



Use of Restrictive Interventions Policy

Including the use of reasonable force and
seclusion.

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Policy Information:

Date of last review	April 2026	Review period	Annually
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Updates made since the last review:

Review date	Changes made	By whom
April 2026	Changes have been made to reflect the updated of DFE guidance: Restrictive interventions, including use of reasonable force, in schools (April 2026). There are changes to every section apart from 'Duty of Care, Complaints, Monitoring this policy'. Changes reflect the shift from a narrow focus on physical restraint to a broader "restrictive interventions" framework, strengthening terminology, safeguarding, prioritising prevention and de-escalation, and introducing statutory recording and reporting requirements.	Director of Education

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1. Introduction

At Forward Education Trust, we are committed to fostering environments where every pupil, adult, and family feels recognised, safe, and heard. Our approach to behaviour and relationships is rooted in a set of core principles which were created by colleagues from across all of our schools. The behaviour and relationship principles are: belonging, kindness, safety, empowerment and respect. Central to our approach is the belief that strong, positive relationships underpin effective learning and personal development. We prioritise emotional safety, alongside physical safety, and the development of secure attachments, recognising that pupils thrive when they feel calm, connected, and supported. This policy reflects our collective commitment to nurturing inclusive and respectful school cultures where all individuals are empowered to succeed.

The policy has been developed and reviewed with regard to The School and Inspections Act 2006 section 93. The policy takes cognisance of DFE guidance: Restrictive interventions, including use of reasonable force, in schools (April 2026) and legislation, regulations and guidance from the Department of Health and the Health and Safety Executive.

The policy should be read in conjunction with other school and Trust policies relating to interaction between adults and pupils, including the Trust's Behaviour and Relationships Policy and the Trust's and schools' Safeguarding and Child Protection Policies.

At any particular time, the key question for anyone involved with pupils and young people whose behaviour is of concern should be: 'What is in the best interests of the pupil and/or those around them in view of the risks presented' (DfE 2019 Reducing the need for restraint and restrictive intervention).

2. Purpose of policy

At Forward Education Trust, we strive to create a safe, secure and supportive environment for all our pupils and staff. Positive personal and professional relationships between staff and pupils are vital to ensure good order in our schools. It is recognised that the majority of pupils in our schools respond positively to appropriate strategies to support behaviour, as detailed in our Trust Behaviour and Relationships Policy. It is acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of restrictive interventions, including reasonable force and seclusion, is lawful and necessary to keep people safe. We acknowledge that physical techniques are only part of a whole setting approach to behaviour management and are used as a last resort to safeguard pupils from self-injuring or harming others, once all other prevention and de-escalation strategies have been exhausted. However, we understand that the use of restrictive interventions can have a significant impact on pupils, staff and parents/carers.

The aims of this policy are 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 pupils and staff, and help create a positive and safe place for everyone at school

3. Duty of Care

All staff have a duty of care towards the pupils and young people they look after, their colleagues and others, under Health and Safety Legislation and as identified in the latest DfE guidance to schools. They have a responsibility to familiarise themselves with policies and risk assessments, and participate in necessary training. They should look out for obvious hazards and reduce foreseeable risks wherever possible.

The Children Act 1989 makes clear that in any decision involving a pupil the paramount consideration must be the pupil's welfare. Paramount means it should be the first thing people think about and it should take precedence over all other considerations. For that reason, staff need to carefully consider what is in the best interest of the pupil, both in the short term and the longer term.

In exceptional circumstances, staff may need to take action in the best interest of the pupil, and the use of reasonable force may be required. The Education and Inspections Act 2006 mentions that before staff restrictively physically intervene, they must consider if it is necessary then reasonable and proportionate. The decision on whether to physically intervene and/or restrain is down to the professional judgement of the staff concerned and should always depend on the individual circumstances relating to an incident. Forward Education Trust acknowledges that physical interventions which use varying degrees of reasonable force are only a small part of a whole school approach to behaviour management.

Every effort will be made to ensure that all staff in all Forward Education Trust schools:

- Understand their responsibilities in the context of their duty of care
- Understand that the paramount consideration is the welfare of the individual pupil
- Understand that 'reasonable' force means that it is necessary and proportionate
- Are provided with appropriate training to manage risk and this training is maintained at an appropriate level for each context.

4. Implications of the Policy and Legal Justification

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)

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

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

- Causing injury to themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils at the school, whether during a teaching session or otherwise.

In addition to the consideration to use reasonable force in circumstances described above, the Head Teacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for prohibited items as outlined in the DfE's latest guidance on searching, screening and confiscation.

The paramount consideration is for staff to work in the best interests of the pupil. Reasonable force will only be used when no other effective alternatives are available. Teaching and non-teaching staff work in 'loco parentis' and should always operate with an appropriate duty of care to be proactive in their responses to remove the risk; they could be liable for a claim of negligence if they fail to follow the guidance within this policy.

The application of any form of physical intervention places staff in a vulnerable position. It can only be justified in the specific circumstances described within this policy. Staff therefore have a responsibility to follow the policy and to seek alternative strategies wherever possible in order to prevent the need for physical intervention. Any use of reasonable force must be proportionate, necessary, and used only as a last resort when all other behaviour management and de-escalation strategies have been exhausted and the intervention is required to maintain safety.

Unacceptable uses of force

It is illegal to use force on a pupil for the purpose of punishment. School staff should never use force as a sanction, threat or deterrent. Staff should 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.

5. Terminology

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** are used to prevent, restrict or subdue movement of the body or part of the body. This policy uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.
- **Reasonable force** refers to the broad range of actions used by staff that involve a degree of physical contact to restrain children, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.
- **Restraint** is a form of non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact e.g. environmental or health & safety-related intervention linked to medical or care needs restraint.
- **Seclusion** is a non-disciplinary intervention that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others. This could be through physical obstruction or by making the pupil believe that they will be punished if they leave.
- **Withdrawal** is a planned, supportive strategy, as part of an agreed regulation strategy, sensory plan or support plan, where a pupil is moved to a quieter, low-stimulus area with staff supervision to help them calm, regulate and reduce stress. It is not a sanction, not isolation, and must be proportionate, time-limited, and focused on helping the pupil return safely to learning.
- A **significant incident** is any incident where the use of force goes beyond appropriate physical contact (section 5.3) between a member of staff and a pupil. This includes when physical force is used to implement a non-physical restrictive intervention.

6. Deciding when the use of restrictive interventions is appropriate

Necessity and proportionality

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. 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 such as the de-escalation techniques?
 - Is a restrictive intervention likely to successfully reduce the risks, or could its use escalate the situation further or cause more harm than the behaviour itself?
- Is it **proportionate**?

- Staff should use the least amount of force or the least restrictive intervention for the least amount of time required to reduce the risks
- If the intervention itself is escalating the situation, staff should reconsider their approach and attempt an alternative strategy
- Staff should consider the individual circumstances of the pupil, such as their age, size and any medical conditions, SEND or other vulnerabilities

7. Prevention and de-escalation strategies

Restrictive intervention is used only when absolutely necessary, and we are committed to minimising its use through whole-school and individual approaches.

Whole-school approach include:

- Thoughtful design of school and classroom environments to enable all pupils to thrive
- Sharing best practice in whole-class behaviour management and management of communal spaces
- Staff training in effective communication and de-escalation including adapted communication approaches for pupils SEND needs.
- Strong, trusting staff–pupil relationships
- A curriculum that supports personal development
- Recording and analysing restrictive intervention data to inform improvement planning

Our individual approaches ensure that support is personalised and responsive to each pupil’s identified needs. These include:

- Working in close partnership with parents, carers and when necessary multi-agency professionals
- Implementing strategies tailored to individual pupils, such as:
 - Behaviour support plans
 - Bespoke, proactive interventions to help pupils regulate before behaviours escalate e.g. sensory circuits.

Staff should make reasonable adjustments to ensure inclusivity, with prevention and early intervention at the core of our practice.

8. Risk assessment, planning and decision making

Schools have a duty to ensure the health, safety and welfare of pupils and staff. Where risks cannot be predicted, staff should complete a dynamic risk assessment, making a rapid judgement in the pupil’s best interests. Known or ongoing risks must be documented in a written plan, in liaison with parents where possible. Assessments should be clear, concise and based on accurate information with parents informed and involved, and pupils’ views included wherever possible. Support may be sought from senior leaders or Team Teach trainers recognising that physical intervention is only one element of a holistic behaviour support approach embedded within the school’s ethos and collaborative practice.

Staff must weigh the risks of taking action against the risks of not taking action. The Health and Safety Executive's five-step model guides this process:

- Identify potential hazards
- Assess the risk - likelihood and severity of harm
- Decide on appropriate and proportionate controls
- Record and implement the findings and agreed actions
- Review and revise as needed

Risk assessment is a core component of the school's approach to preventing and minimising the use of restrictive interventions. Where possible, risks should be anticipated, and proportionate strategies identified to support de-escalation and safe outcomes for pupils and staff.

Staff must balance the risks of acting against the risks of not acting, applying professional judgement in line with safeguarding principles and the pupil's known needs. In urgent or unforeseen situations, staff may undertake a dynamic risk assessment, making real-time decisions to prevent harm.

For pupils where risks are known or recurring, planned risk assessments must be clearly documented and kept under review. These may be captured through individual support plans (e.g. Risk Reduction Plans, Co-regulation Plans or Positive Behaviour Plans) and should be developed collaboratively with parents/carers and, where appropriate, the pupil.

Any use of physical restraint must be necessary, proportionate, time-limited and used only as a last resort. Significant incidents must be recorded and reported in line with statutory requirements, and used to inform review, learning and prevention.

Senior leaders and trained staff should support colleagues through supervision, guidance and review to reduce risk and ensure consistent, lawful practice.

9. Seclusion, searching and confiscation.

Our Position on Seclusion

Forward Education Trust is committed to maintaining an environment characterised by dignity, safety and respect for all pupils. Seclusion is not used routinely in any Trust school and is not aligned with our relational, inclusive and trauma-informed values. It is never used as a threat, punishment or disciplinary measure for deliberate or wilful behaviour.

Seclusion may only be used as an **emergency temporary safety measure** where all other options have been exhausted. Staff may consider seclusion as the most appropriate restrictive intervention for the pupil if:

- Touch or physical contact would increase distress, trauma or aggression
- The pupil is safer in a low-stimulus, contained environment
- The pupil has a medical or sensory profile where restraint creates additional risk
- The pupil requires space to de-escalate and staff can safely supervise from a distance
- The pupil is engaging in behaviour where physical restraint would have increased risks

During such instances:

- The pupil will be supported in a safe, low-stimulus space that is not intimidating or distressing (e.g., calm room, wellbeing space, outside play area, therapeutic area).
- The pupil will be supervised at all times by at least one member of staff. Supervision may be from a distance if necessary and/or safer to do so.
- The pupil will leave the space if they wish as soon as the immediate risk of harm has reduced.

All incidents involving seclusion must be recorded and reported in line with Section 12 of this policy and reported to the Director of Education and the Trust Safeguarding and Attendance Lead.

In emergency situations where a pupil must be moved to a safer location to prevent significant harm, staff must follow the Trust's policy and procedures and ensure all actions are recorded, reviewed and shared transparently with senior leaders and parents/carers. Such responses must remain exceptional, proportionate and never become routine.

Forward Education Trust maintains that the use of seclusion is not compatible with its ethos or safeguarding responsibilities. All staff are trained to respond to distress with compassion, curiosity, and care.

Further information on searching, confiscation and seclusion can be found in appendix 2 of the Trust's Behaviour and Relationships Policy.

Other Appropriate Physical Contact with pupils

There are a range of circumstances in which positive physical contact occurs between staff and pupils in order to support equal opportunities to access a broad and balanced curriculum. This will depend on the circumstance, but examples of occasions when physical contact is generally appropriate include:

- to give first aid
- to guide or escort pupils, such as holding the hand of a pupil at the front/back of the line when going to assembly, when walking together around the school or on a school trip, or when helping a pupil to a space they have chosen to access to self regulate
- to comfort a distressed pupil
- to congratulate or praise a pupil, for example a pat on the back or 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 (or any other relevant) policy
- the applicable circumstances, such as whether 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

The purpose of any physical contact should be to meet the needs of the pupil. All physical contact must be carried out in line with the Child Protection and Safeguarding Policy to ensure the safety, dignity, and wellbeing of every child.

10. Staff Training and Authorised staff

The Trust ensures that training is available to staff to prevent, reduce and respond safely to behaviours, with Headteachers responsible for overseeing training within their schools. Training needs are reviewed in relation to foreseeable risks, and any training involving physical intervention is accredited. The Trust uses the Team Teach approach, accredited through the Institute of Conflict Management (ICM). Most staff complete an accredited course, with annual refreshers, delivered by qualified in-house trainers. These trainers work collaboratively across the Trust to ensure consistent, high-quality practice. Further information is available at: <https://www.teamteach.co.uk>.

All training includes core theory on the causes of challenging behaviour, prevention and risk-reduction strategies, positive behaviour support (including communication approaches), de-escalation techniques, the legal framework governing reasonable force, behaviour support planning, and post-incident reflection and debriefing. Training emphasises that physical intervention is only one part of a whole-school behaviour approach.

Staff must always use de-escalation and other non-restrictive strategies as the first response to emerging or escalating behaviour. Where physical intervention becomes necessary to prevent harm, staff follow a graded, least-restrictive approach, considering the pupil's age, development, gender, special educational needs, disabilities, medical requirements, social context and environmental factors at the time. Techniques are used reasonably and proportionately, and only when deemed necessary and in the pupil's best interests.

Schools keep an up-to-date record of trained staff and refresher requirements. Staff may request additional training at any time and must inform senior leaders of any injuries or conditions that could affect safe practice. Agency staff, volunteers, students and parents must act within their duty of care if faced with a situation where reasonable force is lawful. Visitors are informed of key expectations during induction or arrival.

11. Visiting Staff Working Within the School

Support Services e.g. school nurses, speech and language therapy, physiotherapy etc. will have their own policies for positive handling of pupils. When working within one of our schools, it is the Head Teacher's responsibility to ensure that colleagues from Support Services are aware of school policy and practice.

12. Support for staff and pupils after an incident

After any incident involving reasonable force or restrictive intervention, the senior leadership team will ensure that the event is reviewed promptly and appropriate support is provided. Such as:

- Pupils and staff will receive medical assessment and treatment if required
- All staff and pupils involved in witnessing or implementing the intervention should be offered a verbal debrief. Wherever possible, debriefs should be facilitated by a staff member not involved in the incident.
- Evaluate the incident to understand what happened, why restrictive intervention was used, the impact on pupils and staff, any patterns and trends, and how another incident could be avoided in the future, based on separate reflections from all parties involved.
- Reviewing the pupil's risk assessment and any associated documents e.g. co-regulation plan/positive behaviour plan with pupil (if appropriate) and parents
- Provision may be reconsidered, including curriculum access, environmental adjustments or staffing.
- External agency involvement may be considered where this could reduce future risk.

12.1 Listening and Learning (pupil debrief)

Incidents provide opportunities for teaching and learning. Staff should explain the reasons for any use of reasonable force according to the level of understanding of the pupil, using communication aids when appropriate to support pupils' understanding and expression. Staff should seek to obtain the pupil's views wherever appropriate and co-construct plans with them to reduce the risk of further incidents or injury, ensuring that pupils are listened to and their perspectives inform future practice. Staff should reinforce simple messages:

- We hold pupils to keep them safe: them, their peers and adults in school.

Conversations, activities and follow-up actions should aim to repair and rebuild relationships between pupils and adults through structured, developmentally appropriate dialogue; for some pupils, this may include shared play or other suitable relational approaches.

12.2 Further considerations/actions

If further action is required in relation to a member of staff or a pupil, this will be pursued through the appropriate trust/school procedures.

- Ongoing monitoring of pupil and staff wellbeing will continue, and additional support will be provided as needed.
- Staff wellbeing support signposted by Senior leader or Mental Health First Aider.
- All staff can also seek longer term support from Forward Education Trust procured services.

- The Trust will be informed in the event of a pupil or adult being injured and the school will adhere to any follow-up procedures.
- Safeguarding Procedure (this may involve investigations by Police and/or Social Services)
- Staff Disciplinary Procedure
- Suspensions or Permanent Exclusions Procedure in the case of violence or assault against a member of staff or other pupils. The member of staff will be kept informed of any action taken.

In the case of any action concerning a member of staff, they will be advised to seek advice from their professional association/union.

13. Reporting and Recording

We have a legal duty to record and report all:

- Significant incidents involving force (see section 5 of this policy for a definition of 'significant incident')
- Seclusion incidents
- Restraint incidents (including environmental restraint)

14.1 Recording incidents

All Trust schools have a clear process in place for recording the incidents listed above. The incident must be recorded as an incident on the Child Protection Online Monitoring System (CPOMS) using the appropriate tag. Staff must record all incidents in writing, as soon as possible after the event, and should endeavour to do this on the same day.

For significant incidents involving force (including restraint where physical force was used), we will record:

- The names of the pupil and staff members directly involved
- Any relevant needs or circumstances of the pupil, including whether they have an identified special educational need or disability, and their SEN status code (This is linked within the CPOMS system)
- The time, date, location and approximate duration of the intervention
- A clear and brief description of what happened, including:
 - What led up to the incident
 - Any known or potential triggers for the behaviour
 - Any preventative or de-escalation strategies used
 - The type and degree of reasonable force used
 - Details of any physical injuries sustained, if applicable
- A brief explanation of why using force was assessed as necessary in that situation

- Details of any support given after the incident, such as medical help or emotional support
- Notification to parents.

For seclusion incidents and non-force related restraint incidents, we will record:

- The names of the pupil and staff members directly involved
- Any relevant needs or circumstances of the pupil, including whether they have an identified special educational need or disability, and their SEN status code
- The time, date, location and approximate duration of the intervention
- A brief explanation of why the intervention was assessed as necessary in that situation
- Details of any physical injuries sustained, if applicable
- Details of any support given after the incident, such as medical help or emotional support
- Notification to parents.

Note: if a seclusion or restraint incident also constitutes a significant incident involving force, we will record it in line with our procedure for recording significant incidents involving force. It does not need to be recorded twice.

Completed reports will be kept securely and retained in line with our data protection procedures. Any incidents of seclusion must be reported directly to the Director of Education and the Trust Safeguarding and Attendance Lead at the trust.

13.2 Reporting incidents to parents/carers

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

- All incidents, including significant incidents involving use of force, seclusion and restraint incidents will be reported to a member of the senior leadership team as soon as possible after the incident.
- All incidents are recorded on CPOMS incidents and are read by the DSL team, Headteacher or Behaviour lead.
- Parents will be contacted and this will be recorded on CPOMS using the Reasonable Person Notification Record tag.
- A written letter will also be sent to parents by email using BROMCOM MIS system. (See appendix1)

We will inform parents/carers about an incident as soon as we can after it happens and will endeavour to do this on the same day. We will do this even if the use of restrictive interventions is agreed as part of a pupil's behaviour support plan.

There are 2 exceptions to this:

- If the pupil is 20 years old or older

- If a member of staff thinks that telling the pupil's parents/carers would likely result in significant harm to that pupil. In these cases, we will report the incident to any parent(s)/carer(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority where the pupil ordinarily resides.

When we report **significant incidents involving force** to parents/carers, we will include the following details:

- The time, date, location and approximate duration of the intervention
- A brief explanation of why the intervention was assessed as necessary in that situation
- A short description of the type and degree of force that was used
- Details of any physical injuries sustained, if applicable

When we report **seclusion incidents and restraint incidents** to parents/carers, we will provide parents/carers with a letter outlining information about the incident (Appendix 1).

Note: if a seclusion or restraint incident also constitutes a significant incident involving force, we will report it in line with our procedure for reporting significant incidents involving force. It does not need to be reported twice.

When reporting to parents/carers, we will have regard to data protection requirements when deciding what information to share. For example, we will not include any identifying details of any other pupil.

Following up with parents/carers after an incident

School leaders will invite parents/carers to have a follow-up discussion about the incident, where appropriate. The discussion might include:

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

13.3 Reporting incidents to the Trust

The Trust conducts regular audits to ensure compliance with guidance and safeguarding expectations. Any staff injuries arising from incidents must also be reported through the Trust's Workplace Risk Management/Health and Safety system so risks can be assessed and appropriate support and preventative measures put in place.

Any incidents of seclusion must be reported directly to the Director of Education and the Trust Safeguarding and Attendance Lead.

13.4 Reporting incidents to the local authority

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

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

14. Monitoring incidents

School-Level Responsibilities

Headteachers are responsible for ensuring that the use of restrictive interventions within their school is lawful, proportionate, and minimised through strong preventative practice. They must ensure that:

- All incidents involving restrictive interventions are recorded accurately, promptly and in line with statutory requirements.
- Parents/carers are informed as soon as practicable following a significant incident, unless doing so would place the pupil or others at risk.
- Patterns, trends and repeat incidents are reviewed regularly to identify safeguarding concerns, training needs or weaknesses in provision.
- Staff involved in incidents are supported appropriately through debrief, supervision and, where necessary, additional training.
- Individual pupil plans (e.g. risk reduction or behaviour support plans) are reviewed and updated following incidents all incidents to reduce the likelihood of recurrence.

Trust Executive Team Responsibilities

The Director of Education, working with the Trust Safeguarding & Attendance Lead, holds strategic responsibility for oversight and assurance across all schools. This includes:

- Monitoring Trust-wide data on restrictive interventions to identify patterns, disparities or emerging risks.
- Ensuring that schools maintain consistent, compliant practice aligned with DfE guidance, safeguarding requirements and the Trust's values.
- Quality assuring recording, reporting and follow-up processes, including how schools respond to repeat or high-level incidents.
- Using monitoring information to inform training, policy review, resourcing and system improvement.
- Providing appropriate challenge and support to school leaders where practice, frequency or recording raises concern.

Trustee Responsibilities

Trustees have a strategic and governance role in ensuring that restrictive interventions are used safely, rarely and appropriately. Trustees are responsible for:

- Ensuring the Trust has a clear, up-to-date Restrictive Interventions Policy aligned with national guidance and safeguarding requirements.
- Receiving and reviewing summary monitoring information on restrictive interventions to understand levels, trends and risks.
- Seeking assurance that leaders are taking effective action to minimise the use of restrictive interventions and protect pupil welfare.
- Ensuring that learning from incidents informs Trust strategy, policy and improvement planning.
- Holding executive leaders to account for compliance, transparency and culture, ensuring practice reflects the Trust's commitment to inclusion, dignity and children's rights.

Responsibility for this is delegated to the Education Committee.

15. Complaints

The availability of a clear policy about physical intervention and early involvement of parents should reduce the likelihood of complains but may not eliminate them. Any complaints about the use of restrictive interventions will be handled through our Trust's complaints policy, which you can find on the Trust website. Any complaints about staff will be investigated through the appropriate Trust procedure.

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](#).

16. Monitoring of this policy

Responsibility for Monitoring

The Director of Education along with the Trust Safeguarding and Attendance Lead is responsible for overseeing the implementation and effectiveness of the policy.

Monitoring Methods

The policy will be monitored through a range of ways including feedback from stakeholders, data analysis and during the school review meetings.

This Policy will be reviewed on an annual basis by the Director of Education, and approved by the Education Committee at each review.

17. Links to other policies

This policy is linked to the following policies:

- Trust Safeguarding and Child Protection Policy
- School Safeguarding and Child Protection Policy
- Trust Suspension and Permanent Exclusion Policy
- Trust Behaviour & Relationships Policy
- Trust Health and Safety Policy

- Trust Complaints policy

Appendix 1: Parent Notification Letter Template

(For significant incidents involving reasonable force, restraint or seclusion)

Please put on school letter headed paper:

[Date]

Dear [Parent/Carer's Name],

Earlier today, there was an incident involving your child, **[Child's Name]**, where staff needed to use reasonable force, restraint or seclusion to keep your child and others safe. In line with the DfE's statutory duties effective from April 2026, schools must let parents know about any significant incident like this as soon as possible, and we want to share this with care and transparency.

Incident overview

When and where	[Insert time/date/location]
Why was it necessary	[Brief explanation, e.g., to prevent injury or serious property damage.] <i>(The guidance explains that force may only be used to keep people safe — never as a punishment.)</i>
What staff did to help	[Simple description of the type of intervention used, restraint technique or seclusion ensuring clarity and factual accuracy.]
How long it lasted	[Approximate duration]
Any injuries	{State if none, or describe briefly.} <i>(Children should be checked and supported afterwards.)</i>

Following the incident your child was given time, space and a supportive adult. We know that moments like this can be unsettling, we are committed to understanding your child's needs, supporting their wellbeing, and using de-escalation, emotional regulation and positive relationships to reduce the likelihood of situations escalating in the future.

Please know we value your insight and partnership, and we want to work together to support your child's safety, emotional wellbeing and success. If you'd like to talk through what happened, ask questions, or think together about next steps, we warmly welcome a conversation.

You can reach [Name / Role] on [Contact Details], and we'll be happy to support you in whatever way feels helpful.

Yours sincerely,
[Name]
[Role]
[School Name]