

Our Lady Queen of Peace

Catholic High School



Restrictive Interventions & Use of Reasonable Force Policy

Date of Policy	Apr 2026
Date of Review	Apr 2027

Contents

Contents	Page
1. Statement of intent	3
2. Legal framework	3
3. Key Terminology	4
4. Roles and responsibilities	4
5. Definitions	5
6. Who can use reasonable force?	6
7. Use of reasonable force to search students	6
8. Other physical contact with students	7
9. Seclusion	7
10. Positive handling	7
11. Reasonable force	8
12. Determining when the use of restrictive interventions is appropriate	10
13. Students with SEND	10
14. Pastoral Support Plans	12
15. Post-incident support	12
16. Reporting incidents	12
17. Complaints	13
18. Monitoring and reporting	14
19. Appendix 1 – Report Form	15

Mission Statement

In Christ We Grow

Striving for excellence through caring, sharing and achieving.

'I am the vine; you are the branches. Those who abide in me and I in them bear much fruit' [John 15: 5]

1. Statement of intent

- Our Lady Queen of Peace believes that it is important to establish a safe, secure and stable environment to enable students to grow, develop and learn. To achieve this, the school recognises that, in certain circumstances, physical intervention, including safe touch and the use of reasonable force, is necessary.
- The school understands that behaviour is often a means of communication which may signal that a student is in need of support but does not know how to express this; therefore, the school takes a proactive approach to anticipating, managing and minimising potential triggers of distressed behaviour that may cause harm.
- This policy acknowledges that situations may arise in which staff members will be required to use physical intervention, and in some cases reasonable force, in order to handle students' emotions or aggressive behaviour when other measures have failed to do so.
- The aim of this policy is to ensure that physical intervention is used in a correct and safe manner, which is in accordance with the relevant legislation and national guidance.

2. Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- The Education and Inspections Act 2006
- The Schools (Recording & Reporting of Seclusion and Restraint(No.2) (England) Regulations 2025
- The Human Rights Act 1998
- The Education Act 2011
- The Children Act 1989
- The Equality Act 2010

This policy has due regard to the following guidance:

- DfE (2013) 'Use of reasonable force in schools'
- DfE (2026) 'Working Together to Safeguard Children'
- [Updated] DfE (2025) 'Keeping children safe in education 2025'
- HM Government (2019) 'Reducing the Need for Restraint and Restrictive Intervention'
- Restrictive Interventions including use of reasonable force, in schools (April 2026)

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Allegations of Abuse Against Staff Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Disciplinary Policy and Procedures
- Complaints Procedures Policy
- Staff Code of Conduct
- Low-level Safeguarding Concerns Policy
- Child Protection and Safeguarding Policy

3. Key Terminology

Restrictive intervention: a means to prevent, restrict, or subdue movement of the body, or part of the body, of a student. This guidance uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain students in different ways.

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.

Significant incident: any incident where the use of force goes beyond appropriate physical contact between students and staff. This includes when physical force is used to implement a non-physical restrictive intervention.

Seclusion: a non-disciplinary intervention involving keeping a student confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.

Restraint: a term used in legislation referring to a non-disciplinary intervention which immobilises a student or limits their movement. This may or may not include direct physical contact. For example, holding a student's arms to their sides or removing a student's crutches would both be considered forms of restraint.

4. Roles and responsibilities

The governing board is responsible for:

- Monitoring the overall implementation of this policy.
- Evaluating, on a termly basis, instances of physical intervention to analyse how and when reasonable force is used and identify any trends.
- Reviewing this policy on an annual basis.
- Responding to any complaints, in liaison with the headteacher, from students or parents /carers regarding the use of reasonable force.

The headteacher is responsible for:

- Deciding whether members of staff require additional training to enable them to carry out their responsibilities, considering the needs of students.
- Ensuring all members of staff understand the correct conduct in terms of positive handling.
- Handling any allegations of abuse in line with the Allegations of Abuse Against Staff Policy.
- Maintaining the records of the use of reasonable force and evaluating on a termly basis how reasonable force and physical intervention is used.

- Ensuring that any member of staff who uses reasonable force completes the Physical Intervention Report Form.
- Ensuring that the Behaviour Policy sets out the circumstances in which force might be used.
- Ensuring that any planned interventions are recorded on CPOMS
- Responding to any complaints, in liaison with the governing board, from students or parents/carers regarding the use of reasonable force.

The SENDCO is responsible for:

- Providing training to members of staff on how to handle the needs of students with SEND.
- Ensuring staff understand how students with SEND may react differently to reasonable force.
- Ensuring that staff understand the additional vulnerability of students with SEND or medical conditions.
- Developing individual risk assessments for students with SEND or medical conditions that are agreed with the student's parents and ensuring teaching staff are aware of these.
- Ensuring that staff understand how reasonable force principles may need to be adapted for students with medical conditions.
- Evaluating on a termly basis how reasonable force and physical intervention is used with regard to students with SEND, in collaboration with the headteacher.

The DSL is responsible for:

- Providing staff with annual reasonable force training where the headteacher deems it necessary.
- Ensuring all members of staff use reasonable force in accordance with this policy.
- Reviewing this policy in liaison with the headteacher and governing board annually.

5. Definitions

For the purposes of this policy, 'physical intervention' is used to refer to any situation in which physical contact with a student is necessary – this includes reasonable force, e.g. to defuse a situation in which a student is at risk of harming themselves or others, and safe touch, e.g. comforting a student in emotional distress.

For the purposes of this policy, 'positive handling' is defined as the overall, graduated approach of responding to students' behaviour and emotions with the intention of protecting students and staff, and limiting damage to others and property. Positive handling adapts the least intrusive intervention techniques in response to situations, before using gentle physical intervention and reasonable force as a last resort.

For the purposes of this policy, 'reasonable force' is considered to refer to a broad range of actions that may be used to control or restrain a student to prevent that student from hurting themselves or others, from damaging property, or from causing disorder. Reasonable force covers force that is necessary and proportionate to the circumstances.

There are two key types of reasonable force:

- 'Control' – actions used in an attempt to direct a student's movements; this includes passive physical contact, e.g. standing between students or blocking a student's path, or active physical contact, e.g. leading a student out of a classroom by their arm.

- 'Restraint' – actions used in an attempt to physically bring a student under control. This type of force is typically used in more extreme circumstances, e.g. where two students are fighting and refuse to separate, causing staff to intervene to hold them back from one another physically.

For the purposes of this policy, 'safe touch' is defined as physical contact which, if avoided, would be inhumane, unkind or cause distress to a student, e.g. where a student is significantly distressed and in need of physical comfort.

6. Who can use reasonable force?

All members of staff have a legal power to use reasonable force in certain circumstances:

To prevent or stop a student from:

1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property
4. causing disorder among students at the school, whether during a teaching session or otherwise

The school will work to ensure that key staff such as SLT and pastoral leaders are adequately trained in the safe and lawful use of the use of reasonable force / restrictive interventions.

7. Use of reasonable force to search students

The Headteacher and staff authorised by the Headteacher have a statutory power to search a student or their possessions where they have reasonable grounds to suspect that the student may have a prohibited item.

A member of staff can use such force as is reasonable to search for legally prohibited items, but not to search for items banned under the school rules only.

The list of prohibited items is:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence
 - to cause personal injury to, or damage to property of; any person (including the student).
- an article specified in regulations
 - tobacco and cigarette papers
 - fireworks
 - pornographic images.

8. Other physical contact with students

There are occasions where physical contact is appropriate in school. Such examples are:

- to give first aid
- to comfort a distressed student

- to congratulate or praise a student, for example a handshake
- to demonstrate how to use a musical instrument
- to demonstrate exercises or techniques during PE lessons or sports coaching

In assessing whether physical contact is appropriate in a given situation, the member of staff should use their judgement and have regard to:

- the school's child protection policy
- ensuring where possible that there are other adults present
- the individual pupil's age
- any other material factors, including but not limited to whether:
 - the pupil has SEND or other vulnerabilities
 - any alternative strategies that do not include physical contact can be used

9. Seclusion

Seclusion - a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving - should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation.

- In such circumstances, the pupil is not acting with intent.
- Seclusion should not be implemented by staff through threat of punishment.
- The place to which the pupil is confined should be safe and not feel threatening or intimidating to the pupil.
- The pupil should be supervised at all times during the period of seclusion.
- As soon as the immediate risk of harm has reduced, the pupil should be allowed to leave.
- An incident involving the use of seclusion must be recorded and reported in accordance with the procedures outlined in the section on 'Recording and reporting duties'.

Please note this type of Seclusion is not a disciplinary response to deliberate or wilful misbehaviour. For wilful misbehaviour students are placed in internal seclusion in the reflection room. The exact circumstances will be recorded on CPOMS.

10. Positive handling

The principle of positive handling means that the school expects staff to assess whether the incident requiring a response can be resolved without physical intervention.

Where possible, the school implements an approach of prevention and de-escalation, where staff will be trained in recognising warning signs of severe pain or distress and/or aggressive behaviour, communicating empathetically with students displaying such signs to aid them in regulating their emotions, and altering their environment to minimise distressing stimuli.

Teaching staff and teaching assistants will be aware of the behavioural patterns, medical conditions and levels of need of students in their class and will ensure that incidents of disruptive or aggressive behaviour in the classroom are handled in line with individual students' needs.

Staff will not generally resort to physical contact or reasonable force immediately without first questioning whether there is a need to use physical intervention. Staff will question whether:

- Verbal de-escalation can be attempted.
- Take up time can be given
- A change of face, bringing in a different colleague, but taking care to ensure that the area the student is in does not become crowded
- There are actions that can be taken to remove triggers from students, e.g. dimming the lights and encouraging quiet where a student is having a meltdown in response to sensory overstimulation.
- The student can be removed from the situation without physical intervention, e.g. if they will follow a member of teaching staff out of the classroom.
- The student has a condition or support needs that mean physical intervention would be inherently more dangerous, e.g. asthma which may be made worse by restrictive holds or sensory issues where physical touch would contribute to sensory overload and may provoke aggressive behaviour.
- They have the ability, training and adequate support to physically intervene safely without causing unnecessary harm to the student or themselves.

Where there is no immediate risk of harm to themselves or others, destruction of property or serious disruption, reasonable force will not be used on the student. Any reasonable force used in situations that are non-urgent will only be used once all alternative options have been exhausted and where the staff member in charge deems that the situation is escalating.

The school understands that, in some cases, action may be required very quickly, e.g. in the event that a student attempts to run out into a busy road, or where students begin a violent fight with one another and staff are forced to pull the students apart. Staff will not be penalised for resorting to the use of physical intervention or reasonable force in such situations where it is justified and perceived necessary to prevent harm to others or property in the circumstances.

Positive handling will be applied with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the student to regain self-control. Reasonable force is not used as a method of behaviour management or discipline – only as a last resort in situations that require de-escalation to prevent harm.

11. Reasonable force

Staff members will use actions that are appropriate and in proportion to the circumstances. Physical restraint will never be used routinely. Where reasonable force is required, the degree and type of force that is used will depend on the student's circumstances, e.g. their age or SEND. The following list is not exhaustive, but provides examples of situations where the school may decide to use reasonable force where other methods of defusing a situation have been exhausted or are not appropriate:

- Members of staff need to control students risking the safety of themselves or others outside of school premises where the same range of support options are not available, e.g. on school trips.
- Members of staff must prevent a student from leaving an area, e.g. the classroom or school grounds, where doing so would risk their safety or the safety of others.
- A student is attacking a member of staff or another student.
- A student is at serious risk of harming themselves and a member of staff must intervene to prevent this.
- Disruptive children must be removed from the classroom and are refusing instructions to leave.
- The headteacher or authorised staff are conducting a search for items prohibited under the Education Act 1996, e.g. knives and weapons, alcohol, and illegal drugs.

All members of staff will be permitted to use reasonable force where they believe it to be appropriate in line with their training, as long as all necessary precautions are taken. The decision to physically intervene during a situation is down to the professional judgement of the member of staff and always depends on the circumstances and the student's individual needs.

The power to use reasonable force also applies to any individual whom the headteacher has identified as temporarily in charge, such as volunteers.

In many cases where physical intervention or reasonable force is required, minimal and non-restrictive force will be appropriate, e.g. holding a student's arm to escort them from a classroom.

Reasonable force techniques that involve restraint will only be used where the staff member in charge feels it is necessary to prevent serious harm. In general, restraint will only be used briefly and prolonged restraint will not be used, i.e. restraint beyond that which is necessary to remove the immediate threat a student is posing to themselves or others.

Where staff determine physical intervention is necessary, they will calmly communicate the reasons for their actions to the student and explain why it is necessary in a non-threatening manner. In most cases, staff will communicate this to students before making physical contact to minimise distress and/or further aggressive behaviour from the student; however, the school recognises that this is not possible in some emergency situations.

Staff will never give the impression that they are acting out of anger or are punishing the student. Staff members will always avoid acting in a way that could cause injury; however, the school understands that accidental injury may occur in emergency situations where there is not sufficient time for a considered response, e.g. bruising on a child's wrist where a staff member has grabbed them to prevent them running onto a busy road.

Where a member of staff believes that they are at risk, e.g. where an injury is likely to occur, they will not intervene in an incident without the help and assistance of another staff member.

Staff will also be aware that, in some instances, it will cause more distress to a student and may increase the risk of harm to their peers, if they are prevented from leaving an area, e.g. their classroom, using physical intervention. Where it is not dangerous to allow them to leave, the staff member in charge of the situation should use their judgement in allowing a student to remove themselves from the area, as environmental factors in the area specifically may be provoking their behaviour.

Following the incidents where reasonable force is used, the student involved may be subject to separate disciplinary procedures, in which strategies should be formed to help avoid reoccurrence of such incidents.

12. Determining when the use of restrictive interventions is appropriate

Determining when use of restrictive interventions is appropriate There will be times when school staff may need to use restrictive interventions, and they should know this option may be available to them. The decision on whether it is reasonable to use a restrictive intervention depends on the individual circumstances of each situation. To make this assessment, the member of staff should consider the following:

Is it necessary?

- Staff should consider whether there are other more effective, less restrictive ways to manage a situation.
- Staff should assess whether a restrictive intervention is likely to successfully reduce the relevant risks, or whether its use would escalate the situation further or cause more harm than the behaviour itself.
- Where possible, staff should communicate with other staff members to understand any broader risks in the environment.

Is it proportionate?

- Staff should use the least amount of force or least restrictive intervention necessary for the least amount of time required to reduce the relevant risks.
- If the intervention itself is escalating the situation, staff should reconsider their approach and attempt an alternative strategy.
- Staff should consider the personal circumstances of the student such as medical conditions, special educational needs or other vulnerabilities, their characteristics such as age and size, and must consider relevant equality implications under the Equality Act 2010.

Have you considered the student's welfare?

- Staff should consider the impact on the student's overall welfare, balanced against any actions taken. For example, students who have experienced an adverse life event, with diagnosed or undiagnosed medical conditions or sensory impairments, past trauma or neglect, communication difficulties, or other needs, may find the use of restrictive interventions particularly distressing.
- Staff should seek to maintain respect for a student's dignity. This may include, where possible, considering the location and environment where any intervention is used, such as in front of their peers.
- Where possible, staff should clearly and calmly communicate to the student what is happening, why, and explain what the student needs to do.
- For students with difficulties with speech, language and communication, or with English as an additional language, verbal and/or non-verbal strategies should be used to ensure the student understands what is happening and has adequate time to process information and respond.
- Staff should seek to understand how the student is feeling and use this information to determine whether the restrictive intervention should be, or continue to be, applied, reduced or stopped.

13. Students with SEND

The school will have due consideration to the risks posed by the additional vulnerability of students with SEND in terms of physical intervention and reasonable force.

The SENDCO will ensure that the stipulations of the Equality Act 2010 are adhered to in relation to reasonable adjustments, non-discrimination and the Public Sector Equality Duty, and will ensure that staff that come into regular contact with students with SEND are aware of the ways in which their needs can be met without reasonable force.

The school is aware that students with SEND may sometimes experience meltdowns, which can sometimes manifest in behaviour which may be aggressive or seem uncontrollable. Where it is known that a student is prone to meltdowns, the SENDCO and headteacher will determine planned strategies for managing the student's meltdowns that are tailored to the student's specific needs, to avoid the use of reasonable force. These planned strategies will be agreed in collaboration with the student and their parents, where appropriate.

Some students with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Triggers may include pain, sensory overload, unfamiliar situations or environments or feelings of fear and anxiety. In particular, pupils who are non-verbal or find verbal communication challenging may express their needs, discomfort or confusion through actions.

The school will try to 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. They will also work with the pupil, parents and other professionals to develop prevention and de-escalation strategies. Depending on the circumstances, examples of strategies may include:

- removing stimuli that may be causing distress
- changing body language, facial expression, and/or tone of voice
- supporting the pupil to express their emotions before getting overwhelmed
- engaging the pupil in an activity which can help them manage their feelings of anxiety
- distracting the pupil in something that interests them or by introducing familiar objects and activities to redirect their attention

Some students with SEND may require physical intervention when they feel overwhelmed or stressed, e.g. a tight hug; however, this will be discussed as part of relevant risk assessments. Staff members will not assume that a technique employed for one student with SEND will be applicable to other students with SEND.

Staff will also be aware that students with SEND may engage in frequent, repetitive self-stimulatory behaviour, known as 'stimming', and that some students may engage in self-injurious stimming, e.g. repeatedly hitting or scratching themselves. While this can be alarming, staff will be aware that stimming is often carried out as a means of emotional regulation or self-soothing in response to stressful or overwhelming stimuli. Staff members will aim to remove distressing stimuli from the environment, where possible, or will support students to engage in less harmful stimming methods, e.g. by providing them with something to play with or demonstrating a less harmful stim, such as hand flapping.

Staff will be aware that restraining a student in a way that prevents them from stimming entirely can cause extreme distress and lead to further aggressive behaviour. Self-injurious stimming and tactics to support a student to engage in safer stims will be included as part of the student's risk assessment.

The school will adhere to its Special Educational Needs and Disabilities (SEND) Policy at all times.

14. Pastoral Support Plans

- Pastoral support plans should detail circumstances where it may be appropriate for staff to have increased physical contact with a pupil. This should be discussed in conjunction with the relevant people, such as teachers, parents, the pupil, pastoral staff or health professionals, and parameters around its use stated clearly in the plan.
- Where there is an identified risk, such as increased likelihood in the need to use reasonable force and/or other restrictive interventions, the school will have a risk assessment in place and where possible, mitigate risks such as through training and prevention strategies.
- Whether the use of restrictive interventions is appropriate will depend on the circumstances, irrespective of whether it has been considered as part of a behaviour support plan.

- The Pastoral Support Plan should be reviewed with the pupil and their parent periodically and following any significant incident, so that changes can be made based on evidence of what has worked and what has not worked in practice for the individual pupil.
- Where a pupil has a disability, the school will take reasonable steps to avoid disadvantage so that the pupil can fully participate in the education provided by the school, and that they can enjoy the other benefits, facilities and services that the school provides for pupils.

15. Post-incident support

Following an incident of reasonable force, all students and staff members involved will be given any necessary first aid to treat injuries as soon as possible, and emotional support.

Wherever reasonable force is used, staff members and students involved in incidents will be given separate opportunities to reflect on what happened.

It will be explained to the student involved the reason that such intervention was used and reassured that the use of the intervention was not a punishment for their behaviour, but rather a method of defusing the situation and preventing them from harming themselves or others. The student will be asked about the reasons for their behaviour, including:

- Why their environment was causing such distress for them, e.g. in an instance of sensory overstimulation leading to a meltdown.
- Whether they feel there was anything that could have been done to meet their needs before the situation escalated.
- Whether, and how, staff actions were helpful or unhelpful.

Staff will formally record their actions and how they handled the situation, and will be reassured, where appropriate, that they have done nothing wrong and acted in what they perceived to be the best interests of students.

16. Reporting incidents

A detailed written report will be kept of all incidents where reasonable force is used, distinguishing between planned interventions, i.e. those in line with approved strategies for the behaviour of specific students, and unplanned or emergency interventions.

Immediately following an incident, the member(s) of staff involved will verbally report the incident to the headteacher / DSL and provide a comprehensive written record of the situation on the form (Appendix 1) and upload as soon as possible to CPOMS. The written report of the incident must be thorough, including as much detail as possible as to what had happened before, during and after the incident, the reasons why specific interventions were employed, and any injuries incurred due to the incident.

Records will be retained and analysed by the Behaviour Lead, and SENDCo where physical intervention was used on a student with SEND, on a termly basis to ensure that such interventions are being used appropriately, and to identify patterns of behaviour and responses to that behaviour that may require changes to school practice, e.g. increased staff training or further behavioural or emotional support. Records should also be sent to the governing board annually for evaluation.

Staff members who do not record an instance of reasonable force where it has occurred may be disciplined in line with the Disciplinary Policy and Procedures.

Where reasonable force or physical restraint has been used, the student's parents will be informed as long as this would not place the student at greater risk. If the decision is made that the parents cannot be informed as this would place the child at greater risk, a safeguarding referral will be made in line with the Child Protection and Safeguarding Policy. The headteacher will make the final decision as to whether it is appropriate to inform the student's parents of the details of an incident.

If a member of staff witnesses or suspects the use of reasonable force, where another member of staff is actively involved in physical intervention, they will report this to the headteacher immediately.

Any allegations against staff will be dealt with as a matter of urgency, and in accordance with the procedures outlined in the school's Allegations of Abuse Against Staff Policy.

The headteacher will be responsible for conducting a thorough investigation to find out the correct details of what occurred; this may include talking to other students about the incident, for instance those who witnessed the event.

17. Complaints

All members of staff will be made fully aware of the consequences and legal retributions that can occur following the incorrect use of physical intervention and force.

All complaints regarding the use of physical intervention or force will be investigated in a thorough and speedy manner. The person making the complaint is responsible for providing evidence for their allegations, e.g. testimony of events or evidence of injury – it is not for the member of staff to prove that their actions were made reasonably.

Members of staff accused of using excessive force will not be automatically suspended as a response to the allegations. The following procedure will be adhered to, in line with the Allegations of Abuse Against Staff Policy:

- Careful consideration will be given to whether the case warrants a person being suspended until the allegation is resolved.
- The governing board will always take into account whether a staff member has acted within the guidance when considering whether or not to take disciplinary action against a staff member involved in an incident.
- Where a member of staff is suspended, the school will ensure that the staff member has access to a named contact that can provide support and guidance.
- The school will provide pastoral care to any member of staff who is subject to a formal allegation.

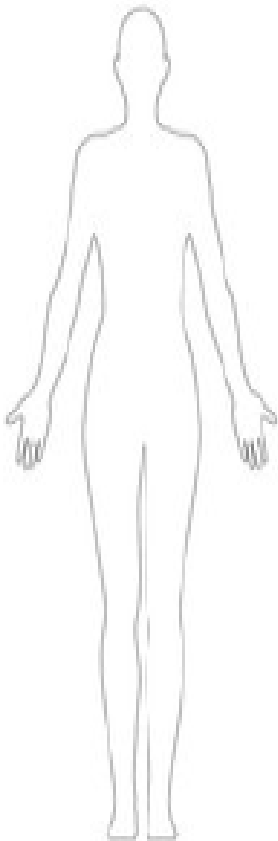
Where a safeguarding allegation is made against a member of staff that involves physical contact, e.g. restraint, the strategy discussion or initial evaluation with the LADO will take into account that teachers and other school staff are entitled to use reasonable force to control or restrain students in certain circumstances, including dealing with disruptive behaviour.

18. Monitoring and Review

This policy will be reviewed on an annual basis by the headteacher, DSL, SENDCO and governing board, who will consider any necessary changes and communicate the findings of the review to all members of staff.

Appendix 1

Recording and Reporting the Use of Reasonable Force by Staff

Date of Incident:	Time of Incident:	Location of Incident:
Pupil(s) involved – Name(s):	Year Group:	Specific Needs of the Pupil(s) involved:
Staff member(s) involved – Names(s):	Staff member recording the incident – Name:	Role within the incident (circle)– Witness or person using reasonable force
Body map indicator: 	Details of the incident:	
	Length of time intervention was used:	
	Brief account of the incident – including what led to the incident:	
	Identified potential triggers (if known):	
	Any preventative/de-escalation strategies used:	
	Type and degree of reasonable force used – please tick box and detail contact/restraint used: ☐ Guided support ☐ Low-level restriction ☐ Medium-level restriction ☐ High-level restriction ☐ Any physical injuries sustained (if applicable) and to who – state none if this is the case	
Decision making/assessment of why the use of force was necessary:		

Was the possible use of reasonable force explained to the student in advance of using it?
Was there a need for any post incident support for the pupil or staff? If so, detail this below:
When and how were parents notified of the incident and by who?
Detail any follow up action/learning below (e.g. risk assessment/safety plan/safe place):
Signed (staff member): Date:
Signed (Headteacher): Date:
LADO informed: Outcome: