



# Restrictive Interventions Policy

Including the use of reasonable force,  
restraint and seclusion

|                                  |                                                                  |
|----------------------------------|------------------------------------------------------------------|
| <b>Version Number</b>            | 1.0                                                              |
| <b>Date policy last reviewed</b> | New Policy                                                       |
| <b>Policy Type</b>               | Non-statutory policy supporting compliance with statutory duties |
| <b>Owner</b>                     | Director of Safeguarding and People Services                     |
| <b>Approved By</b>               | Standards and Safeguarding Committee                             |
| <b>Approval Date</b>             | October 2026                                                     |
| <b>Next Review Date</b>          | October 2027                                                     |

## Review Date and Summary of Changes

| Date of review | Summary of changes |
|----------------|--------------------|
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### Approved By:

Chief Executive Officer

Chair of the Standards and Safeguarding  
Committee

### Date:

6<sup>th</sup> October 2026

6<sup>th</sup> October 2026

## **Contents:**

### Statement of intent

1. Policy Statement
2. Definitions
3. Prevention and de-escalation
4. When restrictive interventions may be used
5. Record Keeping
6. Post-incident support and review
7. Governance
8. Complaints

### **Appendices**

1. Appendix 1

## **Statement of intent**

Omega Multi-Academy Trust is committed to safeguarding pupils' welfare, dignity and human rights and to maintaining calm, safe and supportive schools. Restrictive interventions can have a significant physical and psychological impact and will be prevented and minimised through early support, positive relationships, reasonable adjustments, prevention and de-escalation wherever practicable.

This policy provides a Trust-wide framework for the lawful, necessary, proportionate and safe use of restrictive interventions, including reasonable force, restraint and seclusion; for supporting pupils and staff after an incident; and for meeting statutory recording, reporting, safeguarding, equality, health and safety and governance duties.

The policy applies across the Trust to all pupils and to all members of school staff and other persons whom the headteacher has lawfully authorised to have control or charge of pupils. It applies when pupils are on school premises and when staff are lawfully in charge of pupils off site, including on educational visits. It must be implemented alongside each school's safeguarding, behaviour, SEND, medical needs, health and safety, searching and complaints arrangements.

### **1. Policy Statement**

This policy sets out Omega Multi-Academy Trust's approach to restrictive interventions, including the use of reasonable force, restraint and seclusion. Omega Multi-Academy Trust recognises that restrictive interventions can have a significant physical and psychological impact on pupils and staff. They should therefore only ever be used, when necessary, proportionate and lawful, and where less restrictive measures have been attempted or assessed as inappropriate in the circumstances.

Omega Multi-Academy Trust is committed to:

- safeguarding the welfare, dignity and human rights of pupils
- preventing and minimising the need for restrictive interventions
- supporting staff to manage behaviour safely and confidently
- meeting statutory recording and reporting duties
- using data to continuously improve practice

This policy should be read alongside the

- Omega Multi-Academy Trust Behaviour Policy
- Omega Multi-Academy Trust Safeguarding and Child Protection Policy
- Omega Multi-Academy Trust SEND Policy

- Omega Multi-Academy Trust Health and Safety Policy and Complaints Policy.

This policy is informed by:

- Education and Inspections Act 2006, including sections 93 and 93A
- Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025 (SI 2025/1348), in force from 1 April 2026
- Education Act 1996 and Education and Skills Act 2008, where applicable
- Children Act 1989 and Children Act 2004
- Equality Act 2010, including the duty to make reasonable adjustments
- Human Rights Act 1998
- Health and Safety at Work etc. Act 1974
- DfE guidance: Restrictive interventions, including use of reasonable force, in schools (effective from 1 April 2026), including the statutory guidance issued under section 93A
- Keeping Children Safe in Education 2026
- Working Together to Safeguard Children, current statutory guidance
- DfE guidance: Behaviour in schools
- DfE guidance: Searching, screening and confiscation
- SEND Code of Practice: 0 to 25 years

## 2. Definitions

- **Restrictive intervention:** an act which restricts a pupil's movement, liberty or freedom to act independently. It includes reasonable force, restraint and seclusion; some restrictive interventions do not involve physical force.
- **Reasonable force:** force that is reasonable in the circumstances. No more force may be used than is needed, and its use must be necessary and proportionate to the legitimate aim pursued.
- **Restraint or immobilisation:** a non-disciplinary intervention in which one or more members of staff restrict a pupil's movement, including by holding or binding the pupil's body or part of it, securing the pupil to a fixed or heavy object, or depriving the pupil of an auxiliary aid normally used to help them move.
- **Seclusion:** a non-disciplinary intervention in which one pupil is detained alone in a place apart from any other person, except the member or members of staff, and is prevented from leaving, including by physical obstruction, securing the place, or causing the pupil to believe that they will be punished if they leave.
- **Significant incident involving the use of force:** an incident that is significant in its individual circumstances and must be recorded and reported in accordance with the statutory guidance issued under section 93A. Significance will be considered objectively, taking account of factors such as the nature and degree of force, duration, injury or distress, the pupil's needs and vulnerabilities, and the circumstances and consequences of the incident. Where there is doubt, the incident will be recorded and reported.
- **Parent:** includes a carer and any person with parental responsibility, and has the meaning required by the applicable legislation.

Where this policy uses the word '**must**', this indicates a legal requirement. Where it uses '**should**', this indicates expected practice unless there is good reason not to follow it.

## **Section 1: Using restrictive intervention**

### **3. Prevention and de-escalation**

Omega Multi-Academy Trust prioritises proactive strategies to minimise the need for restrictive interventions, including:

- positive behaviour support approaches
- consistent routines and expectations
- trauma-informed practice
- environmental adaptations
- early identification of triggers
- effective communication strategies
- strong relationships between staff and pupils

Individual support may include behaviour support plans, reasonable adjustments, sensory strategies and joint working with parents <sup>1</sup>and external professionals.

#### **3.1 Staff Training**

Omega Multi-Academy Trust recognises that staff training is a critical component of preventing the need for restrictive interventions and ensuring that, where they are used, they are applied safely, lawfully and proportionately.

In line with the April 2026 Department for Education guidance, staff who are likely to work in situations where restrictive interventions may be required will receive appropriate training in behaviour support, prevention and de-escalation strategies, and the safe and lawful use of reasonable force and other restrictive interventions.

Training will reflect the principles of this guidance and will support staff to assess necessity and proportionality, understand risks to physical and psychological wellbeing, recognise the impact of trauma and SEND, and make defensible professional judgements, including in situations where decisions must be taken quickly.

Training needs will be informed by the pupil cohort, individual plans and risk assessments, incident patterns and staff roles. Training must be suitable, current and delivered by competent providers; it must include prevention and de-escalation, the legal framework,

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<sup>1</sup> For the purposes of this policy, 'parent' includes carers and any person with parental responsibility, and in relevant circumstances a local authority acting in that role.

safeguarding, SEND and reasonable adjustments, medical risks and warning signs, prohibited practices, dynamic risk assessment, recording, reporting and post-incident support. Attendance at training does not authorise unsafe practice or replace professional judgement. The Trust will maintain training records, assess competence, provide refreshers and ensure staff can summon assistance and access advice and support.

#### **4. When restrictive interventions may be used**

Any restrictive intervention must be lawful, necessary and proportionate in the circumstances. Staff must use the least restrictive effective response that is reasonably available, use no more force than is needed, keep any intervention under continuous review and stop as soon as it is no longer necessary. Restrictive intervention must not be used as punishment or simply to secure compliance or for staff convenience.

Under section 93 of the Education and Inspections Act 2006, a member of staff may use such force as is reasonable in the circumstances to prevent a pupil from:

- committing an offence
- causing personal injury to, or damage to the property of, any person, including the pupil
- prejudicing the maintenance of good order and discipline at the school or among pupils receiving education at the school, whether during a teaching session or otherwise

The decision to use a restrictive intervention is a matter of professional judgement and must always be based on the specific circumstances at the time. Before using, or continuing to use, a restrictive intervention, staff must, wherever practicable, consider the following factors, which are drawn directly from the guidance:

##### **Necessity**

Staff should consider whether a restrictive intervention is required to reduce an immediate risk of harm and whether other less restrictive strategies, including de-escalation, redirection or support from other staff, are likely to be effective. Where a restrictive intervention is unlikely to successfully reduce risk or is likely to escalate the situation further or cause more harm than the behaviour itself, it should not be used.

##### **Proportionality**

Any restrictive intervention must be the least restrictive option available, using the minimum amount of force for the shortest amount of time necessary to reduce the risk. If an intervention is not reducing risk or is escalating the situation, staff must reconsider their approach and seek to reduce or cease the intervention as soon as it is safe to do so.

##### **Pupil welfare and dignity**

Staff must consider the impact of any restrictive intervention on the pupil's physical and psychological wellbeing. Where possible, staff should seek to maintain the pupil's dignity,

including consideration of the environment in which the intervention takes place, and should communicate calmly and clearly with the pupil about what is happening and why.

### **Vulnerabilities and SEND**

Staff must have regard to the individual needs and circumstances of the pupil, including any special educational needs, disabilities, medical conditions, communication needs, sensory sensitivities, past trauma or other vulnerabilities. These factors may affect how a pupil experiences an intervention and must inform decision-making before, during and after any restrictive intervention.

### **Equality implications**

Staff must consider relevant duties under the Equality Act 2010, including the need to avoid discrimination, make reasonable adjustments and ensure that responses do not disproportionately impact pupils who share protected characteristics.

Restrictive interventions must never be used as punishment, retaliation, humiliation, a disciplinary penalty, or merely for compliance or convenience. Although section 93 is not confined to emergencies involving immediate physical harm, any use of force must still be reasonable in the circumstances, directed to a lawful purpose, necessary and proportionate, and stopped as soon as it is no longer required.

Following any restrictive intervention, staff must ensure that appropriate post-incident actions are taken in line with this policy, including recording and reporting, medical checks where appropriate, reflection and review.

## **4.1 Statutory power to use reasonable force (Education and Inspections Act 2006)**

Under section 93 of the Education and Inspections Act 2006, members of school staff, and any other person whom the headteacher has authorised to have control or charge of pupils, have a power to use reasonable force for the statutory purposes set out above. The power does not create a duty to use force. Staff must exercise professional judgement and act within their competence, training and the circumstances they face.

The power applies while the member of staff or authorised person is lawfully in charge of the pupil. It may therefore apply on school premises and off site, including on educational visits. Whether force is reasonable depends on the facts known at the time; no more force may be used than is needed and the response must be necessary and proportionate to the lawful purpose.

In addition, section 93A of the Act places a statutory duty on governing bodies and proprietors to ensure that arrangements are in place for recording and reporting significant incidents involving the use of force. This policy reflects both the legal power under section 93 and the statutory recording and reporting duties under section 93A and must be implemented in a way that is consistent with wider safeguarding, equality, human rights and health and safety obligations.

## **4.2 Unacceptable use of restrictive intervention**

Restrictive interventions must never be used as punishment, retaliation, humiliation, a disciplinary penalty, or merely to secure compliance, for staff convenience, or because a less restrictive approach would take longer. Force may be used only for a purpose permitted by law and only where the particular use is reasonable, necessary and proportionate in the circumstances.

Staff must not use any techniques or approaches that may restrict or interfere with a pupil's airway, breathing or circulation. This includes, but is not limited to, applying pressure to the neck, throat, chest or abdomen, covering the mouth or nose, or positioning a pupil in a way that compromises respiration. Such practices present a serious and potentially fatal medical risk and are strictly prohibited.

The use of restrictive interventions carries inherent physical and psychological risk, particularly where they occur on the ground. Ground restraint should therefore be avoided wherever possible. Where a pupil is unintentionally brought to the ground, staff must take immediate steps to reduce risk by repositioning or releasing holds as soon as it is safe to do so and moving to a safer alternative or standing position.

Any restrictive intervention that presents, or begins to present, a medical risk must stop immediately. Where a pupil has been restrained, particularly where there has been any impact to breathing, circulation, consciousness or physical injury, staff must seek medical assessment and treatment as soon as practicable.

Staff must also be mindful that restrictive interventions can cause significant psychological distress. Interventions that humiliate, degrade, intimidate, threaten or deliberately cause emotional harm are unacceptable. All responses must seek to preserve the pupil's dignity and wellbeing, even in high-risk situations.

Any incident involving prohibited or unsafe practice, suspected excessive force, injury, a breach of this policy, or concern that an intervention may have compromised a pupil's safety must be reported immediately to the headteacher and designated safeguarding lead. The DSL must consider child protection action, referral to children's social care or the police, consultation or referral to the LADO where the concern relates to an adult, health and safety reporting including RIDDOR where applicable, and preservation of relevant evidence. Emergency medical assistance must be obtained without delay where required.

#### **4.3 Appropriate physical contact**

Appropriate physical contact (for example, first aid, comfort, guiding or PE instruction) is lawful and sometimes necessary. Staff must use professional judgement and consider safeguarding context, pupil age, vulnerability and alternative strategies.

#### **4.4 Reasonable force for searching pupils.**

Under statutory powers<sup>2</sup>, the headteacher and staff authorised by the headteacher may search a pupil or their possessions where they have reasonable grounds to suspect that the pupil is in possession of a prohibited item. Prohibited items are those set out in legislation

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<sup>2</sup> Section 550ZA of the Education Act 1996

and include, for example, knives or weapons, alcohol, illegal drugs, stolen items and any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Where a lawful search is taking place for a prohibited item, staff may use such force as is reasonable in the circumstances to conduct that search. Any use of force in this context must be necessary, proportionate and for the shortest possible time, and must be consistent with the principles set out in this policy.

Reasonable force must not be used to search for items that are banned only under the school's own rules. Where force is used during a search, this will be treated as a restrictive intervention and must be managed in line with this policy, including consideration of the pupil's welfare, dignity, vulnerabilities and any SEND or medical needs.

Any significant incident involving the use of force during a search must be recorded and reported in accordance with statutory duties.

All searches must be carried out in accordance with the school's Searching, Screening and Confiscation procedures, and staff involved in searching pupils will receive appropriate guidance and training.

## **5. Seclusion**

Seclusion is defined in statutory guidance as a non-disciplinary, short-term safety measure and may only be used where a pupil is experiencing high levels of emotional or behavioural dysregulation and there is a serious and immediate risk of harm to the pupil or to others. Seclusion must never be used as a punishment, a sanction, a planned behaviour management strategy, or as a response to deliberate non-compliance where there is no immediate risk.

Seclusion must only ever be used to reduce an immediate risk of harm and must not be used to coerce, threaten or control a pupil. It should not be implemented through the threat of punishment or the suggestion that negative consequences will follow if a pupil attempts to leave.

Where seclusion is used, the place in which the pupil is confined must be safe, suitable and non-threatening, taking account of the pupil's age, needs, vulnerabilities and sensory sensitivities. The environment must not present a risk to the pupil's physical or psychological wellbeing and should allow the pupil to calm and regain regulation.

A pupil who is secluded must be continuously supervised at all times by a member of staff. Supervision must be active and purposeful, enabling staff to monitor the pupil's physical and emotional wellbeing, communicate appropriately, and respond immediately if the pupil becomes distressed, unwell or at risk.

Seclusion must end as soon as the immediate risk of harm has reduced. It must not continue beyond the point at which it is necessary to manage risk, and pupils must be supported to rejoin others safely when they are able to do so.

Every use of seclusion is a serious restrictive-intervention incident and must be brought promptly to the attention of the headteacher or delegated senior leader and the designated safeguarding lead. The DSL must consider whether the circumstances raise a safeguarding concern or allegation and take action under safeguarding procedures where required.

All incidents of seclusion must be recorded and reported in line with statutory duties<sup>3</sup>.

Following any use of seclusion, appropriate post-incident actions must take place, including welfare checks, reflection, support and review of preventative strategies.

## **Section 2: Post Incident**

### **6. Record Keeping**

Omega Multi-Academy Trust recognises that incidents involving restrictive interventions are significant safeguarding events<sup>4</sup>.

The governing body/proprietor ensures that clear procedures are in place for the recording and reporting of all relevant incidents.

#### **6.1 Recording of significant incidents involving the use of force**

Every significant incident involving the use of reasonable force must be recorded in writing as soon as practicable after the event. Staff should complete the record on the same day wherever practicable. If it is not completed on the same day, the reason for delay must be recorded. The record must be factual, contemporaneous, securely retained, accessible for safeguarding and governance review, and handled in accordance with data protection and records-retention requirements.

Records must be completed by the staff member(s) involved and must provide a clear, factual account of the incident. As a minimum, records will include:

- the pupil's name and the names and roles of staff directly involved
- the date, start and end times, location and duration of the incident
- a factual account of what happened, including relevant context, antecedents, triggers and behaviours
- the lawful purpose for intervention and why it was considered necessary and proportionate
- the preventative and de-escalation strategies attempted, or why these were not practicable
- the type of intervention, position, technique and degree of force used, any changes during the incident, and when and why it ended
- the pupil's known SEND, disability, medical, communication, sensory, trauma or other vulnerability factors and the reasonable adjustments considered or made

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<sup>3</sup> (No. 2) (England) Regulations 2025 and section 93A of the Education and Inspections Act 2006.

<sup>4</sup> In accordance with section 93A of the Education and Inspections Act 2006 and the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025

- any injury, breathing or circulation concern, distress, first aid, medical assessment or other welfare action for the pupil or staff
- the pupil's account or views, where it is appropriate and possible to obtain them, and details of witnesses
- the date, time, method and content of the report to parents, or the statutory reason for not reporting to a particular parent and the alternative report made
- post-incident support, debrief, safeguarding action, review of plans and risk assessments, and senior leader review

The requirement to record applies even where the use of restrictive interventions has been discussed or anticipated within a behaviour support plan.

## **6.2 Reporting of significant incidents involving the use of force**

Each significant incident involving the use of force must be reported to the pupil's parents as soon as practicable after the incident. The Trust should endeavour to report on the same day and will provide a written record of the information reported. Any delay, inability to contact a parent, or decision not to report to a particular parent must be recorded and escalated to the headteacher and designated safeguarding lead.

Reports to parents will include, as a minimum:

- the date, time, location and approximate duration of the incident
- a brief account of why the intervention was assessed as necessary
- a brief description of what type of force was used and the degree of force applied
- details of any physical injuries or welfare concerns, where applicable

Omega Multi-Academy Trust will normally invite parents to discuss the incident, including any relevant triggers, the effectiveness of preventative strategies, and whether any behaviour support plans or risk assessments require review.

Exceptions to the duty to report apply only where:

- the pupil is aged 20 or over, or
- it appears that informing a particular parent would be likely to result in serious harm to the pupil. In such cases, the incident will be reported to any parent to whom it can safely be reported, or, where this is not possible, to the relevant local authority.

## **6.3 Recording and reporting of seclusion and non-force restraint**

All incidents involving seclusion or restraint without physical force must be recorded and reported<sup>5</sup>.

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<sup>5</sup> in accordance with the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025. Where required, incidents will also be reported in accordance with health and safety reporting requirements.

This includes incidents where restrictive interventions are used in line with an agreed behaviour support plan. Records must be completed as soon as practicable and no later than the same day wherever possible.

Where an incident of restraint also constitutes a significant use of force, Omega Multi-Academy Trust will follow the significant incident reporting procedure set out above.

The same information will not be reported twice. Where an incident involves seclusion or restraint without physical force and does not constitute a significant use of force, the reporting duties under the 2025 Regulations will apply.

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

Following any restrictive intervention, Omega Multi-Academy Trust will ensure that appropriate and timely actions are taken to safeguard the physical and emotional wellbeing of all those involved, to understand what happened and why, and to reduce the likelihood of future incidents.

### **7.1 Immediate welfare and medical checks**

As soon as practicable after the incident, staff will check the pupil and any staff involved for signs of injury, distress or illness. Where appropriate, first aid will be administered and medical assessment or treatment sought. Any injuries or health concerns will be recorded in line with Omega Multi-Academy Trust health and safety procedures and reported to the Health and Safety Executive where required.

### **7.2 Emotional wellbeing and safeguarding support**

Omega Multi-Academy Trust recognises that restrictive interventions can be distressing. Consideration will therefore be given to the emotional wellbeing needs of the pupil, any staff involved, and any pupils who may have witnessed the incident. Support may include access to pastoral staff, counselling services, trusted adults or other appropriate support mechanisms.

### **7.3 Reflective debrief and learning**

Omega Multi-Academy Trust will hold reflective debrief conversations following incidents involving restrictive interventions. These discussions are intended to support wellbeing, enable learning and improvement, and reduce future risk. Where appropriate, debriefs will include:

- a factual review of what happened and why
- reflection on early warning signs and triggers
- consideration of what preventative and de-escalation strategies were used and their effectiveness
- identification of any alternative approaches that may reduce the likelihood of recurrence

Where possible, debriefs should be facilitated by a member of staff who was not directly involved in the incident, and may include the pupil and their parent where appropriate.

#### **7.4 Review of support and risk management**

Following any restrictive intervention, Omega Multi-Academy Trust will review relevant behaviour support plans, risk assessments and reasonable adjustments. Changes will be made where necessary to better support the pupil, address underlying needs, and strengthen preventative measures.

#### **7.5 Repairing relationships and reintegration**

Omega Multi-Academy Trust is committed to repairing and rebuilding relationships following incidents involving restrictive interventions. Where appropriate, restorative approaches will be used to support the pupil's reintegration, rebuild trust between pupils and staff, and promote a sense of safety, dignity and belonging.

#### **7.6 Monitoring and escalation**

Leaders will monitor incidents and post-incident actions to identify patterns, emerging risks or training needs. Where restrictive interventions occur repeatedly or where concerns arise, this will trigger further review, multi-agency engagement where appropriate, and escalation through safeguarding or SEND processes.

### **Section 3: Leadership and Management of Restrictive Intervention**

#### **8. Governance**

The Trust Board, as proprietor, retains strategic accountability for compliance. Local governing bodies and school leaders will provide oversight in accordance with the Trust's scheme of delegation. Restrictive-intervention data will be reviewed at least termly and the policy at least annually, and sooner following legislative or guidance change, a serious incident, an identified pattern, a complaint or safeguarding learning.

In line with statutory duties and the April 2026 Department for Education guidance, the governing body will ensure that suitable arrangements are in place to support the effective implementation of this policy and the associated recording and reporting requirements.

In fulfilling this responsibility, the governing body will:

- ensure that this policy is implemented, published, understood and reviewed regularly
- assure itself that statutory recording and parent-reporting duties are met and that records are complete, timely and securely retained
- receive anonymised and appropriately aggregated information on frequency, type, duration, location, injury, seclusion, repeat incidents and post-incident actions
- scrutinise patterns by school, pupil group and relevant vulnerability, including SEND and disability, while protecting confidentiality and avoiding identification in governance reports
- test whether reasonable adjustments, individual plans, risk assessments and preventative strategies are effective

- ensure staff training, competence, supervision, welfare support and access to assistance are adequate
- ensure concerns, allegations, complaints, medical events and health and safety matters are escalated through the correct procedures
- record challenge, decisions and actions and confirm that learning leads to measurable improvement

Oversight of restrictive interventions will form part of the governing body's wider safeguarding and pupil wellbeing responsibilities.

## 9. Complaints

Any complaints raised in relation to the use of restrictive interventions will be managed in accordance with Omega Multi-Academy Trust complaints procedure.

Where a concern or allegation is raised that a member of staff has used a restrictive intervention inappropriately, unlawfully or in a way that may have harmed or posed a risk of harm to a pupil, the matter will be managed in line with *Keeping Children Safe in Education 2026*, the Trust's safeguarding and child protection policy, and its allegations and low-level concerns procedures. The school will not investigate in a way that compromises a safeguarding, police or LADO process.

Where appropriate, the school will work with external agencies to ensure concerns are managed in accordance with statutory guidance. This includes consideration of whether the concern meets the threshold for referral to the Local Authority Designated Officer (LADO) and whether any immediate safeguarding or risk management actions are required.

Omega Multi-Academy Trust will ensure that allegations are considered objectively, based on the available evidence, and that appropriate support is provided to all parties involved.

Learning arising from complaints and allegations will be used to inform training, policy review and preventative practice.

## Appendix 1: Example reporting template

### Restrictive Intervention Incident Report Form

*Use of reasonable force, restraint and/or seclusion*

#### SECTION 1: BASIC DETAILS

|                        |  |
|------------------------|--|
| School:                |  |
| Date of incident:      |  |
| Time incident started: |  |
| Time incident ended:   |  |
| Approximate duration:  |  |
| Location of incident:  |  |

#### SECTION 2: PUPIL DETAILS

|                                                                    |  |
|--------------------------------------------------------------------|--|
| Pupil name:                                                        |  |
| Date of birth:                                                     |  |
| Year group:                                                        |  |
| Identified SEND:                                                   |  |
| SEND status (SEN Support / EHCP):                                  |  |
| Primary need (if known):                                           |  |
| Relevant medical, sensory, communication or vulnerability factors: |  |

#### SECTION 3: STAFF INVOLVED

|                                                     |  |
|-----------------------------------------------------|--|
| Name and role of staff member(s) directly involved: |  |
| Names of any witnesses:                             |  |

#### SECTION 4: DESCRIPTION OF INCIDENT

|                                                                                      |  |
|--------------------------------------------------------------------------------------|--|
| Brief factual account of what happened, including context and behaviours of concern: |  |
| Known or suspected triggers or early warning signs:                                  |  |
| Strategies used before restrictive intervention:                                     |  |
| Why these strategies were assessed as insufficient:                                  |  |

#### SECTION 5: RESTRICTIVE INTERVENTION USED

|                                                                         |  |
|-------------------------------------------------------------------------|--|
| Reasonable force / Physical restraint / Seclusion / Non-force restraint |  |
| Description of what was done, including degree of force:                |  |
| Why this intervention was assessed as necessary:                        |  |
| Type of intervention used:                                              |  |
| Was this the least restrictive option available?                        |  |

#### SECTION 7: WELFARE AND MEDICAL INFORMATION

|                                             |     |    |
|---------------------------------------------|-----|----|
| Were there any injuries or physical effects | YES | NO |
| <i>Details</i>                              |     |    |
| Was first aid or medical support provided   | YES | NO |
| <i>Details</i>                              |     |    |
| Any emotional distress observed:            | YES | NO |
| <i>Details</i>                              |     |    |

#### SECTION 8: SECLUSION (complete if applicable)

|                                                               |     |    |
|---------------------------------------------------------------|-----|----|
| Was seclusion used?                                           | YES | NO |
| Was the pupil continuously supervised?                        | YES | NO |
| Location of seclusion:                                        |     |    |
| Start time, end time and duration:                            |     |    |
| How was the pupil monitored and supported to leave seclusion? |     |    |

#### SECTION 9: POST-INCIDENT ACTIONS

|                            |  |
|----------------------------|--|
| Immediate actions taken:   |  |
| Follow-up support planned: |  |

## SECTION 10: PARENT/CARER REPORTING

|                                                   |     |    |
|---------------------------------------------------|-----|----|
| Has the incident been reported to parents/carers? | YES | NO |
| Method:                                           |     |    |
| Date and time reported:                           |     |    |
| Name of person who reported:                      |     |    |
| If not reported, state statutory reason:          |     |    |

## SECTION 11: REVIEW AND LEARNING

|                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------|
| Does this incident indicate the need to review behaviour support, risk assessment, reasonable adjustments, training or environment? |
|                                                                                                                                     |

## SECTION 12: SIGNATURES

|                              |  |
|------------------------------|--|
| Completed by (name and role) |  |
| Signature                    |  |
| Date                         |  |

|                             |  |
|-----------------------------|--|
| Reviewed by (senior leader) |  |
| Signature                   |  |
| Date                        |  |