school staff and governing bodies (DfE, January 2018)
- The Education and Inspections Act (2006)
- Human Rights Act (1998) • The Education Act (1996)
- Health and Safety at Work etc. Act (1974)

This document should be read alongside the following FCAT/academy policies: • Child Protection and Safeguarding • Behaviour • Relationships • Professional Conduct • Special Educational Needs and Disabilities (SEND).

3 Scope and Purpose

The purpose of this policy is to define reasonable force and other restrictive interventions, explain when it can be used and for what reason, and how to work preventatively and proactively as a priority. This includes whole academy approaches, bespoke intervention for individual pupils, working with parents / carers and other agencies, and use of data analysis and reflection to learn and continue to reduce the need for reasonable force and / or other restrictive intervention over time.

This policy also outlines statutory duties on schools to record any significant incidence of reasonable force and, where appropriate, to report to parents / carers in a thorough and timely manner, as well as non-statutory expectations around recording and reporting of other restrictive intervention.

Academy and trust leaders should regularly review and interrogate data on restrictive interventions in order to:

- Identify and implement improvements to policies and practices, particularly where approaches have been used for some time but have not been effective
- Identify areas of learning and development, supporting academies, departments and individual staff members to improve understanding and practice
- Understand pupils' repeat patterns and triggers to interrogate the effectiveness of the support measures in place and share this information with those who support those pupils, so they are better able to support them and, where appropriate, work with parents / carers to review and update existing support plans
- Identify any disproportionate use of restrictive interventions in relation to pupils who share protected characteristics, are identified as having special educational needs, or other types of vulnerability.

4 Definitions (The 2026 Standards)

These definitions are paraphrased from the 2026 guidance. They are provided to support understanding and their inclusion should not be construed as an endorsement or otherwise for their use in schools.

- **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, the application of which will depend on the circumstances, (e.g. preventing injury).
- **Restrictive Manual Intervention:** A means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. DfE guidance and this policy use the term 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.
- **Restraint:** A term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint.
- **Seclusion:** A non-disciplinary safety measure where a pupil is confined and placed away from others, preventing them from leaving **either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.** Seclusion is only used as a safety measure to protect the secluded pupil and others when the pupil is experiencing high levels of emotional and/or behavioural dysregulation. The place the pupil is confined should be safe and not feel threatening or intimidating to them. They should be supervised at all times and allowed to leave as soon as the immediate risk of harm has reduced to an acceptable level. Seclusion must be supervised and recorded as a restrictive intervention.
- **Significant Incident:** Any incident where the use of force goes beyond appropriate physical contact between pupils and staff as described in 'other physical contact with pupils' section within this document. This includes when physical force is used to implement a non-physical restrictive intervention.
- **Withdrawal/Time-out:** A neutral space where a pupil is supported to de-escalate. The pupil is not prevented from leaving if they wish to do so

- **Positive Touch (EYFS/Primary):** Comforting or guiding contact (holding a hand, pat on the shoulder) used to support emotional regulation / safety in younger children. Or, **Safe Touch** is encouraged for reassurance and regulation, which is different from "restrictive physical intervention" or "supportive holding".

5 Other physical contact with pupils

Schools should not have a 'no contact' policy or grant any requests by parents / carers or staff members not to use reasonable force and / or other restrictive interventions as this can leave staff unable to intervene where reasonable in the circumstances to fully protect pupils. 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 and / or other restrictive interventions. In assessing whether physical contact is appropriate, the member of staff should use their judgement and have regard to the Child Protection Policy, the applicable circumstances (e.g. whether there are other adults present), the individual pupil's age, and any other material factors, including but not limited to, whether the pupil has SEND or other vulnerabilities, or whether any alternative strategies which do not include physical contact can be used. Examples include, but are not limited to:

- To give first aid
- To guide or escort e.g. holding the hand of a pupil at the front of the line when going to assembly
- To comfort a distressed pupil
- To demonstrate how to use a musical instrument
- To demonstrate exercises or techniques during a PE lesson
- To guide and support a pupil with SEND
- To provide personal and / or intimate care, as per a pupil's care plan

6 Authorised staff

6.1 Section 93 of the Education and Inspections Act allows all staff employed by a school, including temporary and unpaid voluntary staff, to use reasonable force in certain circumstances (see section 8). It should always be remembered that the use of reasonable force is a last resort and should only be used when deemed to be 'reasonable under the circumstances'; this is open to interpretation and depends on a staff member's risk assessment of the situation at the time. A guiding principle is to carefully consider whether all available other strategies have been exhausted and, wherever possible, to work preventatively by having clear and consistent behaviour expectations and by building positive relationships.

6.2 Appropriate staff training is dependent on a school's individual context and needs but, as a minimum, there should be:

- Annual training on this policy for all staff working directly with pupils
- Enhanced training delivered by a reputable external provider for any staff who regularly work with pupils where use of reasonable force is more likely to be required
- A record kept by each academy of when training has taken place, what type, and who participated.

6.3 Where possible, only staff trained in Team Teach will ideally lead a restrictive intervention, though all staff retain the legal power to intervene in an emergency as outlined in section 8.

7 Prevention and De-escalation

7.1 Consistent with our trauma-informed approach, FCAT recognises the importance of prevention and de-escalation. Fostering safe, supportive, and emotionally nourishing environments to support vulnerable children and staff. This focuses on connecting with individuals to reduce distress and prevent long-term mental health challenges, with strategies backed by neuroscience, psychology, and evidence-based interventions. We prioritise de-escalation techniques and understanding the root cause of behaviour over physical intervention and foster meaningful relationships, empathy, and unconditional positive regard as a means of minimising the need to use reasonable force and / or other restrictive interventions, and that this requires a combination of whole academy measures as well as tailored approaches for individual pupils.

7.2 In order to work preventatively and to minimise the need to use reasonable force and/or other restrictive intervention, each academy will use a combination of, but not limited by, the following principles:

- Maintaining a calm, predictable atmosphere through safe and purposeful classroom and communal environments
- Training staff in effective communication strategies, including use of appropriate tone of voice, body language and empathy
- Focus on building effective, trusting relationships with unconditional positive regard
- Positive behaviour management, as per the school's behaviour policy
- Verbal de-escalation: Using 'low and slow' voice, providing 'take-up time,' and offering 'flawless apologies' where appropriate to de-escalate tension
- Positive behaviour support: Using individualised plans for pupils known to be at risk of dysregulation and the support of an EAA (emotionally available adult)
- Lessons follow the principles of quality-first adaptive teaching so that all pupils can achieve and thrive
- Analysing data on the use of reasonable force and / or other restrictive interventions to inform planning

7.3 Tailored approaches for individual pupils may include, but are not limited to:

- Working closely with parents / carers and other agencies, including making referrals for further assessment or support where appropriate.
- Providing therapeutic support through a school's on-site provision.
- Developing a bespoke Behaviour Support Plan and / or Positive Handling Plan, with a focus on recognising triggers, early indicators, and de-escalation strategies, as well as response and follow-ups that best support the pupil. Any such plan should be reviewed periodically and following any incident, with parents / carers and, where appropriate, the pupil, so that changes can be made based on evidence of what has and has not worked for that pupil.

- Developing a risk assessment to make clear the risks and triggers in the environment and routines and how they can be proactively mitigated and managed.

8 Acceptable and unacceptable use of force

8.1 Staff have a legal power to use reasonable force for the following purposes. All staff employed at FCAT are authorised by the Headteacher of their academy to use appropriate reasonable force to prevent pupils from:

1. Hurting themselves or others
2. Causing serious damage to property
3. Committing a criminal offence
4. Causing disorder among pupils

8.2 The decision on whether it is reasonable to use force and / or other restrictive interventions depends on the individual circumstances of each situation. The member of staff should use their professional judgement and where possible, communicate with other staff members to better understand any broader risks in the environment. The factors listed below are not definitive and consideration must be given to all other relevant factors.

8.3 Factors staff might want to consider include:

- Is it necessary?
 - o Are there reasonable alternative ways to manage the situation and achieve the desired outcome?
 - o Is use of reasonable force and / or other restrictive interventions likely to successfully reduce the relevant risks?
 - o Could it escalate the situation further or cause more harm than the consequences of what it aims to address?
- Is it proportionate?
 - o Use the least amount of force or least restrictive intervention, and for the least amount of time necessary.
 - o Consider the personal circumstances of the pupil such as medical conditions, SEND and other vulnerabilities, characteristics such as age and size, and relevant equality implications under the Equality Act 2010.
- Have you considered the pupil's welfare?
 - o Consider the impact on overall welfare, balanced against actions taken.
 - o Consider whether the pupil has experienced adverse life events or has characteristics that may mean that they find the use of reasonable force and / or other restrictive interventions particularly distressing.
 - o Seek to always maintain respect for the pupil's dignity by, for example, changing location or removing peers.
 - o Where possible, clearly and calmly communicate with the pupil what is happening and why, making reasonable adjustments for pupils with speech, language and communication difficulties or who speak English as an additional language.

- o Seek to understand how the pupil is feeling and use this information to determine whether the use of reasonable force and / or other restrictive intervention should be, or continue to be, applied, reduced or stopped.

8.4 Prohibited Actions:

- Force must **never** be used as a punishment.
- Pupils should not be deliberately restrained in a way that affects their airway, breathing or circulation, for example by covering the mouth and / or nose or applying pressure to the neck region or abdomen.
- The use of force can be dangerous, particularly where it occurs on the ground. If a pupil is unintentionally held on the ground, staff should release their holds or re-position into a safer alternative or standing position as quickly as possible.
- For any form of restraint, including seated and standing, there is a risk of physical and psychological harm, and it should be avoided where possible.
- 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 they 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 academy rules only. The decision to use reasonable force should be taken on a case-by-case basis.

9 Age Related Considerations

- **Early Years (Ages 2–5):** Focus is on 'Positive Touch' and physical guidance for safety. Restrictive intervention is rare and usually involves 'holding' for safety.
- **Primary (Ages 4-11):** Focus is on 'Positive Touch' and physical guidance for safety, allowing for space and verbal de-escalation.
- **Secondary (Ages 11–18):** Focus is on allowing space and verbal de-escalation. Physical intervention with larger pupils carries higher risks and the first step should always be to seek on call and/or SLT support.

10 Staff and pupil support

- 10.1 Following any significant incident involving the use of reasonable force and / or other restrictive intervention, academy leaders should evaluate the incident to understand why it was needed, the impact on pupils and staff, any patterns or trends, and how to avoid similar situations in the future. In this way, academies can foster a culture of continuous improvement.
- 10.2 If necessary, the pupil and staff member should receive a medical assessment and treatment for any injuries as soon as possible. Any injuries must be recorded as part of the recording process described in the 'recording the use of force' section of this policy and should also be recorded as part of the academy's usual procedures for recording injuries.
- 10.3 Following a significant incident, academy leaders should hold a follow-up conversation to facilitate reflection, learning and to support pupil and staff well-being. This conversation should form part of the overall debriefing process and seek to understand what happened and why, based on separate reflections from staff and pupils, as well as repairing and rebuilding the relationship through dialogue. This

process should be facilitated by a staff member who was not involved in the incident and may also benefit from the presence of an additional person to ensure impartiality and support.

10.4 Academy leaders should continue to monitor pupil and staff well-being and provide additional support if needed.

10.5 Any pupil who witnessed an incident of reasonable force and / or restrictive intervention should also be provided with appropriate support where necessary.

10.6 Supporting colleagues when managing an incident. The actions of any subsequent member of staff arriving at a situation where reasonable force and / or other restrictive intervention is taking place, whether they were called to support or arrive by chance, is a critical opportunity. It is crucial that all staff know what to do in these situations as well as when they are the main staff member dealing with an incident. All staff should follow these principles:

- Make your presence known and ask what you can do that would be supportive
- Do not assume that additional intervention is required
- Be prepared to take over as the main person managing the situation. Sometimes simply a change of face is enough to diffuse and de-escalate an incident and for physical intervention to no longer be required.
- Act as a witness to the incident for both the pupil and staff member.
- Involved staff must have a 'check-in' with a DSL or Senior Leader to manage the potential emotional impact of the incident.

11 Mandatory Procedures (Post-Incident)

Under the **2026 Statutory Duties**, the following steps are non-negotiable and must happen.

11.1 Any significant incident involving the use of reasonable force (including restrictive intervention, seclusion) must be recorded by the staff member on the school's safeguarding system (CPOMS or My Concern) within 24 hours.

11.2 The requirement to record also applies equally in circumstances where the use of reasonable force is agreed with parents/carers as part of a plan, and also where it is not.

11.3 An example recording sheet is available in the appendix.

As a minimum, the record must include:

- Name of pupil
- Name of staff directly involved
- Any relevant needs or circumstances of the pupil, including any identified SEND and the relevant SEN status code
- Time, date, location that the intervention was used
- The duration of the intervention (start and end time).
- Brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, what type of reasonable force was applied, the degree of force, and details of physical injuries sustained, if applicable
- Brief account of why the use of force was assessed as necessary in that instance
- Detailed list of de-escalation techniques attempted prior to force.

- Any post-incident support such as details of any medical treatment for injuries or other adverse impacts.
- Any witness accounts, including both staff and pupils
- When and how parents / carers were notified
- Any longer-term follow-up.

There is no requirement in law to record instances of restrictive intervention where force has not been used, however, it is best practice for schools to apply the same recording policy to restrictive interventions of any type.

12 Reporting the use of force (statutory)

Each Academy has a **legal duty** to inform parents/carers **in writing on the same day** that a restrictive intervention has occurred. A phone call should precede this written notice to reassure parents and sustain the home-school relationship.

12.1 Any significant incidence of use of reasonable force must be reported to the parent / carer of the pupil as soon as practicable after the incident.

12.2 A report should not be made to parents / carers if it appears to the staff member that doing so would be likely to result in significant harm to the pupil. This includes all forms of abuse and neglect. Instead, and at the first opportunity, the staff member must liaise with the Designated Safeguarding Lead and follow the academy's safeguarding procedures.

12.3 The requirement to report to parents / carers applies equally in circumstances where use of reasonable force is agreed with parents / carers, e.g. as part of a Positive Handling Plan, and where it is not.

12.4 The report to parents should include the following details as a minimum:

- Time, date, location and approximate length of time the intervention was used.
- Brief account of what type of reasonable force was applied and the degree of force used
- Details of any physical injuries sustained, if applicable
- Brief account of why the use of force was assessed as necessary in that instance.

How the information is communicated to parents / carers is at the discretion of the academy and may vary from incident to incident. Methods may include phone call, email, or online messaging system. Wherever possible, parents / carers should be invited in for a follow-up discussion. This discussion could include writing or updating documents such as Behaviour Support Plans, Positive Handling Plans, or risk assessments.

There is no requirement in law to report instances of restrictive intervention where force has not been used, however, it is best practice for schools to apply the same recording policy to restrictive interventions of any type.

13 Recording and reporting the use of seclusion and non-force-related restraint

13.1 An incident of restraint, including seclusion, may occur with or without direct physical contact. In those instances, these must be recorded under the procedures outlined in this section.

13.2 A written record of any significant incidence of use of seclusion or restraint must be made by the staff member(s) involved as soon as practicable after the event.

13.3 The requirement to record and report applies equally in circumstances where use of seclusion or restraint is agreed with parents / carers, e.g. as part of a Positive Handling Plan, and where it is not.

13.4 All incidences of use of seclusion or restraint will be recorded in detail on the academy's safeguarding system (My Concern/CPOMS). For each significant incidence of use of seclusion or restraint, the following should be recorded as a minimum:

- Name of pupil
- Name of staff directly involved
- Any relevant needs or circumstances of the pupil, including any identified SEND and the relevant SEN status code.
- Time, date, location and approximate length of time the intervention was used.
- Brief account of why the use of seclusion or restraint was assessed as necessary in that instance
- Any post-incident support such as details of any medical treatment for injuries or other adverse impacts.

13.5 Parents / carers must be informed of the incident of seclusion or restraint being used as soon as practicable after the incident and the school should endeavour to do this no later than the same day. Schools must ensure there is a procedure for supplying a copy of the written record of the seclusion or restraint incidents to parents.

13.6 A report should not be made to parents / carers if it appears to the staff member that doing so would be likely to result in significant harm to the pupil. This includes all forms of abuse and neglect. Instead, and at the first opportunity, the staff member must liaise with the Designated Safeguarding Lead and follow the academy's safeguarding procedures.

13.7 Wherever possible, parents / carers should be invited in for a follow-up discussion. This discussion could include writing or updating documents such as Behaviour Support Plans, Positive Handling Plans, or risk assessments.

13.8 In circumstances where a restraint incident also constitutes a significant use of force, the school only needs to follow the recording and reporting procedures for significant use of force incidents outlined in sections 11 and 12. The same incident does not need to be recorded and reported twice.

14 Special Educational Needs and Disabilities (SEND) and Reasonable Adjustments

Some pupils with SEND may react to situations they find distressing or confusing by displaying behaviours which could be harmful to themselves or to others. Pupils with speech, language and communication difficulties may express their needs, discomfort or confusion through such behaviours. FCAT is aware that this can lead to pupils with SEND being disproportionately subject to the use of reasonable force and / or other restrictive interventions and prioritises seeking to understand the underlying triggers to be proactive in providing support and creating inclusive environments where all pupils can achieve and thrive. This includes, but is not limited to:

- Consideration of how the academy culture and environment may be experienced differently by some pupils.
- Maximising positive staff/pupil relationships.
- In tandem with the pupil, parents and carers, develop proactive strategies to support pupils with SEND whose behaviour is more likely to require physical intervention. This is so that the likelihood of needing to use reasonable force and/or other restrictive interventions is minimised.
- Ensure staff are aware of sensory sensitivities and/or past traumas that may make physical touch highly triggering for specific pupils.
- Developing bespoke Behaviour Support Plans, Positive Handling Plans, or risk assessments (any such plan should be reviewed periodically and following any incident, with parents / carers and, where appropriate, the pupils, so that changes can be made based on evidence of what has and has not worked for that pupil)
- Where a pupil has a disability, taking reasonable steps to avoid disadvantage and ensuring the pupil can fully participate in the education provided by the academy, including enjoying the benefits, facilities and services provided for other pupils, as per the Equality Act 2010.
- Monitoring data to ensure restrictive interventions are not being used disproportionately against pupils with SEND or those from protected characteristic groups.

15 Complaints and allegations

15.1 Any complaints regarding the use of reasonable force and / or other restrictive interventions should follow the Trust's usual complaints procedures. This can be found in the Complaints policy.

15.2 Any allegations against member/s of staff arising from an instance of restrictive intervention or similar technique (**see Section 4 - Definitions**) will be addressed in line with statutory procedures for allegations against members of staff, as set down in the FCAT Safeguarding and Child Protection Policy.

16 Appendix A – Restrictive Intervention Notification (letter to parent/carer)

To: Parent/Carer Name

Date:

Method of Delivery: Email / Hand-delivered / Sent via School App

RE: Notification of Restrictive Physical Intervention – Pupil Name

Dear Parent/Carer Name,

At XXX Academy, we prioritise the safety and emotional well-being of all pupils. As part of our commitment to transparency and in line with DfE 2026 Statutory Guidance, I am writing to inform you that a restrictive physical intervention was necessary for Pupil Name today.

Incident Details:

- **Time of Incident:** Insert Time
- **Location:** Insert Location, e.g., Classroom/Playground
- **Duration of Intervention:** Insert Minutes/Seconds

Context and Prevention: Before physical intervention was used, staff attempted several de-escalation strategies, including:

- e.g., *Verbal redirection and 'low and slow' prompts*
- e.g., *Offer of a quiet space/withdrawal*
- e.g., *Dynamic risk assessment of the environment*

Reason for Intervention: Physical intervention was used as a last resort to ensure safety due to:

- Risk of injury to the pupil themselves
- Risk of injury to other pupils or staff
- Risk of significant damage to property

Type of Intervention: Minimum force necessary to maintain safety. This involved:

- e.g., *A guided escort to a safe space / A standing hold to prevent a physical strike*

Post-Incident Care: Pupil Name was supported immediately following the incident by Staff Name. They have been given time to regulate and an opportunity to share their view of the event. If any injuries occurred, detail them here—otherwise: *No injuries were sustained by the pupil or staff.*

Next Steps: We will be reviewing Pupil Name's support to see how we can further help them manage episodes of dysregulation and a member of the Senior Leadership Team will make contact with you to discuss this further and answer any questions you may have.

Yours sincerely,

Staff Name

Job Title

17 Appendix B – Internal Compliance Checklist (for staff)

- Has the incident been logged on Bromcom/MIS?
- Does the log match the duration and type of force mentioned in this letter?
- Has a staff debrief been offered?
- Has the 'Pupil Voice' section of the report been completed?
- SLT Link to contact home and discuss the incident that day.

18 Appendix C – Restrictive Intervention Record

Date:

Pupil Name

Specific cohort, e.g. SEND, PP, LAC, CPP, CiN

Staff Name and detail of involvement e.g. carrying out a restrictive intervention and/or as a witness

Incident Details:

- **Time of Incident:** Insert Time
- **Location:** Insert Location, e.g., Classroom/Playground
- **Duration of Intervention:** Insert Minutes/Seconds

Context and Prevention: List de-escalation strategies used before physical intervention was used, staff attempted several de-escalation strategies, including:

- *e.g., Verbal redirection and 'low and slow' prompts*
- *e.g., Offer of a quiet space/withdrawal*
- *e.g., Dynamic risk assessment of the environment*

Reason for Intervention: Physical intervention was used as a last resort to ensure safety due to:

- Risk of injury to the pupil themselves
- Risk of injury to other pupils or staff
- Risk of significant damage to property

Type of Intervention: Minimum force necessary to maintain safety. This involved:

- *e.g., A guided escort to a safe space / A standing hold to prevent a physical strike*

Post-Incident Care: List support given to Pupil Name immediately following the incident and who by Staff Name.

- e.g. First Aid - medical need always takes priority
- If any injuries occurred, detail them here or state that '*no injuries were sustained by the pupil or member/s of staff*'.
- e.g., time to regulate
- e.g., an opportunity to share their view of the event.

Name of member of staff completing this record:

Date of completion:

19 Appendix D – Post-Incident Reflection and Debrief

1. Incident Overview

- **Reflector Name:**
- **Role in Incident:** (Lead staff / Assisting staff / Witness)
- **Date of Reflection:** (Should be as soon as practicable after the event)

2. Analysis of Triggers and Prevention

- **What were the immediate triggers?** (e.g., sensory overload, unfamiliar environment, or communication difficulty)
- **Were there 'early warning signs' before the escalation?**
- **Which de-escalation strategies were attempted?** (e.g., changing body language, distracting, or removing stimuli)
- **Why were these strategies unsuccessful in this instance?**

3. Reflection on the Intervention

- **Was the intervention the least restrictive option available?**
- **How did the pupil react to the intervention itself?** (Did it de-escalate or further escalate the situation?)
- **Was the pupil's dignity maintained throughout?** (Consider location and presence of peers)
- **For pupils with SEND:** Were reasonable adjustments made to the communication style during the incident?

4. Learning and Future Planning

- **Relationship Repair:** What steps are needed to rebuild trust between the staff and pupil?
- **Policy/Plan Review:** Does the current Behaviour Support Plan need to be amended based on this new evidence?
- **Training Needs:** Does this incident highlight a need for further staff training in specific de-escalation techniques or SEND-specific support?

5. Wellbeing Check

- **Staff:** Do you require further support, such as counselling or a follow-up conversation with leadership?
- **Pupil:** Does the pupil require ongoing monitoring or external resource support?

20 Appendix E – Restrictive Intervention Data Dashboard (termly review)

1. High-Level Frequency Metrics

This section identifies if the overall use of interventions is increasing or decreasing over time.

- **Total Number of Incidents:** Total for Term
- **Breakdown by Type:**
 - **Significant Use of Force:** Count
 - **Seclusion:** Count
 - **Non-Force Restraint (e.g., removal of aids):** Count
- **Average Duration of Intervention:** Minutes

2. Proportionality and Equality Analysis

Governing bodies must identify any disproportionate use of interventions in relation to pupils with protected characteristics or vulnerabilities.

Date	Pupil	Year Group	Gender	Ethnicity	Disadvantaged	SEND (E)	SEND (K)

Further analysis should consider the previous exposure of a pupil to ACE and/or specific trauma, consider if any sub cohorts are over represented and explore any trends in data.

3. Effectiveness and Pattern Recognition

Used to understand repeat patterns and the effectiveness of support measures.

- **Repeat Incidents:** Number of pupils involved in 3+ incidents this term.
- **Top 3 Triggers:** (e.g., transitions, unstructured time, specific subjects)
- **Location Hotspots:** (e.g., playground, corridors, specific classrooms)
- **Time Analysis:** Are incidents peaking at specific times of the day?

4. Safety and Compliance Audit

Ensuring the school is meeting its statutory recording and reporting obligations

- **Reporting Compliance:** % of incidents reported to parents within 24 hours (Goal: 100%).
- **Injury Rate:** % of incidents resulting in injury to staff or pupils.
- **Staff Training:** % of staff who have received up-to-date training in de-escalation and safe restrictive intervention (Team Teach).

21 Appendix F – Questions for the Governing Body to ask School Leaders

- **Effectiveness:** For pupils with repeat incidents, how has their Behaviour Support Plan been revised this term?
- **Prevention:** What specific whole-school de-escalation training has been implemented to reduce these numbers?
- **Disproportionality:** If SEND pupils are over-represented in the data, what reasonable adjustments are being made to their environment to reduce triggers?