Handling and Use of Reasonable Force Policy



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Aims and Scope

At Bowlish Infant School our aim is to create a safe, secure and supportive environment for all our pupils 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 pupils, 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 or was necessary in an emergency.

This policy aims to:

- Minimise the need to use restrictive interventions, through early support, prevention and de-escalation strategies
- Help 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

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:

- the Education and Inspections Act 2006, especially sections 93 and 93A
- the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025
- the Health and Safety at Work etc. Act 1974 and associated regulations
- the Human Rights Act 1998
- the Equality Act 2010
- Keeping Children Safe in Education
- Department for Education guidance on searching, screening and confiscation
- Paragraph 16A of the schedule to The Education (Independent School Standards) Regulations 2014

Links to Other Policies

This policy links to the following policies and procedures which can be found on our website:

- Behaviour policy
- Child protection and safeguarding policy
- Complaints policy
- Health and safety policy
- SEND policy
- Managing Allegations Against Staff

Definitions

The terms we use in this policy are defined as follows:

- **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.
- **Physical Intervention:** where staff have physically intervened, but not restrained e.g. using their body as a shield or guided walking
- **Restrictive Physical Intervention:** Restrictive physical intervention involves using force or techniques to restrict a person's movement or freedom to prevent harm to themselves or others.
- **Guiding:** Techniques for safely and respectfully guiding individuals to a different location or activity. This involves using physical prompts, like a hand on the back or an arm guide, to encourage someone to move in a desired direction, while they are generally compliant.
    - Hand on the back
    - Palm/s on the back of the arm/s
    - Holding a hand to lead
- **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.

We will only use guides and restraints that have been covered in the Dynamis Positive Handling training (unless to not use an alternative action would risk causing more harm to the pupil or others). Restricting physical liberty is not depriving them of physical liberty and is used for the shortest amount of time necessary. Physical Intervention is used as a last resort; it is always reasonable, proportionate and necessary.

Restraining and Escorting can be used to maintain safety and prevent harm, focusing on minimal force proportionate to the risk.

- Fix and stabilize hands / from climbing
- Guiding hold

- Wrist hold
- Fist hold
- Leg hold
- Advanced leg hold

Both the fist-hold and the wrist-hold can be adapted for standing, sitting and can incorporate the leg-hold or advanced leg-hold.

Bearing the weight of a child
Working with young children (incl. some Early Years), there are times when it is appropriate, if possible, to bear the weight of a child. This should only be done if staff are confident and physically able to do so. We avoid this wherever possible due to the risks involved.

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 pupils which does not give rise to any question over the use of reasonable force or other restrictive interventions.

Examples include:
- Providing first aid to a pupil
- Guiding or escorting a pupil through the school building or on a school trip by holding their hand
- Comforting a pupil who is upset
- Offering congratulations or praise, such as with a pat on the back or handshake
- Demonstrating 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:
- our child protection and safeguarding policy
- The specific circumstances, such as whether there are other adults present
- Factors including, but not limited to:
  - The pupil's age
  - Any known vulnerabilities, including whether the pupil 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 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. For example, putting a pupil into a 'holding' room until they calm down is a form of seclusion.

We only use seclusion as a safety measure when a pupil 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 manage behaviours. Please see our behaviour policy for information on our response to managing behaviour.

During seclusion:
- The pupil will be secluded in a safe place that does not feel threatening or intimidating to them
- The pupil will be supervised at all times

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

Any incident involving the use of seclusion will be recorded and reported.

Roles and Responsibilities

The Governing Body

The Governing Body is responsible for:

- 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
- 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. For example:
  - If approaches have been used for some time but haven't been effective
  - If there is any disproportionate use of restrictive interventions, including in relation to pupils who share protected characteristics or have SEND or other types of vulnerabilities

The Headteacher

The Headteacher 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
- Ensuring adequate staffing levels to support positive behaviour management
- Monitoring incidents involving restrictive interventions, including regular review of incidents to refine and improve processes
- Ensuring compliance with recording and reporting requirements
- Authorising staff to search a pupil or their belongings if they have good reason to believe the pupil has a prohibited or banned item
- Following the procedures set out in our 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

All staff

All members of staff are responsible for:

- Making sure they have read and understood the principles of this policy and any other linked policies
- 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 Designated Safeguarding Lead (DSL)
- Recording any injuries that occur as part of an incident involving restrictive intervention and following our health and safety policy to ensure these are reported to the Headteacher.
- 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

Designated Safeguarding Lead (DSL)

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

Special Educational Needs Co-ordinator (SENCO)

The SENCO is responsible for:

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

Acceptable Uses of Force

All staff within our school have a legal power to use reasonable force in certain situations. Staff can use reasonable force to prevent or stop a pupil from:

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

While all staff have this power, some staff, especially those who work closely with pupils 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.

Unacceptable Uses of Force

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

If any of the above occur, this must be reported to the Headteacher who must follow the managing allegations against staff policy. If any of the above is carried out by the Headteacher, this must be reported to the Chair of Governors on the same day.

Physical Contact with Pupils

It is not appropriate for any school to have a no-contact policy.

Bowlish Infant School recognises that contact may be required as stated above for reasonable force to be used to protect pupils and staff.

There are other circumstance in which physical touch is appropriate and are permitted, due to the importance of developing positive relationships with pupils such as:

- When greeting the pupil into school through their selected greeting – some children may select a hug, hi-five, pat on the arm or back etc.
- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school.
- When comforting a distressed pupil.
- When a pupil is being congratulated or praised.
- To demonstrate how to use a musical instrument.
- To demonstrate exercises or techniques during PE lessons or sports coaching.
- To give first aid.
- To help regulate a child who is sensory seeking and may want a hug.

We educate our children regarding consent/permission and adults ask children if they are ok with being touched and what the reason for the touch is. Children are encouraged to always ask each other for permission to touch also.

Adults in school need to ensure that their conduct with pupils is open and that all behaviour is appropriate. When lone working with pupils, adults need to ensure that they are visible either through glass panels in doors or by having the door at least partially open. Every adult should only exhibit behaviour towards children in the school that they would be comfortable with anyone witnessing and anyone witnessing would be comfortable with. Any behaviour seen to be inappropriate must be referred immediately to the Headteacher. If the behaviour concern was regarding the Headteacher, then the Chair of Governors.

Using Reasonable Force to Search Pupils

The headteacher and any member of staff authorised by the headteacher have a statutory power to search a pupil or their belongings if they have reasonable grounds to suspect that the pupil may have a prohibited item (as listed in Department for Education guidance on searching, screening and confiscation).

They can use reasonable force to search for prohibited items, 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 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 pupils and staff.

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:

- Consistent and thoughtful use of the Behaviour Policy (there are times when this is personalised to meet need)
- Consideration of how our school and classroom environment can support all pupils 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-pupil relationships and trust
- Recording and analysing data on the use of restrictive interventions to inform and improve practice

The individual approaches we use include:

- Consistent and thoughtful use of the Behaviour Policy (there are times when this is personalised to meet need)
- Working closely with parents/carers to support individual pupils
- Strategies to support individual pupils based on their identified needs, including:
- The development of Behaviour Support Plans
- Individual Positive Handling Plans
- Strategies to help pupils calm down before their behaviour escalates
- Making 'reasonable adjustments' where a pupil has a disability, to help them participate in school life as fully as possible

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 pupil's personal space
- Taking a pupil away from an 'audience' – speaking to them on their own rather than in front of a group of other pupils or staff
- Using empathy – asking the pupil to help you understand their feelings
- Distraction techniques
- Offering a calm space for the pupil to go to so they can self-regulate
- Verbal warnings – calmly reminding the pupil of the consequences of their behaviour
- Seeking assistance from a colleague (Change of face)
- Reassurance
- Well-placed ignoring
- Calm voice
- Be curious
- Limited choices
- Change of place
- Patience
- Humour
- Listening to understand
- Simple language
- Zones of regulation
- Humour

- Well-placed touch
- A clear, direct message such as “stop”

Deciding when the need for restrictive intervention 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 de-escalation techniques 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 pupil and/or others.

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

- **Have you considered the pupil’s welfare?**
  - The most important consideration when using a restrictive intervention is the safety and wellbeing of the pupil involved, as well as the safety of other pupils and staff. Staff should always consider the potential impact on the pupil's welfare balanced against any actions taken. For example, staff should bear in mind that pupils 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 pupil’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 pupil what is happening, why, and what the pupil needs to do, including using verbal and non-verbal strategies where needed, and giving time for the pupil to process information and respond where appropriate.
  - 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. Training on the use of restrictive interventions will equip staff to judge when it is appropriate to use restrictive interventions, including in situations where quick decisions are needed. It will also help staff understand how to assess whether their response is reasonable under pressure.

If an assessment has been made to use restrictive interventions, staff will be supported in their decision making.

Support Following an Incident

As soon as possible after any use of restrictive intervention, we will evaluate the incident to understand 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.

The Headteacher will ensure each pupil 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.

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 school will continue to monitor pupil 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 Pupils with SEND

At Bowlish Infant School we understand that pupils with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Pupils 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 pupils with SEND, and to providing the right support and an inclusive environment.

We will carry out risk assessments for pupils with SEND, where we identify that there is an increased likelihood of needing to use reasonable force and/or other restrictive interventions. Our school is aware of its duty under the Equality Act 2010 to make reasonable adjustments for pupils with disabilities to avoid disadvantage and ensure they can take part in school life as fully as possible.

We will utilise staff who know individual pupils well to help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur and develop proactive strategies to reduce the likelihood of restrictive interventions being used. We will also work with the pupil, 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 pupil
- Staff members changing how they communicate with the pupil, such as being more mindful of body language, facial expressions and/or tone of voice
- Helping the pupil express their emotions before getting overwhelmed
- Engaging the pupil in activities to help them regulate their emotions
- Distracting the pupil with familiar objects or activities to redirect their attention
- Where appropriate, we will create individual Behaviour Support Plans/Positive Handling Plans for pupils with SEND. The plan will be reviewed regularly, and following any significant incident, with the pupil 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 pupil finds challenging
    - Explain the best ways to communicate with the pupil
    - 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

Positive Handling Plans

Whilst parental consent is not required for reasonable force to be used it is good practice to develop a positive handling plan with the parent if Intervention is needed 'regularly' or as part of a Risk Assessment. If a Positive Handling Plan is required, parents will be asked to meet with the Headteacher and/or SENCo to complete and agree a Positive Handling Plan and Pupil Passport.

This plan will detail:

- The current risks and behaviours which are causing concern that reasonable force may be required
- Strategies and support that are being used to try and prevent situations escalating to the point where reasonable force may be required.
- What kind of reasonable force is likely to be used.
- What will happen in the aftermath of reasonable force being used; including support and guidance for the pupil and staff members involved.

Training and Risk Assessments

The headteacher will ensure 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 strategies. Dynamis Positive Handling training is completed by staff members every three years, using and accredited trainer. This training puts a high importance on understanding crisis behaviour, duty of care, injury risk awareness, non-escalation and de-escalation. However, we recognise that for some children the use of reasonable force may be required to ensure safety.

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

Staff Personal Safety

Staff have the right to work in a safe environment and as a school we adhere to and are committed to safe working practices.

Dynamis training ensures staff have strategies to ensure they can respond appropriately to:

- hair holds
- bites
- holding dangerous items
- hitting
- arm grab
- pinching, whole hand
- pinching, finger
- clothing grab

If staff are physically assaulted by a child, they report this to the Office Manager. All physical assault it reported to the Headteacher.

Risk of Injury

All actions are taken to improve situations but in using physical intervention it is possible that minor injuries such as scratches may be caused. These must be recorded on the handling record and communicated to parents as soon as possible.

Risk of Complaint

Concern that a complaint may be made about reasonable force being used is not a reason to not use it if the action was reasonable and lawful. If a pupil or parent wishes to make a complaint, they should be advised of the school process through the complaint procedure. It is hoped that through the involvement of parents in agreeing a Positive Handling Plan the risk of complaints will be reduced.

School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.

- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior school leaders should support their staff when they use this power.

Recording and Reporting Arrangements

We have a legal duty to record and report all:

- Significant incidents involving force
- Seclusion incidents
- Restraint incidents

Bowlish Infant School has a clear process in place for recording the incidents listed above. All incidents will be recorded within the appropriate area on CPOMS within the category 'restrictive intervention'.

Staff must record incidents in writing, 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 pupil's behaviour support plan.

We will record the following details as a minimum:

- 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

We may also record additional details to support our evaluation of incidents to identify best practices and areas for improvement. For example, the pupil's and/or witnesses' accounts of what happened, when and how parents were notified, and what follow-up has taken place.

Completed reports will be kept securely and retained in line with our data protection procedures.

Data on restrictive interventions will be regularly reviewed and interrogated by the Governing body as detailed in 6. Roles and Responsibilities.

All notable (not guiding) incidents of PI and RPI are recorded on CPOMS. In recording, staff are:

1. Truthful, factual, concise and subjective
2. using ABC
3. listing what de-escalation strategies were used
4. stating if the incident was witnessed
5. Stating the duration of time the intervention was in place for

Notifying Parents

All incidents of Restrictive Physical Intervention are reported to parents, who should be informed using the following process:

- Email notification sent by the School Office

In person conversation or phone call the same day

Reporting Incidents to parents/carers

We will inform parents/carers about an incident as soon as we can after it happens by phone call. It will then be communicated in writing which we 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 is one exception to this:

- If the DSL believes 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.

A report of the incident made to parents/carers will include the following details 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

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.

Parents/carers will be invited to have a follow-up discussion about the incident, where appropriate. The discussion will 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

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)

Complaints and Allegations

Any complaints about the use of restrictive interventions will be handled through our school's complaints policy, which you can find on our school's 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 and the Managing Allegations Against Staff Policy.