Pendle
Education Trust

Pendle Primary Academy

De-escalation and Restrictive Intervention Policy

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Policy Approved by	Simon Thompson, Principal
Date	September 2026
Review Date	September 2029

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At Pendle Primary Academy we strive to create a safe, secure and supportive environment for all our children and staff.

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 children, staff and parents/carers. In our school, they are only ever considered as a last resort, once all other prevention and de-escalation strategies have been exhausted.

This policy aims to:

- Minimise the need to use restrictive interventions, through early support, prevention and de-escalation strategies.
- Help school 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 children and staff, and help create a positive and safe place for everyone at school.

Legislation and guidance

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
- Paragraph 16A of the schedule to The Education (Independent School Standards) Regulations 2014 (inserted by The Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025)

This policy also complies with our funding agreement and articles of association.

Definitions

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.

Restrictive interventions: a means 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 children in different ways.

Examples of restrictive interventions could include:

- Supervised seclusion of a child in an area away from others, where the child is prevented from leaving for their own safety and/or the safety of others.
- Passive physical contact, such as a staff member blocking a child's path if they're running towards danger (like a busy road), or staff standing between children to prevent a fight.

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.

Examples of the use of reasonable force could include:

- A staff member guiding a child to safety by the arm.
- Staff breaking up a fight between children.
- A staff member restraining a child to prevent injury to the child, or others.

Restraint: a term used in legislation referring to a non-disciplinary intervention which immobilises a child or limits their movement. This may or may not include direct physical contact.

Examples could include:

- A staff member holding a child's arms to their sides when the child is attempting to harm themselves or others.
- Removing a child's crutches.

Seclusion: a non-disciplinary intervention that keeps a child confined to a place away from others and prevents them from leaving, for the safety of that child and/or others. This could be through physical obstruction or by making the child believe that they will be punished if they leave. For example, putting a child into a 'holding' room until they calm down is a form of seclusion.

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

Appropriate physical contact with pupils

Our school does 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 children which does not give rise to any question over the use of reasonable force or other restrictive interventions. This will depend on the circumstance, but examples of occasions when physical contact is generally appropriate include:

Examples include:

- Providing first aid to a child.
- Guiding or escorting a pupil through the school building or on a school trip by holding their hand.
- Comforting a pupil who is upset/distressed.
- 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.

In assessing whether physical contact is appropriate in any given situation, staff should use their professional judgement, and have regard to:

- The current version of Keeping Children Safe in Education, the school's Child Protection and Safeguarding; Behaviour, Anti-Bullying, Searching, Screening and Confiscation Policy, Staff Code of Conduct and SEND policies.
- The specific circumstances, such as whether there are other adults present.
- Factors including, but not limited to:
    - The child's age.
    - Any known vulnerabilities, including whether the child has special educational needs and/or disabilities (SEND).
    - Whether any alternative strategies that don't involve physical contact can be used.

Seclusion

As defined above, seclusion is a non-disciplinary intervention that keeps a child confined to a place away from others and prevents them from leaving, for the safety of that child and/or others. This could be through physical obstruction or by making the child believe that they will be punished if they leave. For example, putting a child into a 'holding' room until they calm down is a form of seclusion.

We only use seclusion as a safety measure when a child 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 unacceptable behaviour.

During seclusion:

- The child will be secluded in a safe place that does not feel threatening or intimidating to them, e.g. a sensory space, play room or wellbeing room.
- The child will be supervised at all times, by at least 1 member of staff familiar to the child.

As soon as the immediate risk of harm has reduced, the child will be allowed to leave.

If a child chooses to remove themselves from a situation and is happy to remain separate from others for a period of time, this will not be considered seclusion.

Any incident involving the use of seclusion will be recorded and reported in accordance with the procedures set out in this policy.

Roles and responsibilities

The Local Academy Council (LAC)

The LAC is responsible for:

- Regularly reviewing and interrogating data on the use of restrictive interventions in our school.
- Supporting and challenging school leaders to identify where changes may be needed to practice.

The Principal

The Principal is 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.
- Ensuring adequate staffing levels to support positive behaviour management.
- Authorising staff to search a child or their belongings if they have good reason to think the child has a prohibited or banned item.
- Following the procedures set out in the Pendle Education Trust 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.

Designated safeguarding lead (DSL)

The DSL 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 school's individual context and needs.
- Monitoring incidents involving restrictive interventions, including regular review of incidents to refine and improve processes.
- Ensuring compliance with recording and reporting requirements.
- Providing at least annual updates for staff about the principles and implementation of this policy.

Designated safeguarding leads, including deputies

The DSL & DDSLs 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 child's parent/carer of the use of reasonable force, seclusion or restraint on their child would put that child at risk of significant harm.

All staff

All members of staff are responsible for:

- 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 DSL via CPOMS.
- Recording any injuries that occur as part of an incident involving restrictive intervention following school policies and ensuring, where necessary, that these are reported to the Health and Safety Executive.
- 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.

Special educational needs and disabilities co-ordinator (SENDCo)

The SENDCo is responsible for:

- Working with children, parents/carers and relevant school staff to develop and review behaviour support plans and risk assessments for any children 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 child needs and associated behaviour support strategies.
- Working with staff who know a child well, to identify and manage risk (such as trigger points when challenging behaviour is more likely to occur).
- Working with children, parents/carers, staff and other relevant professionals to develop prevention and de-escalation strategies.
- Advising on reasonable adjustments for any children with disabilities when considering prevention and de-escalation strategies.
- Participating in the review of restrictive intervention incidents involving any child with SEND.
- Providing advice and support on the application of this policy for children with SEND.
- Contributing to staff training on SEND and behaviour management, including the use of restrictive interventions.

Acceptable uses of force

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

Staff can use reasonable force to prevent or stop a child from:

- Hurting themselves or others.
- Committing a criminal offence.
- Damaging property.
- Causing disorder among children, in or out of lessons.

While all staff have this power, some staff, especially those who work closely with children who might show challenging behaviour, are more likely to need to use it than others.

We will ensure staff are adequately trained and that risk assessments are carried out where necessary.

Any significant incident involving the use of force will be recorded and reported in accordance with the procedures set out in this policy.

Unacceptable uses of force

It is illegal to use force on a child for the purpose of punishment/reprimand/consequence. We never use force as a sanction, threat or deterrent.

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.

The following uses of force are **never acceptable**:

- Staff using force for the purpose of punishment.
- Staff restraining a child in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth, applying pressure to their neck, chest or abdomen or positioning a child in a way that compromises respiration.
- Staff using force on the ground. If a child is unintentionally held on the ground, staff should release their hold or move into a safer position as quickly as possible.

Additionally, children should not be lifted off the ground or carried unless in an emergency situation requiring immediate removal from an area to a place of safety where the risk cannot be supported through an alternative strategy.

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. Our responses to children at all times must seek to preserve their dignity and wellbeing, even in high-risk situations.

Any incident involving unacceptable practice, or where there is concern that an intervention may have compromised a child's safety should be reported immediately to the school's DSL or Principal and the schools internal process will be followed. Consideration to reporting to external agencies, including police, Local Authority Designated Officer and/or Children's Social Care will be given where necessary.

Using reasonable force to search children

The Principal and any member of staff authorised by the Principal have a statutory power to search a child or their belongings if they have reasonable grounds to suspect that the child may have a prohibited item (as listed in the DfE's searching, screening and confiscation guidance) or an item banned under our school rules / Behaviour, Anti-Bullying, Searching, Screening and Confiscation policy.

The Principal and any member of staff authorised by the Principal **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 / Behaviour, Anti-Bullying, Searching, Screening and Confiscation policy only, such as mobile phones.

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 children and staff. Please see our Behaviour, Anti-Bullying, Searching, Screening and Confiscation policy for more information on how we conduct searches.

Prevention and de-escalation strategies

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

Our whole-school approach includes:

- Consideration of how our school and classroom environment can support all children 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-children relationships and trust.
- Recording and analysing data on the use of restrictive interventions to inform improvement planning.

The individual approaches we use include:

- Working closely with parents/carers to support individual children.
- Strategies to support individual pupils based on their identified needs, including:
    - The development of behaviour support plans.
    - Strategies to help children calm down before their behaviour escalates.
    - Making 'reasonable adjustments' where a child has a disability, to help them participate in school life as fully as possible.

Preventing significant incidents

Our school uses whole-school proactive strategies to minimise the need for restrictive interventions including:

- **Consistent routines and expectations:** Building a predictable environment that reduces anxiety and helps children feel safe and secure.
- **Referral to and intervention by the wellbeing team:** Ensuring children struggling with their emotional or mental health get early, targeted support before a crisis occurs.
- **Trauma-informed practice:** Recognising how past trauma affects behaviour and learning, allowing staff to respond with empathy and co-regulation.

- **Adaptive teaching strategies:** Adjusting lesson delivery and tasks to ensure all children can access learning, reducing frustration-based behaviours.
- **Early identification of needs, including SEND:** Identifying Special Educational Needs and Disabilities early to put the right learning and behavioural plans in place.
- **Effective communication strategies:** Giving children clear, accessible ways to express their needs, wants, and feelings before they become overwhelmed.
- **Strong relationships between children, families, and staff:** Creating a collaborative triangle of trust, ensuring support is consistent both at home and at school.
- **Brain-based regulation strategies:** Teaching students how their brains react to stress and using practical tools (like breathing, movement, or sensory breaks) to calm the nervous system.
- **Environmental adaptations:** Modifying the physical classroom space – such as seating layout or quiet zones – to reduce sensory overload and triggers.

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 child's personal space.
- Calm and assuring tone of voice.
- Change of staff supporting.
- Taking a child away from an 'audience' – speaking to them on their own rather than in front of a group of other children or staff. This may involve moving other children away rather than moving the child already in distress.
- Using empathy – asking the child to help you understand their feelings.
- Distraction techniques, such as helping a member of staff with a 'job', sensory activities, offer of food/drink.
- Offering a calm space for the child to go to so they can self-regulate.
- Reassurance, verbal reminders of previous successes and achievements.
- Use of humour (where appropriate, due to pre-existing relationships/knowledge of the child).
- Verbal warnings – calmly reminding the child of the consequences of their behaviour.

Deciding when the use of restrictive interventions is appropriate

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.

Staff should always consider whether there are other ways to manage the situation, such as the de-escalation techniques outlined earlier in 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 child and/or others.

Restrictive interventions may only be used to prevent a child from:

- Causing injury to themselves or others.
- Committing a criminal offence.
- Causing serious damage to property.
- Causing significant disorder.

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 child, such as their age, size and any medical conditions, SEND or other vulnerabilities.

Pupil welfare

The most important consideration when using a restrictive intervention is the safety and wellbeing of the child involved, as well as the safety of other children and staff. Staff should always consider the potential impact on the child's welfare balanced against any actions taken. For example, staff should bear in mind that children 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.

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

Staff should, wherever possible, clearly and calmly communicate to the child what is happening, why, and what the child needs to do, including using verbal and non-verbal de-

escalation strategies where needed, and giving time for the child to process information and respond where appropriate.

Staff should seek to understand how the child 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

As soon as possible after any use of restrictive intervention, the DSL and/or Principal will evaluate the incident to understand why restrictive intervention was used, the impact on children and staff, any patterns and trends, and how another incident could be avoided in the future.

The DSL and/or Principal will make sure each child 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 with a member of the school's wellbeing team or a member of SLT.

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.

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 DSL and/or Principal will continue to monitor child and staff wellbeing and provide additional support if needed.

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

Considerations for children with SEND

We understand that children with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Children who have difficulty communicating verbally might show their needs and discomfort through their actions.

Our school is committed to understanding what might trigger challenging behaviour in children with SEND, and to providing the right support and an inclusive environment.

We will utilise staff who know individual children 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 children, their parents/carers and other professionals to develop prevention and de-escalation strategies.

These strategies might include:

- Removing stimuli that may be causing distress to the child.
- Staff members changing how they communicate with the child, such as being more mindful of body language, facial expressions and/or tone of voice.

- Helping the child express their emotions before getting overwhelmed.
- Engaging the child in activities to help them regulate their emotions.
- Distracting the child with familiar objects or activities to redirect their attention.

Our school is aware of its duty under the Equality Act 2010 to make reasonable adjustments for children with disabilities to avoid disadvantage and ensure they can take part in school life as fully as possible. Where appropriate, we will create individual behaviour support plans for children with SEND. The plan will be reviewed regularly, and following any significant incident, with the child 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 child finds challenging.
- Explain the best ways to communicate with the child.
- 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.
- Include a risk assessment where we identify that there is an increased likelihood of needing to use reasonable force and/or other restrictive interventions.

Training and risk assessments

Our school 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 / de-escalation strategies.

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 children where the use of reasonable force and/or other restrictive interventions may be required can do so as safely as possible.

Recording and reporting arrangements

We have a legal duty to record and report all:

- Significant incidents involving force.
- Seclusion incidents.
- Restraint incidents.

Our school has a clear process in place for recording the incidents listed above via CPOMS using the Restrictive Interventions category tag.

Staff must record incidents involving ***'Significant incidents involving force'*** in writing using the React UK, *Significant Incident Report Form (Appendix 4)*, 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 child's behaviour support plan.

For significant incidents involving force, we will record:

- The names of the child and staff members directly involved.
- Any relevant needs or circumstances of the child, 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.
- The name and role of any staff witnesses.
- When and how the parents/carers were notified, including copies of notifications made in writing.
- Details of any follow-up actions and/or support given after the incident, such as medical help or emotional support.

Staff must record incidents involving ***'Seclusion'*** and ***'Restraint'*** in writing on CPOMS 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 child's behaviour support plan.

For seclusion incidents and restraint incidents, we will record:

- The names of the child and staff members directly involved.
- Any relevant needs or circumstances of the child, 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.
- The name and role of any staff witnesses.
- When and how the parents/carers were notified, including copies of notifications made in writing.
- Details of any follow-up actions and/or 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 stored securely on CPOMS and retained in line with our data protection procedures.

Reporting incidents to parents/carers

A member of SLT will inform parents/carers about an incident as soon as we can after it happens via telephone or in person and will also endeavour to do this in writing (either via letter or email) on the same day. We will do this even if the use of restrictive interventions is agreed as part of a child's behaviour support plan.

There is only one exception to this:

- If a member of staff thinks that telling the child's parents/carers would likely result in significant harm to that child. 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 child ordinarily resides.

When we report **significant incidents involving force, seclusion incidents and restraint incidents** to parents/carers in writing (either via letter or email), 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.

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 child.

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.

- 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.

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 child ordinarily resides, this report will include all the information that we would normally share with the child's parents/carers, as well as the reasons why we thought it was unsafe to tell the child's parents/carers directly.

In cases where a child's 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).

Complaints and allegations

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

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.

Monitoring and review

This policy will be reviewed annually by the DSL.

At every review, this policy will be approved by the Principal.

Links with other policies

This policy links to the following policies and procedures:

- Behaviour, anti-bullying, searching, screening and confiscation policy
- Child protection and safeguarding policy
- SEND policy
- PET Complaints policy
- PET Health and safety policy

Appendix 1

The following staff members have received Positive Behaviour Strategies and Level 2 Positive Handling training from React UK:

Staff Member	Role	Date of Training
Denise Kershaw	HLTA	15/07/25
Lisa Jones	Wellbeing Support / TA3	15/07/25
Sammie Ellerton	TA2	15/07/25
Poppy Fielden	TA3	15/07/25
Jonny Baxter	Sports Coach / HLTA	30/01/26
Jayne Greenhalgh	Teacher	30/01/26
Zahida Hussain	TA2	30/01/26
Shabnam Ali	TA2	30/01/26
Catherine Jermyn	Assistant Principal / DSL	23/06/26
Charis Horsfall	HLTA	23/06/26
Parveen Bibi	Welfare Assistant	23/06/26

Appendix 2

SIGNIFICANT INCIDENT REPORT FORM

This form should be used to record **all significant incidents** involving restrictive interventions, including reasonable force, restraint and seclusion to meet the Department for Education guidance *Restrictive interventions, including use of reasonable force, in schools*.

Part A (to be completed by the member(s) of staff involved directly in the incident)

Section 1: Basic Incident Details

School Name:			
Date of Incident			
Time Incident Started		**Time Incident Ended**	
Total Duration			
Location(s) of Incident			
CCTV available	Yes/ No		

Section 2: Child Details

Child's Name			
Class		**Age**	
SEND Status *(delete as appropriate)*	EHCP / SEN Support / No identified SEND		
Relevant support plans in place *(delete as appropriate)*	EHCP / Behaviour Support Plan / Risk Assessment / Other (specify)		
Relevant diagnoses / suspected diagnoses			
Known Trauma History	Yes / No / Not to my knowledge		

Section 3: Staff Involved

Your Name and designation	
Name and designation of any other members of staff involved in the intervention	
Other persons present *(include full name and designation/role)*	

Section 4: Type of Intervention Used

Type of Force *(highlight as appropriate, specify if selecting 'other')*		
Restraint	**Seclusion**	**Other:**

Section 5: Report of Incident

Adult statement – what occurred in your own words Your statement **must** set out what happened; give details of ***your*** part in the significant incident, ***your ‘Honestly Held Belief’***, what use of restrictive intervention that ***you*** have used and how the incident was finally resolved. It should give details of any attempts made to de-escalate throughout the incident. Your statement should be completed independently of other staff involved in the incident. The written report **must** be completed as soon as practicable after the event. Staff ***should*** endeavour to do this no later than the same day.	
The use of force must only be used when it is reasonable in the circumstance, meaning: i. You believed that it was ***absolutely necessary*** & ii. ***Proportionate*** to the seriousness of the situation	If physical restraint was used, please highlight your primary role: • Right arm • Left arm • Supervising
What was the child doing just before the significant incident took place? [Add text here]	
What signs of dysregulation were being communicated by the child? [Add text here]	
Explain what you think may have triggered this behaviour? [Add text here]	
How did you try to de-escalate the situation? [Add text here]	
What was the child's response? [Add text here]	

Dynamic Risk Assessment & Rationale	
Why did you believe it was necessary to use restrictive intervention on the child?	
☐ To prevent or stop harm to themselves	☐ To prevent or stop harm to others
☐ To prevent or stop a crime	☐ To prevent or stop damage to property
☐ To prevent or stop causing disorder at the school	☐ Other – Please specify

The intervention	
Describe exactly what happened **(i.e. what use of force were used and by whom, why it was absolutely necessary, strictly proportionate and what your 'Honestly Held Belief' was, other steps taken to gain assistance)** [Add text here]	
Did any other factors impact on your choice of intervention? ***(Medical conditions / SEND / Other vulnerabilities)*** [Add text here]	
Ending the Intervention	
What indicated that the risk had reduced, and the intervention could end? [Add text here]	
How was the child helped back to calm state of regulation? [Add text here]	
Injury or Distress	
Did the child sustain an injury or ***report pain or distress? If so, what did you do?*** [Add text here]	
Did any staff member sustain an injury or report pain or distress? If so, what did you do? [Add text here]	
DSL or deputy informed (Name / Designation / Date / Time) [Add text here]	
Staff Member's Name	
Staff member's signature	
Date/Time	

Part B (to be completed by the DSL or deputy)

Section 6: Child's Voice *(where appropriate)*

Who consulted the child/ young person?	
Date/time of consultation	
Child's Statement	
[Add text here]	
Child's Name	
Child's Signature *(if appropriate)*	
Date/Time	

Section 7: Parent / Carer Communication

Details of Parent/Carer notification by DSL/deputy	
1. Face-to-face / telephone / email *(delete as appropriate)*	
Name of Parent/Carer	
Name of DSL/deputy	
Date/Time	
Discussion points and actions arising: [Add text here]	
2. Written notification provided by: Letter /email *(delete as appropriate, add date/time if different from above)*	

Section 8: DSL/deputy Oversight

Reviewed by *(Name and Designation)*	
Date of Review	
Any Safeguarding concerns identified? *(If yes, include actions taken)*	Yes / No [Add text here]
Does Section 9 need to be completed?	Yes / No
Signature	

Section 9: Post-Incident Review and Follow-Up for Risk Assessment

Staff De-brief completed	Yes / No
Date/ Time	
Staff Present	
Was the practice in keeping with an existing risk assessment and behaviour support plan? ***Yes / No (if 'No' give details or rationale) / N/A*** Yes / No / N/A	
What can we learn regarding the child's behaviour from this specific incident? [Add text here]	
Has an ABC form been completed? Yes / No / N/A	
Child focus: What actions are to be taken to avoid a repeat of this behaviour? ***(e.g. changes to support plan, environmental adjustments, further assessment.)*** [Add text here]	
Adult focus: What might be done differently in the future? [Add text here]	
Referral or escalation required *(delete as appropriate)* Principal / SENDCo / DSL / External agency / None required	

Data protection note: This record must be stored securely on CPOMS and handled in line with GDPR and the school's safeguarding and record-keeping procedures.

React UK School Positive Handling

A Safer Way for Everyone

Annex A – Restrictive Techniques Used

1. Double Hand Restraint

2. Secure Cup Restraint

3. Straight Arm Restraint

4. Figure Four

5. Leg Restriction A

6. Leg Restriction B

7. Leg Restriction C

8. Kneeling Position

9. Bean Bag Restraint

Other use of reasonable force:

**Images published in this policy with consent from React UK Training.*