



LAURENCE JACKSON
SCHOOL

USE OF RESTRICTIVE INTERVENTIONS AND REASONABLE FORCE POLICY SEPTEMBER 2026

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Table of Contents

Table of Contents	2
Introduction	3
Legal Framework.....	3
Communicating the school's approach to the use of force	4
Roles and Responsibilities	4
Determining when use of restrictive interventions is appropriate	5
Power to search pupils without consent	8
Risk assessment/Support plan	10
Reporting and recording	11
Seclusion.....	12
Pupil and staff support.....	12
Complaints	13
Monitoring and review	13
Appendix A: Terminology.....	13
Appendix B: Pro Formas	15
Review of Significant Incident Form	16

Introduction

All staff in Laurence Jackson School recognise that the use of reasonable force is only one of the strategies available to secure pupil safety/well-being.

Our policy on the use of restrictive intervention and reasonable force is part of our overall pastoral care procedures.

This policy should be read in conjunction with associated policies:

- Behaviour policy including searching, screening and confiscation policy
- Safeguarding and child protection policy.

This policy acknowledges that situations may arise in which staff members will be required to use restrictive intervention, and in some cases reasonable force, in order to handle pupils' emotions or aggressive behaviour when other measures have failed to do so.

The aim of this policy is to ensure that restrictive intervention is used in a correct and safe manner, which is in accordance with the relevant legislation and national guidance.

Legal Framework

The DfE Restrictive interventions, including use of reasonable force in schools guidance for schools in England 2026 allows all staff at a school to use reasonable force to keep children safe. It also allows other adults in the school to use physical interventions, where reasonable, proportionate and necessary to ensure the safety of children.

The right of school staff to use reasonable force is further set out in the DfE document Behaviour in Schools, which states that members of staff have the power to 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.

Positive Handling should only be used when all other strategies which do not employ force have been tried and found unsuccessful, or in an emergency situation. It should be avoided where possible.

Reasonable minimal force must be a matter of personal judgement. All teachers have a professional 'duty of care' within their job description, which is underwritten by the Department of Education Teacher Standards.

Staff who are likely to need to use reasonable force and/or other restrictive interventions will be adequately trained in its safe and lawful use and in preventative strategies.

Terminology used in this guidance and the DfE policy can be found in Appendix A.

Communicating the school's approach to the use of force

DfE guidance states:

- Schools do not require parental consent to use force on a pupil.
- There are circumstances when it is appropriate for staff to have some physical contact with pupils which does not give rise to any question over the use of reasonable force and other restrictive interventions. This will depend on the circumstance, but examples of occasions when physical contact is generally appropriate include:
 - to administer 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.

Roles and Responsibilities

The local governing committee is responsible for:

- Monitoring the overall implementation of this policy.
- Notifying the headteacher that the Behaviour Policy should include the power to use reasonable force.
- Evaluating, on an annual 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 pupils or parents 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 pupils.
- Ensuring all members of staff understand the correct conduct in terms of positive de-escalation and framing.
- Handling any allegations of abuse in line with the Allegations of Abuse Against Staff Policy.
- Maintaining the records of the use of restrictive intervention and evaluating on a termly basis how reasonable force and restrictive 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.
- Responding to any complaints, in liaison with the governing board, from pupils or parents regarding the use of reasonable force.

The SENCO is responsible for:

- Providing training to members of staff on how to handle the needs of pupils with SEND.

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

The DSL is responsible for:

- Providing staff with annual training where the headteacher deems it necessary.
- Ensuring all members of staff use restrictive intervention in accordance with this policy.
- Ensuring incidents where restrictive intervention or seclusion are used are communicated, in writing, with parents and recorded appropriately.
- Reviewing this policy in liaison with the headteacher and governing board.

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 and assess whether a restrictive intervention is likely to successfully reduce the relevant risks.
- 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 pupil 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 pupil's welfare?

- Staff should consider the impact on the pupil's overall welfare, balanced against any actions taken. For example, pupils 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 pupil'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 pupil what is happening, why, and explain what the pupil needs to do.
- For pupils 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 pupil understands what is happening and has adequate time to process information and respond.
- Staff should seek to understand how the pupil is feeling and use this information to determine whether the restrictive intervention should be, or continue to be, applied, reduced or stopped.

This list of factors is not exhaustive, and staff should also take into account other relevant considerations.

We will always look to minimise the need to use restrictive interventions, such as through prevention, de-escalation, and approaches for individual pupils.

Whole-school measures include:

Positive De-escalation

The principle of positive de-escalation means that the school expects staff to assess whether the incident requiring a response can be resolved without the use of restrictive intervention.

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

Staff will not generally resort to restrictive intervention immediately without first questioning whether there is a need to use restrictive intervention. Staff will question whether:

- Verbal de-escalation can be attempted.
- There are actions that can be taken to remove triggers from pupils, e.g. dimming the lights and encouraging quiet where a pupil is having a meltdown in response to sensory overstimulation.
- The pupil 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 pupil 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 pupil 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 pupil. 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 pupil attempts to run out into a busy road, or where pupils begin a violent fight with one another and staff are forced to pull the pupils apart. Staff will not be penalised for resorting to the use of restrictive intervention with reasonable force in such situations where it is justified and perceived necessary to prevent harm to others or property in the circumstances.

Positive de-escalation will be applied with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the pupil 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.

Reasonable Force

Staff members will use actions that are appropriate and in proportion to the circumstances. Restrictive interventions will never be used routinely. Where reasonable force is required, the degree and type of force that is used will depend on the pupil'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 pupils 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 pupil from leaving an area, e.g. the classroom or school grounds, where doing so would risk their safety or the safety of others. (Seclusion)
- A pupil is attacking a member of staff or another pupil.
- A pupil 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 2004, 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 and de-escalation is ineffective or not appropriate. 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 pupil'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 restrictive intervention or reasonable force is required, minimal force will be appropriate, e.g. holding a pupil'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 pupil is posing to themselves or others.

Where staff determine restrictive intervention is necessary, they will calmly communicate the reasons for their actions to the pupil and explain why it is necessary in a non-threatening manner. In most cases, staff will communicate this to pupils before making physical contact to minimise distress and/or further aggressive behaviour from the pupil; 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 pupil. 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.

Reasonable force techniques which present an unacceptable risk and will not be used under any circumstances include, but not limited to:

- The 'seated double embrace' where two staff members force a pupil into a sitting position and lean them forward whilst a third staff member monitors their breathing.
- The 'double basket-hold' in which a pupil's arms are held across their chest.
- The 'nose distraction technique' which involves a sharp upward jab under the pupil's nose.

Staff will also be aware that, in some instances, it will cause more distress to a pupil, and may increase the risk of harm to their peers, if they are prevented from leaving an area, e.g. their classroom, using seclusion. 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 pupil 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 pupil involved may be subject to separate disciplinary procedures, in which strategies should be formed to help avoid reoccurrence of such incidents.

Schools cannot use force as a punishment – it is always unlawful to use force as a punishment.

Power to search pupils without consent

In addition to the general power to use reasonable force described above, Head of School and authorised staff can use such force as is reasonable, given the circumstances to conduct a search for "legally prohibited items."

Searches will be conducted in line with the statutory Searching, Screening and Confiscation in Schools guidance.

Other physical contact

There are circumstances when it is appropriate for staff to have some physical contact with pupils which does not give rise to any question over the use of reasonable force and other restrictive interventions. 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:
 - o the pupil has SEND or other vulnerabilities
 - o any alternative strategies that do not include physical contact can be used

The school understands that certain types of physical contact between staff and pupils are inappropriate, e.g. cuddling, lap-sitting and some instances of holding hands, and that safe touch should never be invasive, humiliating or flirtatious.

Staff employing touch for reward or comfort will use the 'school hug', rather than an embrace. The school hug is a sideways hug whereby the member of staff places their hands on the pupil's shoulders. This type of hug prevents the pupil from turning themselves towards the member of staff and thus engaging in a 'front' embrace, which the school deems inappropriate.

The school recognises that staff will sometimes need to hold a pupil's hand, e.g. to guide them or prevent them from physical harm. Staff needing to hold a pupil's hand will use the 'school hand hold' in order to prevent any inappropriate exchange between staff and pupils. The school hand hold involves the member of staff holding their arm out and the pupil wrapping their hand around the staff's lower arm. If required, the member of staff can then place their free hand on top of the pupil's for extra security.

The school understands that pupils are not always aware of the boundaries between staff and pupils and thus may try to engage in physical contact, such as lap-sitting or inappropriate hand-holding and hugging. Should a pupil try to engage in any inappropriate physical contact, the member of staff will explain to the pupil why it is unacceptable and encourage them to engage in the school-hug or school-hand-hold instead.

If a member of staff attempts to use one of the safe methods of touch and a pupil is unhappy or uncomfortable with this, the member of staff will retract immediately in order to respect the pupil's wishes.

Appropriate touch involving pupils with SEND will be in line with their EHC plan or IHP.

Where it is reported that a staff member has engaged, or is suspected to have engaged, in touch that is not appropriate in line with this policy and the Staff Code of Conduct, this will be handled in line with the Reporting Low-level Safeguarding Concerns Policy, or, where there have been multiple reports of

inappropriate touch or an instance of touch which is severely inappropriate, the Allegations of Abuse Against Staff Policy.

Risk assessment/Support plan

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

The SENCO 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 pupils with SEND are aware of the ways in which their needs can be met without reasonable force.

The school is aware that pupils 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 pupil is prone to meltdowns, the SENCO and headteacher will draft a risk assessment to determine planned strategies for managing the pupil's meltdowns that are tailored to the pupil's specific needs, to avoid the use of reasonable force. These risk assessments will be conducted in collaboration with the pupil and their parents, where appropriate.

Some pupils 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 pupil with SEND will be applicable to other pupils with SEND.

Staff will also be aware that pupils with SEND may engage in frequent, repetitive self- stimulatory behaviour, known as 'stimming', and that some pupils 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 pupils 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 pupil 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 pupil to engage in safer stims will be included as part of the pupil's risk assessment.

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

Reporting and recording

Statutory guidance states that governing bodies of maintained schools and the proprietors of other schools must ensure that a procedure is in place for recording each significant incident in which a member of staff uses force on a pupil, as part of the school's duty under section 93A of the Education and Inspections Act 2006.

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

Immediately following an incident, the member(s) of staff involved will verbally report the incident to the safeguarding team and provide a comprehensive written record of the situation as soon as possible, using the Physical Intervention Report Form (Appendix B). 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.

Details must include:

- names of pupil and staff directly involved
- any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code
- time, date, location and approximate duration of the intervention
- brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained
- brief account of why the use of force was assessed as necessary in that instance
- any post-incident support, such as details of any medical treatment for injuries or other adverse impacts.

Records should be retained and analysed by the headteacher, DSL and SENCO where restrictive intervention was used on a pupil 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 restrictive intervention has been used, the pupil's parents will be informed as long as this would not place the pupil 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 pupil's parents of the details of an incident. If it is appropriate, the following will be adhered to:

Parents will be informed verbally and followed up in writing from the DSL. This will include as a minimum;

- time, date, location and approximate duration of the intervention
- brief account of why the intervention was assessed as necessary in that instance
- brief account of what type of force was applied, and the degree of force
- details of any physical injuries sustained, if applicable.

School will communicate this in writing. This includes any child who required seclusion or restraint as part of a behaviour support plan or risk assessment. The report will inform parents of their right to complain about the use of positive handling and reasonable force, in line with the Complaints Procedures Policy.

Where suitable, we will invite parents/carers into school to discuss significant incidents, to look at any potential warning signs/triggers or actions that may be done differently in the future.

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 safeguarding team 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 pupils about the incident, for instance those who witnessed the event.

Seclusion

We will/may use seclusion as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation and is not acting with intent. Seclusion is a non-disciplinary intervention involving keeping a pupil confined to a place away from others and preventing them from leaving. **Seclusion will not be implemented by staff through the threat of punishment.**

The place to which the pupil is confined will be safe and not feel threatening or intimidating to the pupil. The pupil will 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'.

Pupil and staff support

Following an incident of Restrictive intervention, all pupils 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 pupils involved in incidents will be given separate opportunities to reflect on what happened.

It will be explained to the pupil 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 pupil 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 be encouraged to reflect on 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 pupils.

Debriefing process and look to understand what happened during the incident and why.

As a school, we will continue to monitor pupil and staff wellbeing and provide additional support if needed.

Complaints

Please refer to our Trust Complaints policy for details on our complaints procedure.

Monitoring and review

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

The next scheduled review for this policy is September 2027.

Appendix A: Terminology

For clarity, this policy uses the following definitions:

Restrictive intervention: a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This guidance uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils 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 pupils and staff as described in 'Other physical contact with pupils' within this document. This includes when physical force is used to implement a non-physical restrictive intervention.

Seclusion: a non-disciplinary intervention involving keeping a pupil 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 pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint.

Safe Touch: 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 pupil, e.g. where a pupil is significantly distressed and in need of physical comfort.

Appendix B: Pro Forms

Record of significant incident using restrictive interventions

Name of student:		Year group:	DOB:
Date of incident:	Time of incident:	Location of incident:	
Member(s) of staff involved:	Adult witness(es)	Pupil witness(es)	
Incident details			
Actions leading up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies attempted first, and why intervention was deemed necessary			
Detailed description of the specific type of restraint or physical technique or seclusion			
Detail injuries sustained by pupils or staff and property damage:		<i>Do not include staff name(s)</i>	
Actions taken following incident (first aid, comfort measures), and whether a support plan was followed:			

Record of significant incident using restrictive interventions page 1 of 2

Record of significant incident using restrictive interventions

Did the incident use reasonable force or seclusion?		Date form was completed:	
Reasonable force ☐			
Seclusion ☐			
Member of staff completing form:			
Name:	Signature:	Job Title:	
Date incident reported to parents/carers:		Contact method used:	Name of reporting person:
Headteacher / SLT reviewing form:			
Name:	Signature:	Job Title:	

Please note, the information statutorily required to report to parents in writing is different to the information needed to be recorded via this form for the purpose of school records.

Record of significant incident using restrictive interventions page 2 of 2

Review of Significant Incident Form

Following each serious incident there will be a full reflection review completed by the DSL following the below template to ensure lessons, where possible, can be learned to improve and minimise the need for future restrictive intervention.

Review of significant incident involving restrictive intervention

To be completed by a senior leader and staff members involved/present

SECTION 1: Staff Debrief

Considerations:	Yes	No	Details /Action
Is the employee's line manager aware of the incident?			
Has the employee been offered a 1:1 appointment to discuss the incident?			
Could the incident have been handled differently?			
Did the member of staff follow the relevant policy? E.g. positive handling or behaviour policy			
Does the employee require any of the following: 1. Further training 2. Increased supervision 3. Counselling or health related support			
Are there any actions/recommendations for the employee following the incident?			

SECTION 2: Review of Incident Details

Considerations:	Yes	No	Details /Action
Was the incident a one-off? OR Was the incident part of wider concerns? If so, please elaborate in the actions box.			
Do any of the person/s involved have a risk assessment? If yes, give details considering? 1. Has this been adhered to? 2. Are any further risks being considered following this incident? If no, does the child now require a risk assessment?			

SECTION 3: Information Sharing

Considerations:	Yes	No	Details /Action
Are there any other agencies/professionals involved with the child/family?			
Does this risk associated with this incident need to be shared with those agencies? Consider: 1. Social Care 2. School Health 3. School Attendance 4. Family Support / Early Help 5. Adult Mental Health 6. Other			
Does the child have siblings in your school or other schools and does the incident impact on them?			
If so, has the risk been shared with staff associated with siblings and/or the feeder school?			
Does this incident require police contact? If so, please log the crime reference number.			

SECTION 4: Review policies and practice

Considerations:	Yes	No	Details /Action
Have you acknowledged DfE guidance Restrictive interventions, including use of reasonable force? Is the intervention consistent with the Behaviour Policy and Safeguarding Policy?			
Have you clearly stated why restrictive intervention was necessary (e.g., to prevent harm, maintain safety)? Is the explanation factual and free from emotive language?			
Have you documented de-escalation strategies attempted? Did you consider alternative strategies before physical intervention?			
Is the intervention described accurately and in line with approved techniques? Have you included duration and staff involved?			

SECTION 4: Review policies and practice (continued)

Considerations:	Yes	No	Details /Action
Have you recorded who was informed (e.g., parents/carers, SLT)? Have you recorded the outcome for the intervention e.g. behavioural outcome and informed parent/carer, Have you considered and documented the child's emotional well-being post-incident?			
Have you noted what worked well and what could be improved? Have you identified any training needs or policy updates? Is there a plan for preventative strategies going forward?			
Is the form signed and dated by the staff member? Has it been reviewed by a senior leader?			