



Use of Restrictive Interventions (including reasonable force and seclusion)

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Date	Version	Reason for change	Source
01.07.26	V2	Statutory change	J Newsome

To be read alongside all relevant Matrix Academy Trust policies and procedures

1. Aims and scope

1.1 At Matrix Academy Trust we strive to create a safe, secure and supportive environment for all our pupils and staff.

1.2 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 academies, they are only ever considered as a last resort, once all other prevention and de-escalation strategies have been exhausted.

1.3 This policy aims to:

Minimise the need to use restrictive interventions, through early support, prevention and de-escalation strategies

- Help academy 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 in the academy

2. Legislation and guidance

2.1 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](#)

3. Definitions

3.1 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: (this is not an exhaustive list): 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

- **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 (this is not an exhaustive list) :

- A staff member guiding a pupil to safety by the arm
- Staff breaking up a fight between pupils
- 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

- **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.

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.

3.2 Appropriate physical contact with pupils

Our academies do 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 academy 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 staff should refer to National governing bodies for those sports with regards to acceptable physical contact with pupils

In assessing whether physical contact is appropriate in any given situation, staff should use their professional judgement, and have regard to all relevant academy policies including the Matrix Employee Code of Conduct and Child Safeguarding policy.

- The specific circumstances, such as whether there are other adults present
- Factors including, but not limited to:
 - The pupil's age
 - Any known vulnerabilities, including whether the pupil has special educational needs and/or disabilities (SEND)
 - Whether any alternative strategies that don't involve physical contact can be used
- When demonstrating first aid techniques other adults should be used as a 'model' and always be mindful of unnecessary contact with a participant. If another adult is not available, then other pupils should be used to demonstrate on one another.

3.3 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 place that does not feel threatening or intimidating to them
- 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 Trust Board

The Trustees are responsible for:

- Reviewing and approving this policy
- Ensuring that a procedure is in place for recording and reporting each:
 - Significant incident involving force
 - Seclusion incident
 - Restraint incident
- Taking all reasonable steps to ensure that the procedures for recording and reporting the use of force, seclusion and restraint are followed
- Regularly reviewing and interrogating data on the use of restrictive interventions in our academies

- Supporting and challenging school leaders to identify where changes may be needed to practice. For example:
 - If approaches have been used for some time but have not been effective
 - If there is any disproportionate use of restrictive interventions, including in relation to pupils who share protected characteristics or have SEND or other types of vulnerabilities

4.2 The Headteacher

The Headteacher is responsible for:

- Overall implementation and oversight of this policy
- Making sure that appropriate and high-quality training on preventative strategies and the safe and lawful use of restrictive interventions is provided for staff who need it, based on our academy's individual context and needs
- Ensuring adequate staffing levels to support positive behaviour management
- Monitoring incidents involving restrictive interventions, including regular review of incidents to refine and improve processes
- Ensuring compliance with recording and reporting requirements
- Authorising staff to search a pupil or their belongings if they have good reason to think the pupil has a prohibited or banned item
- Following the procedures set out in our complaints policy to deal with any complaint about the use of restrictive interventions
- Following the statutory safeguarding guidance [Keeping Children Safe in Education](#) if an allegation regarding inappropriate use of force and/or other restrictive intervention is made against a member of staff

4.3 All staff

All members of staff are responsible for:

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

4.4 Designated safeguarding lead (DSL)

The DSL is responsible for:

- Reporting every seclusion incident, restraint incident and significant incident involving force to each parent/carer of the pupil involved

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

4.5 Special Educational Needs Co-ordinator (SENCO)

The SENCO is responsible for:

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

5. Acceptable uses of force

5.1 All our academy staff have a legal power to use reasonable force in certain situations.

5.2 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

5.3 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.

5.4 We will ensure that these 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.

5.5 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

6.1 It is illegal to use force on a pupil for the purpose of punishment. We never use force as a sanction, threat or deterrent.

6.2 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.

6.3 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

7. Using reasonable force to search pupils

7.1 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 rules.

7.2 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 banned under our school rules only, such as mobile phones (see Behaviour Policy)

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

8. Prevention and de-escalation strategies

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

8.2 Our whole-school approach includes consideration of how the school and classroom environment can support all pupils to achieve and thrive

- Sharing best practice for whole-class behaviour management, and for managing communal spaces such as corridors and playgrounds
- Training staff in effective communication strategies, such as using appropriate tone of voice and empathy to aid de-escalation
- Development of working staff-pupil relationships and trust
- Recording and analysing data on the use of restrictive interventions to inform improvement planning
- Working closely with parents/carers to support individual pupils
- Strategies to support individual pupils based on their identified needs, including:
 - The development of behaviour support plans
 - Strategies to help pupils calm down before their behaviour escalates
 - Making 'reasonable adjustments' where a pupil has a disability, to help them participate in school life as fully as possible

8.3 De-escalation when a situation arises

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

- Having open body language and being aware of a pupil's personal space
- Taking a pupil away from an 'audience' – speaking to them on their own rather than in front of a group of other pupils or staff

- Using empathy – asking the pupil to help you understand their feelings
- Distraction techniques
- Offering a calm space for the pupil to go to so they can self-regulate
- Verbal warnings – calmly reminding the pupil of the consequences of their behaviour

9. Deciding when the use of restrictive interventions is appropriate

9.1 Necessity and proportionality

9.1.1 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.

9.1.2 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.

9.1.3 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

9.2.1 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.

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

9.2.3 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.

9.2.4 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

9.2.5 As soon as possible after any use of restrictive intervention the academy 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.

9.2.6 Our academies will make sure each pupil and staff member involved get the right support, including a medical assessment and treatment if needed, and an opportunity to reflect on and talk through the incident.

9.2.7 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.

9.2.8 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.

9.2.9 Depending on the circumstances, support may also be offered to those who witnessed the incident.

10. Considerations for pupils with SEND

10.1 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.

10.2 Our academies are committed to understanding what might trigger challenging behaviour in pupils with SEND, and to providing the right support and an inclusive environment.

10.3 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 academies are 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.

10.4 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.

10.5 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

10.6 Where appropriate, we will create individual behaviour support plans for pupils with SEND.

The plan will be reviewed regularly, and following any significant incident, with the pupil and parents/carers to make sure it's still working well. The plan will: **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

11.1 Matrix Academy Trust 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.

11.2 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.

11.3 Where this is a 'foreseeable risk' above the levels identified within the behaviour plan they will have a specific pupil Risk Assessment agreed with parents and appropriately trained and authorised staff must be planned to be available at all foreseeable trigger points. The plan will prioritise prevention and de-escalation. However, on the basis of clear evidence, the risk assessment may specify early physical intervention to prevent risk from developing. Staff must follow each level of the Behaviour Plan and risk assessment (if in place). Staff should also update the Behaviour Plan after a physical intervention has occurred.

N.B All pupils within the school will have a behaviour plan but only those who present with elevated risks (outside of the remit of the behaviour plan will a risk assessment be created).

The risk checklist for staff:

1. Assess the risk. Actual or perceived.
2. Consider all option points
3. Act in accordance to Behaviour plan
4. Act within the best interest principle

11.4. [Level of risk \(see appendix C\)](#)

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 incident

12.1 Recording incidents

12.1.1 Our academies have a clear process in place for recording the incidents listed above. The form in Appendix A Restraint Proforma and the Headteacher will keep a log of all physical restraints (written or electronically).

12.1.2 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 known or potential triggers for the behaviour
 - 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

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

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

12.2.2 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.

12.2.3 If a restrictive intervention has resulted in an injury, then every endeavour will be made to try and contact parents/carers immediately following the incident.

12.2. 4 The exception to this will be 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 information about the incident in writing.

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.

Following up with parents/carers after an incident

It's best practice to invite parents/carers to have a follow-up discussion about the incident, where appropriate. Insert details of your process/approach, if applicable. For example, the discussion might include:

- Any behavioural triggers or warning signs of an impending incident
- Whether any agreed behaviour support plans were followed
- What de-escalation strategies were used and how effective they were
- What might be done differently in the future

12.3 Reporting incidents to the local authority

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

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

13. Complaints and allegations

13.1 Any complaints about the use of restrictive interventions will be handled through our Trust complaints policy, which you can find on the website

13.2 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](#).

13.3 Where an employee has acted within the law - that is, they have used reasonable force in order to prevent injury, damage to property or disorder - this will provide a defence to any criminal prosecution or other civil or public law action.

13.4 Suspension must not be an automatic response when an employee has been accused of using excessive force. Schools should refer to the DfE "Dealing with Allegations of Abuse against Teachers and Other Staff" guidance where an allegation of using excessive force is made against an employee. This guidance makes clear that a person must not be suspended automatically, or without careful thought.

- 13.5 If a decision is taken to suspend an employee, the school should ensure that the employee has access to a named contact who can provide support. The Chief Executive Officer must be consulted about any potential suspension of an employee.
- 13.6 The Chief Executive Officer/Headteacher should always consider whether the employee has acted within the law, when reaching a decision about whether or not to take disciplinary action against him/her.
- 13.7 Allegations that are being pursued should be discussed with the LADO.

14. Monitoring and review

This policy will be reviewed every two years.

At every review, this policy will be approved by the full trust board

15. Links with other policies

This policy links to the following Matrix Academy Trust policies and procedures:

- Behaviour policy
- Child safeguarding policy
- Complaints policy
- Health and safety policy
- SEND policy
- Employee Code of Conduct

16. Designated Safeguarding Leads for Trust Schools are:

Barr Beacon School	Mr Crumpton
Bloxwich Academy (Secondary)	Mrs M Lockley
Bloxwich Academy (Primary)	Mrs S Shepard
Dame Elizabeth Cadbury	Mrs A Palmer
Elmwood Special School	Ms B Bailey
Etone College	Mrs R Price
Pool Hayes Primary School.	Mr A Carter
Turves Green Boys' School	Mr S Rogers
Smestow Academy	Mr N Dyke
Wednesfield Academy	Mrs S Roberts

Appendix A Restraint Proforma



Use of Restrictive Intervention – INCIDENT REPORT FORM

1. Basic Information			
Name of Pupil:		Date of Birth:	Year:
House:	Form:	SEN:	
2. Events leading up to this incident			
2.1			
2.2 When did the incident occur?			
Time: Day/Date:			
2.3 How did the incident begin?			
3. Describe the incident			
3.1 What was happening at the time:			
3.2 Was anyone else involved?			
3.3 Did anyone else see what happened? (give details)			
3.4 What behaviour was the pupil presenting that warranted restraint?			
3.5 Was there damage to property or an assault on a pupil or staff during the incident?			
*	3.6 How did you try to de-escalate the situation before using restraint?		
3.7 (i) How as the pupil restrained? (describe) <i>eg: two people escort; one person wrap; supine control</i>			

- (ii) For how long?
- (iii) By how many staff members?
- (iv) Were they authorised?

4. Injuries sustained

Was anyone injured?

If yes please give details

.

4.1 Was this recorded in the accident book?

4.2 Was the pupil checked for injuries by a member of staff who was not involved in the incident? YES/NO (Unsure)

If yes, by whom:

5. Implications for future planning

5.1 What do you think this behaviour was about?

(eg attention; emotional release; task escape mechanism; other:)

5.2 What would you do differently next time to avoid the need for physical restraint?

5.3 Are other staff aware of the need for a planned response to the pupil?

6. Follow up Action

6.1 The incident was reported by:

(Designation: _____)

6.2 Parent/Carer was informed by:

Telephone, letter (with pupil), Letter (post), Personally

When were they informed:

Date:

Incident form completed by:

Post held:

Date:

Copies to:

Appendix B Considerations for Elmwood Special School

Due to the need for a highly personalized approach based on pupil need, employees at Elmwood School will utilize the following:

Emotional Warmth

The use of positive touch and emotional warmth has been developed through The Touch Policy devised by Dr Margot Sunderland, Director in Education and Training The Centre for Child Mental Health London and Lynne Gerlack (M Sunderland 2000).

We are highly aware of the current climate in which touch/physical comfort as a natural and important form of human connection, has been almost vetoed in some schools, because of fears of abuse. Many neuroscientific and psychological studies have shown that a lack of soothing touch in childhood, particularly during times of distress, can result in physical ill-health and problems with anxiety, aggression or depression in later life.

The appropriate therapeutic use of touch is defined by situations in which abstinence would actually be inhumane, unkind and potentially psychologically or neurobiologically damaging. Examples include the empirically backed beneficial use of touch in the comforting of a child who is in an acute state of distress. Not to reach out to the child in such circumstances, could also be re-traumatising.

It is important to note that asking consent to be in personal or intimate space is vital to empower the young people. We are fully aware that there are those circumstances whereby the risk is elevated in which the child cannot verbalise. In these cases staff have a duty of care to keep the pupil safe and would use Team Teach techniques to help make the situation safe for the child. Gentle safe holding which is entirely used to soothe, calm and emotionally regulate, is appropriate if a child is hurting either himself, herself or others, or is damaging property, or is so incensed and out of control, that all verbal attempts to engage the child have failed.

We fully appreciate that every individual needs to appreciate the difference between appropriate and inappropriate touch. When a child is in deep distress, the practitioner is aware when sufficient connection and 'psychological holding' can be established *without* physical comfort. Our practitioners are highly aware of both the damaging and unnecessary uses of touch in a therapeutic context. e.g. touch as an avoidance of the child's feelings, as an ill thought out or impulsive act of futile reassurance/ gratification, as a block to important therapeutic work and conflict resolution.

The practitioner is also aware of touch which is posing as therapeutic, but which is actually being used to satisfy the practitioner's need for contact rather than that of the pupil. Naturally practitioners are also fully cognisant of touch that is invasive, or which could be confusing, traumatising, or experienced as stimulating in any way whatsoever. Should any such touch be used, it would be deemed as the most serious breach of the Code of Ethics for working with Pupil, warranting the highest level of disciplinary action.

Examples of how each individual pupil would prefer to receive emotional warmth is recorded in their behaviour plan.

Withdrawal, seclusion and time out

Withdrawal/isolation involves assisting a young person to move away from a situation they are struggling to cope with to a safer or comfortable place where they have a better chance to calm and show safe behaviours.

Seclusion is enforcing a young person to spend time alone.

Time out is a consequence based behaviour modification technique. It uses the theory that if you remove something positive from someone when they display an unwanted behaviour, they will learn over time to change that behaviour.

Withdrawal/ Isolation suggests someone is in an area away from other people and is on their own, seclusion would mean they are isolated and also confined to that area. Any child, adult or young person who is placed in seclusion or isolation should be under constant observation by an appropriately qualified person and there should be a clearly defined system in place to ask for assistance informed by an up to date behaviour plan. Staff will refer to the behaviour plans in order to make informed decisions on next steps and option points that can be implemented to help the young person to control their emotions and behaviours.

At Elmwood School, pupils can be withdrawn from a classroom or given a physical prompt to a reflection room and/or pupil request for a limited period. The use of this strategy should only be used if a pupil is demonstrating a negative emotion which could lead to causing harm or potential harm to themselves or others. Staff should allow pupils to leave the reflection room/pupil request of their free will as long as they are showing safe behaviour.

Time out is used through a reflective process, (pre-approval from SLT is required to acknowledge that all other options have been explored) in which the pupil will spend time with a qualified member of staff to reflect upon their actions/behaviours and suggest new ways to change their behaviour. This is often a time whereby the pupil has the opportunity to discuss their feelings and contribute to creating an action plan to address needs and modify their behaviours in a positive way.

Reflection or sensory rooms

Within the Elmwood community there are many areas whereby a child can call a safe place or a place where the level of risk can be managed more effectively. Two of these areas are; reflection room and sensory room.

1: Reflection room. There reflection room can have a variety of uses.

- a) Reduce the level of risk posed within other parts of the school community. There are times when the level of risk posed is excessively high or in which a pupil's behaviour has been triggered. Thus the use of reflection room would be a positive strategy to minimise the risk posed to the environment and others and/or act as an area of low stimulus where a child can self-regulate. Staff may use a Team Teach technique to escort or guide a pupil to reflection in order to keep the child and other safe.
- b) A pupil request. Often pupils choose to go to a reflection room as a pupil request. Pupil speak of the reflection rooms as being a quiet space where they can go to relax away from others. In addition, pupils will use the chalk boards and /or the emoji rugs to write or draw how they feel which acts a release for them.
- c) A place to work in isolation or with 1 to 1 support. There are times when a pupil's

behaviour may be escalating and as such teacher may ask pupils to work and/or take themselves to reflection. Through this approach, teachers can use restorative justice to then start to re-engaged pupils back to class.

- d) A place where 1 to 1 mentoring occurs. Pupils would often request to take part in mentoring away from other pupils in the class which can be facilitated with use of the reflection room space.

2. Sensory rooms:

- a) Predominantly this room is used as a pupil request within nurture base. Some pupils prefer to play in the sensory room and then return when they feel ready to.
- b) Play at break and lunch times. Pupils will often play games in the sensory room with staff or other pupils.
- c) Calm spaces: in all the bases there are calm spaces which have been made as a transitional room between class and reflection. Pupils can access regulatory activities to support them

Note: staff should refer to guidance on Withdrawal, Seclusion and isolation when pupils are using the reflection or sensory room areas.

Appendix C Level of Risk

Aligned to: DfE Restrictive Interventions, including use of reasonable force, in schools (April 2026)

Every significant incident must be recorded by the staff members involved on the same day and reported to parents in writing, person or over the phone on the same day wherever possible.

Level	Type of physical intervention	Justification to use force	Risk of injury	Intent to harm
HIGH	• Ground restraints (Front Ground Support, Back Ground Support) • Disengagement of short and sharp objects • Disengagement of long and blunt objects • Use of seclusion	• Harm to self or others: there is an immediate and serious risk of injury to the pupil, another pupil, or a member of staff, and no lesser intervention is sufficient to reduce that risk • Criminal offence: the pupil is committing or about to commit an act constituting a criminal offence (e.g. assault causing injury) and physical intervention is the only means to prevent it	• Major injury has occurred or is an immediate risk • High risk of harm to pupil, staff or bystanders throughout the incident • Ground restraint significantly increases injury risk.	• Clear deliberate intent to cause injury to others or self • Targeted aggression (hitting, biting, kicking) directed at a named person • Persistent self-harming behaviour that is purposeful • Behaviour is likely impulsive; pupil may not be acting with full intent
MEDIUM	• Use of a shield in a cradling position with third person and/or leg support • Neck disengagement- use of bar and gate • Use of team teach level two techniques	• Significant damage to property: the pupil is causing or about to cause significant property damage and redirection or other strategies have failed;	• Minor injury has occurred or is a realistic possibility • Sustained physical intervention could increase physical and psychological risk over time • Prolonged physical intervention may cause bruising, discomfort or distress; post-incident medical assessment required where appropriate	• Some indication of intent to harm, but behaviour may be driven by emotional or behavioural dysregulation rather than deliberate targeting • Aggression present but not consistently directed at a specific person • Behaviour is likely impulsive; pupil may not be acting with full intent

Level	Type of physical intervention	Justification to use force	Risk of injury	Intent to harm
LOW	- Team Teach level one techniques only - Team Teach level one techniques which are standing or seated - Brief, minimal-contact intervention - Physical presence without holding <i>The interventions listed are not exhaustive. Due to the unpredictable nature of behaviour incidents, the Assistant Headteacher will make a professional judgement based on a quality assurance review of each incident to determine whether the type of intervention used was appropriate and proportionate.</i>	force must still be proportionate and not cause more harm than the damage itself Damage to property: the pupil is causing or about to cause minor property damage and brief physical redirection is the least restrictive means available Causing disorder: the pupil's behaviour is disrupting good order in the school and physical guidance is needed <i>Staff will use a dynamic risk assessment throughout every incident to continuously evaluate and reduce risk. As a result, the justifications listed below are not exclusive to this risk level — a single incident may move across Low, Medium and High risk categories as the situation develops, and the applicable justification should be recorded accordingly.</i>	- Likelihood of no injury anticipated or sustained - Minimal risk of physical harm; technique used is designed to minimise discomfort - Risk remains low provided the intervention is brief and least intrusive	- No clear intent to harm - Behaviour is likely non-compliant, disruptive or emotionally dysregulated