Restrictive interventions Policy

The Trustees of The Cornovii Trust (TCT) adopted this policy on:
8th July 2026

Shared with TCT Local Governing Boards

To be read in conjunction with:

- Individual School Behaviour policy
- Keeping Children Safe in Education
- Safeguarding and Child Protection Policy
- TCT Code of Conduct for employees

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1. Aims and scope

At The Cornovii Trust, we strive to create a safe, secure and supportive environment for all our pupils and staff across all our schools.

There are times when the use of physical interventions, including reasonable force and seclusion, is lawful and necessary to keep people safe. However, we understand that the use of physical interventions can have a significant impact on pupils, staff and parents/carers. In our trust, they are only ever considered as a last resort, once all other prevention and de-escalation strategies have been exhausted.

This policy aims to:

- Minimise the need to use physical interventions, through early support, prevention and de-escalation strategies
- Help school staff feel confident in knowing how to use physical 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
- Provide a consistent approach across all trust schools while recognising the different needs of primary and secondary-aged pupils

Application across phases: This policy applies to all schools within The Cornovii Trust. Where there are specific considerations for different phases (primary or secondary), these are clearly indicated throughout the policy.

2. 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 2026. It also meets the requirements of relevant legislation and statutory guidance applicable to all schools within our trust.

3. Definitions

The terms we use in this policy are defined as follows. These definitions are based on the Department for Education's guidance on restrictive interventions including the use of reasonable force, in schools 2026.

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.

Examples of restrictive interventions could include:

- Supervised seclusion of a pupil in an area away from others, where the pupil is prevented from leaving for their own safety and/or the safety of others

- Passive physical contact, such as a staff member blocking a pupil's path if they're running towards danger (like a busy road or playground exit), or staff standing between pupils to prevent a fight
- **Primary context:** Gently holding a young child's hand to prevent them from running into a dangerous situation
- **Secondary context:** Staff positioning themselves between pupils who are in conflict

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.

Examples of the use of reasonable force could include:

- A staff member guiding a pupil to safety by the arm
- Staff breaking up a fight between pupils
- A staff member restraining a pupil to prevent injury to the pupil, or others
- **Primary context:** Supporting a young child who is attempting to leave the classroom or school premises unsafely
- **Secondary context:** Preventing an older pupil from causing harm to themselves or others during an incident

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.

Examples could include:

- A staff member holding a pupil's arms to their sides when the pupil is attempting to harm themselves or others
- Removing a pupil's crutches
- **Phase consideration:** The type and degree of restraint used will always be proportionate to the age, size and developmental stage of the pupil

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 designated safe space and physically obstructing the door until they calm down is a form of seclusion.
See section 3.2 of this policy for more information on seclusion.

A significant incident is any incident where the use of force goes beyond appropriate physical contact between a member of staff and a pupil. This includes when physical force is used to implement a non-physical restrictive intervention.
See section 3.1 of this policy for more information on appropriate physical contact.

3.1 Appropriate physical contact with pupils

Our trust 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 (this list is not exhaustive):
Applicable to all phases:
- Providing first aid to a pupil
- Comforting a pupil who is upset
- Offering congratulations or praise, such as with a pat on the back or handshake
- When demonstrating exercises or techniques during PE lessons or sports coaching

Primary-specific examples:
- Guiding or escorting a pupil through the school building by holding their hand
- Helping young children with personal care (in line with our safeguarding procedures)
- Supporting children during play activities
- Assisting with putting on coats or fastening shoes for younger pupils

Secondary-specific examples:
- Demonstrating how to use a musical instrument
- Demonstrating techniques during a Design and Technology lesson
- Showing proper technique in science practical work

In assessing whether physical contact is appropriate in any given situation, staff should use their professional judgement, and have regard to:
- The 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 and developmental stage
    - 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
    - The pupil's understanding and ability to communicate their needs

3.2 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.
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 deliberate or wilful misbehaviour.

Please see the school's behaviour policy for information on their response to misbehaviour.

During seclusion:

- The pupil will be secluded in a safe place that does not feel threatening or intimidating to them. Appropriate spaces may include:
    - **Primary schools:** A designated calm space, quiet area within the classroom, the school's nurture room, or a supervised area in the pastoral office
    - **Secondary schools:** The pastoral hub, a staff member's office, a designated meeting room, or the school's support centre
- The pupil will be supervised at all times, by at least 1 member of staff
- **Primary consideration:** For younger pupils, the supervising adult should be someone familiar to the child where possible, to reduce distress
- **Secondary consideration:** The supervising adult should maintain appropriate professional boundaries while providing reassurance
- As soon as it is safe to do so, the pupil will be allowed to leave
- Communication with the pupil will be age-appropriate and developmentally suitable

Any incident involving the use of seclusion will be recorded and reported in accordance with the procedures set out in section 12 of this policy.

4. Roles and responsibilities

4.1 The board of trustees

The board of trustees is responsible for:

- Reviewing and approving this policy
- Ensuring that a procedure is in place for recording and reporting each:
    - Significant incident involving force
    - Seclusion incident
    - Restraint incident
- Taking all reasonable steps to ensure that the procedures for recording and reporting the use of force, seclusion and restraint are followed across all trust schools
- Regularly reviewing and interrogating data on the use of restrictive/physical interventions across the trust
- Supporting and challenging trust and school leaders to identify where changes may be needed to practice, including:
    - If approaches have been used for some time but haven't been effective
    - If there is any disproportionate use of restrictive/physical interventions, including in relation to pupils who share protected characteristics or have SEND or other types of vulnerabilities
    - If there are differences in practice between schools that need to be addressed

4.2 The Chief Executive Officer (CEO) and school headteachers

The CEO is responsible for:

- Overall oversight of this policy across the trust
- Ensuring consistency of approach across all trust schools
- Monitoring trust-wide data on restrictive interventions
- Supporting headteachers in implementing this policy effectively

Each headteacher is responsible for:

- Implementation and oversight of this policy within their school
- Making sure that appropriate and high-quality training on preventative strategies and the safe and lawful use of restrictive interventions is provided for staff who need it, based on their school's individual context and needs
- **Phase consideration:** Ensuring training is tailored to the specific age range and developmental needs of pupils in their school
- 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 think the pupil has a prohibited or banned item (primarily relevant to secondary schools)
- 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

4.3 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
- **Phase awareness:** Adapting their approach based on the age and developmental stage of the pupils they work with
- 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/physical intervention, and following our health and safety policy to ensure these are reported to the Health and Safety Lead where necessary
- Taking part in training on preventative strategies and the safe and lawful use of restrictive interventions, if relevant to their role
- Engaging in follow-up conversation(s) to debrief and reflect on incidents involving restrictive intervention that they were involved in

4.4 Designated safeguarding lead (DSL)

The DSL in each school is responsible for:

- Reporting every seclusion incident, restraint incident and significant incident involving force to each parent/carer of the pupil involved
- **Phase consideration:** Ensuring communication with parents/carers is appropriate to the age of the child and the family's circumstances
- Making sure records are kept securely and in accordance with safeguarding and data protection procedures
- Contacting the relevant agencies in cases where informing a pupil's parent/carer of the use of reasonable force, seclusion or restraint on a child would put that child at risk of significant harm
- Sharing anonymised data with trust leaders for monitoring purposes

4.5 Special educational needs co-ordinator (SENCO)

The SENCO in each school 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/physical 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
- **Phase consideration:** Ensuring strategies are developmentally appropriate for the age and stage of pupils
- Advising on reasonable adjustments for any pupils with disabilities when considering prevention and de-escalation strategies
- Participating in the review of restrictive/physical 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

4.6 Phase leaders (where applicable)

In schools with phase leadership structures, phase leaders are responsible for:

- Supporting the implementation of this policy within their phase
- Ensuring consistency of approach among staff within their phase
- Monitoring the use of restrictive/physical interventions within their phase and identifying any patterns or concerns
- Supporting staff in their phase with prevention and de-escalation strategies
- Contributing to the review and development of behaviour support plans for pupils in their phase

5. Acceptable uses of force

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

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

Phase-specific considerations:
Primary schools:

- Staff should be particularly mindful of the size and age of pupils when considering the use of force
- Force should be used with extreme caution with very young children (EYFS and Key Stage 1)
- Staff should consider whether distraction or redirection might be more appropriate for younger pupils
- Examples of situations might include: preventing a child from running out of school, stopping a child from hurting another child during play, or preventing a child from causing harm during a distressed episode

Secondary schools:

- Staff should be aware that older pupils may be stronger and taller, requiring different approaches
- Consider the potential for escalation with adolescent pupils
- Examples of situations might include: breaking up fights, preventing pupils from leaving school premises without permission, or restraining a pupil who is causing significant damage to property

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. See section 11 of this policy for information on training and risk assessments.

Any significant incident involving the use of force will be recorded and reported in accordance with the procedures set out in section 12 of this policy.

6. Unacceptable uses of force
It is illegal to use force on a pupil for the purpose of punishment. We will never use force as a sanction, threat or deterrent.
Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.
The following uses of force are never acceptable:

- Staff using force for the purpose of punishment

- Staff restraining a 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

Additional phase considerations:

Primary schools:

- Staff must never use force that is disproportionate to the size and age of young children
- Particular care must be taken with children in EYFS and Key Stage 1 due to their smaller size and developing understanding

Secondary schools:

- Staff should be aware of the increased physical strength of older pupils and adjust their approach accordingly
- Staff should be particularly mindful of maintaining dignity and respect for adolescent pupils

Section 5 of this policy sets out the instances where staff may use reasonable force. Section 9 of this policy provides guidance for staff on what to consider before using it.

7. Using reasonable force to search pupils

This section applies primarily to secondary schools, though primary schools should be aware of the principles.

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 the DfE's searching, screening and confiscation guidance) or an item banned under our school rules.

They can use reasonable force to search for prohibited items (such as listed in the DfE's searching, screening and confiscation guidance), such as knives, weapons, stolen items or illegal drugs.

Primary school context: While searches are less common in primary settings, staff should be aware of this power. In primary schools, searches are most likely to relate to items that could cause harm (such as sharp objects) or items that are not appropriate for school. Any search should be conducted with sensitivity to the age of the child and with another adult present.

Secondary school context: Searches may be more common in secondary settings and should always be conducted in line with DfE guidance, with consideration for the pupil's dignity and privacy.

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.

8. 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:

Applicable to all phases:

- 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
- 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

Primary-specific techniques:

- Using simple, concrete language appropriate to the child's age and understanding
- Offering choices to give the child a sense of control (e.g., "Would you like to sit in the quiet corner or go to the calm room?")
- Using distraction techniques with objects or activities familiar to the child
- Employing visual supports (emotion cards, visual timetables, now-and-next boards)
- Offering comfort objects where appropriate
- Using songs, counting, or breathing exercises suitable for young children
- Redirecting to a preferred activity
- Allowing time for processing – young children may need longer to understand and respond

Secondary-specific techniques:

- Giving the pupil time and space to calm down independently
- Using age-appropriate language that respects the pupil's maturity
- Offering opportunities for the pupil to save face in front of peers
- Using tactical ignoring of low-level disruption while addressing the behaviour later
- Providing clear, calm explanations of consequences
- Offering alternative ways to express frustration (writing it down, speaking to a trusted adult)
- Using restorative language that focuses on repairing harm

9. Deciding when the use of restrictive interventions is appropriate

9.1 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.

Staff should always consider whether there are other ways to manage the situation, such as the de-escalation techniques outlined in section 8 of this policy and/or seeking assistance from a colleague. However, there may be times when staff have no other choice but to use restrictive interventions, to reduce the risk of harm to the 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

Phase-specific considerations:

Primary schools:

- Consider the child's developmental stage and ability to understand what is happening
- Be particularly mindful of the size difference between adults and young children
- Consider whether the child has the language and emotional regulation skills to respond to verbal de-escalation
- For very young children (EYFS/KS1), consider whether the situation can be managed through distraction or physical redirection rather than restraint

Secondary schools:

- Consider the pupil's physical strength and size relative to staff
- Be aware of the potential for escalation with adolescent pupils who may feel humiliated
- Consider the pupil's peer group and the impact of intervention in front of others
- Be mindful of safeguarding considerations, particularly with older pupils

9.2 Pupil and staff welfare

Pupil 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.

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.

Phase considerations:

- **Primary pupils** may not fully understand what is happening or why, which can increase distress. Staff should use simple, reassuring language throughout
- **Secondary pupils** may experience significant embarrassment or humiliation, particularly if intervention occurs in front of peers. Staff should be mindful of maintaining dignity

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. This includes:

- **Primary:** Using simple, age-appropriate language; visual cues where helpful; repeating key information calmly
- **Secondary:** Clear, respectful communication that acknowledges the pupil's feelings while maintaining boundaries

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.

Support following an incident
As soon as possible after any use of restrictive intervention, our school 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.
Each school will make sure 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.

Phase-appropriate support:
Primary schools:

- Allow time for the child to calm down fully before any conversation
- Use age-appropriate language to discuss what happened
- May involve play therapy or drawing to help younger children express their feelings
- Ensure parents/carers are informed promptly and sensitively
- Consider whether the child needs comfort from a familiar adult
- For very young children, focus on reassurance and re-establishing trust

Secondary schools:

- Give the pupil time and space before initiating conversation
- Respect the pupil's need for privacy and dignity
- Use restorative approaches that allow the pupil to reflect on their behaviour
- Consider peer relationships and any impact on the pupil's social standing
- Ensure the pupil understands the reasons for the intervention

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.

10. Considerations for pupils with SEND

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 trust 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 schools are aware of their 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.

Phase-specific SEND considerations:

Primary schools: These strategies might include:

- Removing stimuli that may be causing distress to the pupil (e.g., loud noises, bright lights, busy environments)
- Staff members changing how they communicate with the pupil, such as being more mindful of body language, facial expressions and/or tone of voice
- Using visual supports, social stories, or now-and-next boards
- Helping the pupil express their emotions before getting overwhelmed through emotion cards, feelings charts, or simple language
- Engaging the pupil in sensory activities to help them regulate their emotions (e.g., sensory toys, calming activities)
- Distracting the pupil with familiar objects or activities to redirect their attention
- Providing a consistent routine and clear transitions
- Using key adults who have strong relationships with the child

Secondary schools: These strategies might include:

- Removing stimuli that may be causing distress to the pupil
- Staff members adapting their communication style to meet the pupil's needs
- Providing a quiet space or time-out card that the pupil can use independently
- Teaching and reinforcing self-regulation strategies appropriate to the pupil's age
- Using technology or communication aids where appropriate
- Providing clear structure and predictability in the school day

- Ensuring the pupil has access to a trusted adult
- Considering sensory needs in the classroom and around school

Where appropriate, we will create individual behaviour support 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, taking into account their age and developmental stage
- Identify known triggers and early warning signs
- Set out agreed strategies for prevention and de-escalation
- 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
- **Primary addition:** Include information about comfort strategies, preferred calming activities, and key adults
- **Secondary addition:** Include information about the pupil's preferred support strategies, any peer considerations, and transition planning

11. Training and risk assessments

Our schools will make sure that all staff who are likely to need to use reasonable force and/or other restrictive interventions are adequately trained in their safe and lawful use and in preventative strategies.
We also have a duty to ensure the health, safety and welfare of our staff. Therefore, we carry out risk assessments to ensure that staff who regularly work alongside pupils where the use of reasonable force and/or other restrictive interventions may be required can do so as safely as possible.

Training approach across the trust:

All staff across the trust will receive:

- Basic training on this policy and the principles of restrictive interventions
- Training on prevention and de-escalation strategies
- Information on how to recognise signs of distress in pupils
- Guidance on recording and reporting procedures

Phase-specific training:

Primary schools: Staff working in primary schools will receive additional training on:

- Developmentally appropriate communication strategies for young children
- Understanding behaviour as communication in early years and primary-aged children
- Safe handling techniques appropriate for smaller children
- Using visual supports and sensory strategies
- Working with parents/carers of young children
- Specific considerations for EYFS and Key Stage 1 pupils

Secondary schools: Staff working in secondary schools will receive additional training on:

- Managing challenging behaviour in adolescents
- Understanding adolescent development and its impact on behaviour
- De-escalation techniques appropriate for older pupils
- Maintaining dignity and respect during interventions
- Managing peer dynamics and social considerations
- Specific considerations for Key Stage 3 and 4 pupils

Specialist training:
Staff who work regularly with pupils who have SEND or who are identified as requiring more frequent support will receive enhanced training, which may include:

- Understanding specific conditions and their impact on behaviour
- Developing and implementing behaviour support plans
- Advanced de-escalation techniques
- Safe handling and restraint techniques (where appropriate)
- Trauma-informed approaches
- Working with external professionals

Training will be refreshed regularly, and all training records will be maintained centrally within each school.

12. Recording and reporting arrangements

We have a legal duty to record and report all:

- Significant incidents involving force
- Seclusion incidents
- Restraint incidents

12.1 Recording incidents

Our trust has a clear process in place for recording the incidents listed above. All incidents will be reported to the headteacher and the DSL. The recording of any incident will be recorded in school's recording system.(CPOMS)
Staff must record incidents 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.

For significant incidents involving force, 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
- **Phase information:** The pupil's year group and age
- 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
    - **Phase context:** How the intervention was adapted for the pupil's age and size
- 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
- **Phase-specific:** Any particular considerations related to the pupil's developmental stage

For seclusion incidents and 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
- **Phase information:** The pupil's year group and age
- 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
- **Phase-specific:** How the pupil responded and any particular considerations related to their age

13. Review of the Policy

This policy will be reviewed by the trust board in response to regulatory changes or significant trust developments or every 3 years.

Approval and Review

- **Approved by:** Trust Board
- **Date 8th July 2026**
- **Next Review:** no later than July 2029