



RESTRICTIVE INTERVENTIONS POLICY AND PROCEDURE

Approved By: Trust Board
Approval Date: May 2026

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SECTION A: POLICY

1. PURPOSE

The Girls' Learning Trust ("the Trust") is committed to safeguarding the welfare, dignity, rights and wellbeing of all students and staff. This policy sets out the Trust's approach to restrictive intervention and establishes the principles, expectations and procedures that apply where such intervention may be required.

The Trust's approach is rooted in prevention, de-escalation, inclusion and relational practice. Restrictive intervention is recognised as a serious safeguarding matter and must only ever be used where it is lawful, necessary, proportionate, and for the shortest time possible in order to prevent harm. It must never be used as a punishment or disciplinary sanction.

This policy is designed to:

- Ensure consistent implementation of statutory responsibilities across all Trust schools.
- Embed a preventative approach to behaviour and safety.
- Clarify the roles and responsibilities of leaders, staff, students and families.
- Protect students and staff through clear expectations in relation to training, decision-making, recording and governance oversight.
- Reduce reliance on restrictive intervention through proactive support and reasonable adjustments.

This policy forms part of the Trust's wider safeguarding, behaviour and inclusion framework.

2. SCOPE

This policy applies to all schools within the Girls' Learning Trust and to all staff working within them. It applies to students aged 11–19 and covers all forms of restrictive intervention, including physical and non-physical interventions, restraint and seclusion.

3. DEFINITIONS AND IDENTIFICATION

The following definitions are aligned with the Department for Education's *'Restrictive Interventions, including the use of reasonable force, in schools' guidance* (April 2026). They are included for completeness and should not be construed as an endorsement or otherwise for their use in schools. Some interventions described may not be relevant to all Trust schools.

Restrictive intervention: is an umbrella term referring to any action or measure used to prevent, restrict, or subdue the movement of a pupil's body, or part of their body. This includes both physical and non-physical actions intended to restrain pupils. Examples include, but are not limited to:

- Physical intervention (direct physical contact intended to restrict movement)
- Non-physical restrictive practices (e.g. blocking movement)
- Environmental restriction
- Seclusion

Reasonable force: is a term used in legislation and includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. It refers to the proportionate use of force to prevent injury, serious damage to property, or serious disruption where there is a real risk of harm. "Reasonable" means using no more force than is necessary and for the shortest time possible, taking into account the specific circumstances.

Significant incident: is any incident where the use of force goes beyond appropriate physical contact between pupils and staff, as described in ‘physical contact with pupils’ below. This includes situations where physical force is used to implement a non-physical restrictive intervention.

Seclusion: is a non-disciplinary intervention involving keeping a pupil confined to a place away from others and preventing them from leaving, whether by physical obstruction, blocking, or leading them to believe they will be punished if they attempt to leave. It is a safety measure used for the shortest time necessary and is not the same as removal from the classroom, isolation, detention, or internal suspension.

Restraint: is a term used in legislation referring to a non-disciplinary intervention that immobilises a pupil or limits their movement. This may or may not involve direct physical contact. Examples include holding a pupil’s arms to their sides or removing an auxiliary aid they rely on for mobility.

Parent: references to “parent” in this policy include carers and, where relevant, a local authority providing accommodation for a pupil under section 20 of the Children Act 1989.

4. LEGISLATION AND GUIDANCE

This policy is informed by the following legislation and statutory guidance:

- Education and Inspections Act 2006 (Sections 93 and 93A)
- Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025
- Restrictive Interventions, including the use of reasonable force, in schools (DfE, effective from 1 April 2026)
- Children and Families Act 2014
- SEND Code of Practice: 0–25 years (2015)
- Equality Act 2010
- Human Rights Act 1998
- Health and Safety at Work etc. Act 1974
- Education Act 1996
- Keeping Children Safe in Education (KCSIE)
- Reducing the Need for Restraint and Restrictive Intervention (DfE / DHSC, 2019)
- Ofsted Education Inspection Framework (EIF)
- Local Authority Local Offer for SEND provision

This policy should be read alongside other relevant school and Trust policies, including:

- Trust Safeguarding and Child Protection Policy
- Trust Public Sector Equality Duty Statement
- Trust SEND Policy
- School Accessibility Plan
- School Behaviour Policy

5. ROLES AND RESPONSIBILITIES

Trust Board

The Trust Board holds overall accountability for the use of restrictive intervention across the Trust. It ensures that practice is lawful, proportionate, and aligned with safeguarding, inclusion and equality duties. The Board approves this policy, monitors its implementation, and receives regular assurance on compliance. This includes reviewing data and analysis on restrictive interventions in order to maintain effective oversight and to identify any patterns, trends or disproportionate use, particularly in relation to students with protected characteristics, SEND, or other vulnerabilities.

Chief Executive Officer (CEO)

The CEO is responsible for the strategic leadership and oversight of restrictive intervention practice across the Trust. This includes ensuring that the policy is implemented consistently, that schools are appropriately supported and held to account, and that restrictive intervention is considered within the Trust's wider safeguarding, behaviour, inclusion and SEND priorities. The CEO ensures that relevant information and analysis is reported to the Trust Board and that any emerging risks or concerns are addressed.

Local Governing Bodies (LGBs)

Each school's Local Governing Body plays a key role in holding leaders to account for the effective implementation of this policy. Governors receive regular reports from the Headteacher on the use of restrictive interventions, including data, trends and any significant incidents. LGBs are responsible for ensuring that appropriate scrutiny is applied at school level and that leaders take action where any concerns or patterns are identified.

Headteachers

Headteachers are responsible for the overall leadership and implementation of this policy within their school. They ensure that restrictive intervention is used only where lawful, necessary and proportionate, and that a strong culture of prevention and de-escalation is embedded across the school. Headteachers are responsible for ensuring that all staff are appropriately trained, that the policy is clearly communicated and consistently applied, and that robust systems are in place for recording, reporting and reviewing incidents.

Headteachers must also ensure that appropriate risk assessments are in place where there is a foreseeable risk that restrictive intervention may be required. This includes both student-specific and staff-related risk assessments, which should identify known triggers, preventative strategies and appropriate responses, and which must be regularly reviewed. In addition, Headteachers are responsible for ensuring that parents and carers are informed in line with statutory requirements and that learning from incidents is used to strengthen future practice. They report on restrictive intervention through school and Trust governance structures to support continuous improvement.

Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead provides oversight of the safeguarding implications of restrictive intervention. The DSL must be informed of all significant incidents and will consider whether any incident gives rise to safeguarding concerns or requires further action in line with safeguarding procedures. The DSL contributes to post-incident review and supports the identification of patterns, risks or concerns.

Staff

All staff have a duty of care to safeguard students and must prioritise prevention, early intervention and de-escalation. Staff are expected to act in accordance with this policy and to exercise professional judgement in line with the principles of necessity and proportionality. Restrictive intervention must only be used by staff who are appropriately trained and authorised to do so.

All incidents must be recorded and reported in accordance with the procedures set out in this policy. Staff are also expected to engage in training, follow student plans and risk assessments where these are in place, and contribute to post-incident review and reflection.

6. UNDERPINNING PRINCIPLES

The Trust's approach to restrictive intervention is underpinned by the following principles, which

guide decision-making, practice and oversight across all schools.

i. Prevention and Early Intervention

The Trust is committed to minimising the need for restrictive intervention through proactive, preventative approaches. This includes positive relationships, predictable routines, inclusive practice, and the early identification of need. Restrictive intervention should always be a last resort.

ii. Safeguarding, Lawfulness and Proportionality

All use of restrictive intervention must be grounded in safeguarding and must be lawful, necessary and proportionate. Staff must use the least restrictive option available and apply it for the shortest time necessary, with the safety and wellbeing of students and others as the primary consideration.

iii. Dignity, Respect and Non-Punitive Practice

Restrictive intervention must never be used as a form of punishment or to secure compliance in the absence of risk. Students must be treated with dignity and respect at all times, with clear, calm communication and a trauma-informed, relationship-centred approach.

iv. Inclusion and Individualised Support

The Trust recognises that some students, particularly those with SEND or additional vulnerabilities, may be at greater risk of experiencing restrictive intervention. Schools must take a person-centred approach, making reasonable adjustments, identifying triggers, and implementing individualised support and risk management strategies.

v. Reflection, Accountability and Partnership

All incidents must be recorded, reviewed and used to inform future practice. Schools must monitor patterns, address any emerging concerns, and work in partnership with parents and carers to reduce the likelihood of recurrence. Governance oversight ensures accountability and continuous improvement.

7. PHYSICAL CONTACT WITH STUDENTS

There are circumstances in which it is appropriate and necessary for staff to have physical contact with students that does not constitute restrictive intervention. In line with the Trust's Staff Code of Conduct, which makes clear that unnecessary physical contact with pupils must be avoided, such contact should only take place where it is justified, proportionate, and appropriate to the member of staff's professional role and the individual needs of the student. Examples may include providing first aid, guiding or escorting students, or where a student is in danger or requires reassurance. For the avoidance of doubt, such forms of physical contact do not constitute restrictive intervention and are not subject to the recording and reporting requirements set out in this policy.

Staff must exercise professional judgement at all times when determining whether physical contact is appropriate. This includes having regard to the Trust Safeguarding and Child Protection Policy, the Staff Code of Conduct, the specific context, the presence of other adults, and the age, needs and individual circumstances of the student, as well as any agreed care plan. While physical contact should generally be avoided, there are occasions when it may be appropriate; in all such cases, it must be reasonable, necessary, and in the best interests of the student.

The Trust does not operate a "no contact" policy. Schools must not agree to any arrangement that would prevent staff from using reasonable force or restrictive intervention where it is necessary to safeguard a student or others. Such an approach would be inconsistent with staff's duty of care and could compromise the safety and wellbeing of students and staff.

8. WHEN IS IT APPROPRIATE TO USE RESTRICTIVE INTERVENTION?

The decision to use a restrictive intervention must be based on the specific circumstances of the situation. It must only be used by appropriately trained staff and only where it is necessary and proportionate to prevent harm. In making this decision, staff must apply the following principles:

- *Necessity*: staff must consider whether intervention is required to prevent harm, and whether there are any less restrictive or more effective alternatives available. This includes considering whether intervention is likely to reduce or escalate risk.
- *Proportionality*: any intervention must be proportionate to the level of risk. Staff must use the least restrictive option available and apply it for the shortest time necessary.
- *Student welfare and dignity*: the welfare of the student must remain central at all times. Staff must act in a way that preserves dignity, minimises distress, and supports de-escalation wherever possible.

Staff must also take account of the individual characteristics and circumstances of the student, including age, size, medical needs, SEND, communication needs, and any known vulnerabilities, as well as their duties under the Equality Act 2010.

If the intervention is not effective or is escalating the situation, staff must reassess immediately and, where possible, adopt an alternative approach.

Where appropriate, staff should clearly and calmly explain to the student what is happening, why it is necessary, and what they need to do. Communication should be adapted to the student's needs, including the use of non-verbal strategies where required.

9. USE OF REASONABLE FORCE

Reasonable force may only be used in the circumstances set out in Section 93 of the Education and Inspections Act 2006. This means that force may be used to prevent a student from:

- Causing injury to themselves or others
- Committing a criminal offence
- Causing damage to property
- Causing serious disorder among students at the school, whether during a teaching session or otherwise

Reasonable force must always be lawful, necessary and proportionate, and must be used for the shortest time required to reduce the risk.

Reasonable force may also be used, where necessary, by the Headteacher or authorised staff to search students for prohibited items in accordance with statutory guidance. Force must not be used to search for items banned under school rules alone.

10. PROHIBITED PRACTICE

The following practices are not permitted under any circumstances:

- The use of force as a form of punishment
- Any intervention that restricts or interferes with a student's breathing, airway or circulation
- Unsafe restraint techniques, including prolonged or inappropriate ground holds

Where a student is brought to the ground in exceptional circumstances, staff must take immediate steps to reduce risk and reposition the student into a safer alternative as quickly as possible.

11. USE OF SECLUSION

Seclusion must only be used as a safety measure where it is necessary to prevent an immediate risk of harm and where a student is experiencing a high level of emotional or behavioural dysregulation. It must never be used as a disciplinary sanction, nor threatened as a consequence for non-compliance.

Seclusion is distinct from removal from the classroom and other behaviour management strategies. Seclusion involves confining a student to a space and preventing them from leaving, whether through physical obstruction, blocking, or through the student's understanding that they are not able to leave. By contrast, removal from the classroom, including internal suspension or placement in a supervised alternative setting, is a disciplinary response and does not involve preventing a student from leaving. Removal from the classroom must be managed in accordance with the school's Behaviour Policy

Any space used for seclusion must be safe, suitable, and not perceived as threatening or punitive. The student must be continuously supervised, and the period of seclusion must be kept to the shortest time necessary. As soon as the immediate risk of harm has reduced, the student must be allowed to leave.

12. STUDENTS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

The Trust recognises that students with SEND may respond to distressing or overwhelming situations in ways that increase the risk of harm to themselves or others. As a result, they may be disproportionately subject to restrictive intervention. The Trust is therefore committed to understanding and addressing individual needs in order to reduce risk, prevent escalation, and minimise the need for restrictive intervention.

Schools must take a proactive and person-centred approach, including identifying triggers, anticipating potential risks, and implementing appropriate support strategies. Where there is a foreseeable risk that restrictive intervention may be required, schools must ensure that appropriate support plans and risk assessments are in place.

Behaviour support plans should be developed, where appropriate, in partnership with students, parents and carers, and relevant professionals. These plans must set out clear strategies for prevention and de-escalation and, where necessary, outline agreed approaches to physical contact or intervention. Plans should be reviewed regularly and following any incident, and at a minimum on a termly basis.

Schools must ensure that staff who know the student well are involved in identifying needs and planning support. Reasonable adjustments must be made for students with disabilities in accordance with the Equality Act 2010, and schools must use their best endeavours to meet the needs of students with special educational needs in line with the Children and Families Act 2014.

Further information is set out in the Trust's SEND Policy.

SECTION B: PROCEDURES

13. PREVENTATIVE MEASURES AND DE-ESCALATION STRATEGIES

The Trust is committed to minimising the use of restrictive intervention through a strong emphasis on prevention, early intervention and de-escalation. Across all Trust schools, restrictive intervention should be a last resort and should only be considered where preventative and de-escalation strategies have been unsuccessful, or where there is an immediate risk of harm.

Schools must promote a calm, safe and supportive environment in which students are helped to regulate, relationships are prioritised, and risk is reduced at the earliest possible stage. This includes the consistent use of positive relationships, predictable routines, clear expectations, reasonable adjustments, and the early identification of need.

Preventative practice must be embedded through both whole-school approaches and targeted support for individual students. This includes understanding known triggers, recognising signs of distress or dysregulation, responding in a timely and appropriate way, and creating environments that support students to feel safe, regulated and ready to learn.

Schools must ensure that this Trust policy is applied consistently through their existing behaviour, safeguarding and SEND systems. Separate school-level restrictive intervention protocols are not required. However, schools must ensure that their Behaviour Policy, pastoral systems, and student support arrangements are aligned with this policy and support a preventative, proportionate and relational approach.

Where there is a foreseeable risk that restrictive intervention may be required, appropriate individual risk assessments and support plans must be in place. These should identify known triggers, preventative strategies, de-escalation approaches, and any agreed responses tailored to the needs of the individual student.

Schools must ensure that staff are supported to use appropriate de-escalation strategies, including calm verbal and non-verbal communication, reducing or removing known stressors where possible, allowing time and space for regulation, and adapting responses to the individual needs of the student and the context of the situation.

Schools should also consider how the physical environment, including classrooms and shared spaces, supports students to feel safe and regulated. Learning from incidents, including patterns identified through monitoring and review, must be used to strengthen preventative practice, inform staff training, and reduce the likelihood of future restrictive intervention.

14. STAFF TRAINING AND DEVELOPMENT

Schools must adopt a risk-based approach to staff training. This means that the type and level of training provided should reflect the likelihood that staff may need to respond to situations involving restrictive intervention, taking into account the needs of individual students, the context in which staff work, and any identified risks within the school.

All staff must receive appropriate awareness of this policy through induction and regular safeguarding, behaviour or pastoral training. This must include the Trust's principles on restrictive intervention, the expectation that it is a last resort, the importance of de-escalation, and staff responsibilities for recording, reporting and seeking support after an incident.

Schools must also identify those staff who require more specific training because they work directly

with students for whom there is a foreseeable risk that restrictive intervention may be required, or because their role makes it more likely that they may need to respond to such incidents. This may include staff working closely with students with complex SEND, social, emotional and mental health needs, or identified patterns of dysregulation or risk.

Where more targeted training is required, this must include:

- Understanding the legal and policy framework for restrictive intervention
- Recognising risk, distress and early signs of escalation
- Preventative and de-escalation strategies
- Safe, lawful and proportionate responses
- The specific needs of individual students, including relevant risk assessments or support plans
- Post-incident support for students and staff
- Recording, reporting and post-incident review requirements

Headteachers must ensure that training arrangements are reviewed regularly and updated in response to emerging needs, patterns of incidents, changes in student profile, or learning from post-incident reviews. Schools must also ensure that staff understand the limits of their role, the importance of acting within their training, and when to seek further support.

The purpose of training is not to normalise restrictive intervention, but to equip staff to reduce its use, respond safely where necessary, and protect the welfare and dignity of students and staff.

15. SCHOOL RECORDING REQUIREMENTS

The Trust and its schools are subject to statutory recording and reporting duties under Section 93A of the Education and Inspections Act 2006 (in relation to the use of reasonable force) and the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025 (in relation to other forms of restrictive intervention, including seclusion and restraint). The Department for Education's Restrictive Interventions Guidance sets out how these duties must be met.

From 1 April 2026, all significant incidents of restrictive intervention must be recorded in writing as soon as practicable and, unless there is a clear and exceptional reason, immediately following the incident.

In line with these requirements, schools must ensure that all incidents of restrictive intervention are recorded on CPOMS by the member of staff involved, using the appropriate category, immediately after the incident. All information required within Appendix One must be fully captured within the CPOMS record, in order to ensure compliance with statutory guidance and to support effective safeguarding oversight. The member of staff must also inform the Designated Safeguarding Lead (DSL) directly as a matter of urgency.

Where injuries occur, these must be recorded in accordance with school procedures and, where appropriate, reported in line with Health and Safety requirements, including referral to the Health and Safety Executive where necessary.

16. PARENT / CARER REPORTING REQUIREMENTS

The use of any restrictive intervention, including any significant incident involving the use of force, restraint or seclusion, must be shared with the parent or carer of the student as soon as practicable and, unless there is a clear and exceptional reason, on the same working day.

This requirement does not apply where informing the parent or carer would be likely to result in

serious harm to the student

This requirement applies regardless of whether the use of restrictive intervention forms part of an agreed behaviour or support plan.

In circumstances where informing a parent or carer would be likely to result in serious harm, the incident must instead be reported to another appropriate parent where possible, or, where this is not appropriate, to the student's home local authority.

Notification to parents or carers must be made in writing using the form set out in Appendix Two.

Where appropriate, schools should arrange a follow-up discussion with parents or carers and review any existing behaviour or support plan to reflect learning from the incident and reduce the likelihood of recurrence.

17. SUPPORTING STUDENTS AND STAFF POST-INCIDENT

Following any restrictive intervention, the immediate priority must be the safety, wellbeing and recovery of all those involved, including the student, staff and any witnesses.

Support for Students

Schools must ensure that the student is supported to recover from the incident in a calm and respectful manner. This may include time and space to regulate, reassurance from a trusted adult, and an opportunity to reflect on what has happened when they are ready.

Where appropriate, a restorative conversation should take place to help rebuild relationships, support understanding, and reduce the likelihood of recurrence. Any ongoing support needs should be identified and addressed promptly.

Support for Staff

Schools must also ensure that staff involved in the incident are appropriately supported. This may include time to recover, the opportunity to discuss the incident with a senior leader, and access to further support where required. Staff should feel confident that incidents will be reviewed fairly, constructively and with a focus on learning.

Support for Other Students

Where other students have witnessed the incident or may have been affected, appropriate reassurance and support should be provided to maintain a safe and calm environment.

18. POST-INCIDENT REVIEWS

A structured post-incident review, conducted by the headteacher, or by a person formally nominated by the headteacher, must take place following any restrictive intervention as soon as practicable and, wherever possible, within 24 hours. This review is a key part of the Trust's approach to safeguarding, inclusion and continuous improvement.

The purpose of the post-incident review is to ensure that incidents are understood in context, that appropriate support is provided, and that learning is used to reduce the likelihood of recurrence. The review must:

- Establish a clear and accurate account of what happened
- Identify any triggers, antecedents or contributing factors
- Evaluate the effectiveness of preventative and de-escalation strategies

- Consider whether the intervention was lawful, necessary and proportionate
- Identify any safeguarding concerns arising from the incident
- Determine what changes may be required to reduce future risk

The review should involve appropriate staff and, wherever possible, be led by a member of staff not directly involved in the incident. The Designated Safeguarding Lead (DSL) must be involved in the review of all significant incidents and must consider whether any further safeguarding action is required.

Where appropriate, the views of the student should be sought as part of the review process, taking into account their age, needs and level of understanding. The review should also take account of staff perspectives in a supportive and reflective manner.

Outcomes from the review must be used to strengthen practice and support both the individual student and the wider school environment. This includes:

- Reviewing and updating any behaviour, support or risk management plans
- Refining identified triggers and preventative strategies
- Identifying any additional support required for the student
- Identifying any support, supervision or training needs for staff
- Informing wider school and Trust-level learning where appropriate

Where patterns or repeated incidents are identified, schools must take proactive steps to address underlying causes and reduce risk. This may include further assessment, involvement of external professionals, or adjustments to provision.

All post-incident reviews must be recorded in a clear and consistent format using the Trust template (Appendix Three). Records must be sufficiently detailed to support safeguarding oversight, quality assurance and governance review.

Headteachers must ensure that learning from post-incident reviews is reflected in school practice and that any significant themes or concerns are reported through appropriate governance structures.

19. MONITORING, REPORTING AND EVALUATION

The Trust and its schools must ensure that all use of restrictive intervention is subject to robust monitoring, review and oversight. This is essential to support safeguarding, promote reflective practice, and reduce the likelihood of recurrence.

At school level, each incident must be reviewed by the Senior Leadership Team following completion of the post-incident review process. This ensures that appropriate actions are identified, that any safeguarding concerns are addressed, and that learning is embedded promptly within school practice.

Schools must collect, monitor and evaluate data relating to restrictive interventions on an ongoing basis. This analysis must be used to identify patterns, trends and areas for development, including repeated incidents involving individual students, potential triggers, and any gaps in provision, support or staff training. Schools must use this information to strengthen preventative approaches, inform behaviour and support planning, and improve outcomes for students.

At Trust level, restrictive intervention data and emerging themes must be reviewed through the termly Designated Safeguarding Lead (DSL) Network. This provides an opportunity to share practice, consider trends across schools, and identify any systemic issues or areas requiring further support or

intervention.

Formal reporting must take place through established governance structures. Each Local Governing Body must receive information on the use of restrictive interventions as part of the termly safeguarding update, enabling governors to provide appropriate challenge and assurance at school level. The Trust Board will receive oversight of restrictive intervention data as part of the annual safeguarding report, ensuring compliance with statutory requirements and providing strategic assurance on the effectiveness of the Trust's approach.

As part of monitoring and evaluation, schools and the Trust must actively consider whether restrictive intervention is being used disproportionately. This includes analysis by key groups, including:

- Students with SEND
- Students with social, emotional and mental health needs (SEMH)
- Students from different ethnic backgrounds
- Students with protected characteristics

Where patterns or disproportionality are identified, schools must take appropriate and timely action to understand the underlying causes and strengthen preventative, inclusive and support strategies.

Trustees and Governors must take all reasonable steps to ensure that recording, reporting and review processes are implemented effectively, and that appropriate action is taken in response to any emerging risks, concerns or trends.

20. COMPLAINTS

The Trust and its schools recognise that the use of restrictive intervention is a significant matter and may give rise to concern or complaint from students, parents or carers. All concerns will be taken seriously and handled promptly, fairly and in accordance with the Trust's Complaints Policy. Where a concern is raised in relation to the use of restrictive intervention, schools should seek to address this at the earliest opportunity through open and constructive communication with the student and their parent or carer. This may include providing clarification of the circumstances, explaining the rationale for actions taken, and outlining any learning or follow-up actions arising from the incident.

Where a concern cannot be resolved informally, it will be managed through the formal complaints process. In such cases, the purpose of the complaints process is to consider whether the school acted in accordance with this policy, relevant statutory guidance, and the principles of lawfulness, necessity and proportionality. It is not intended to re-investigate the incident in full, but to review whether the decisions taken were reasonable and appropriate in the circumstances.

All complaints relating to restrictive intervention must be considered alongside the relevant documentation, including the incident record (Appendix One), post-incident review (Appendix Three), and any associated behaviour or support plans. The school's response must set out clearly the basis for its decision-making, including how risk was assessed, what alternatives were considered, and why the intervention was judged necessary.

Where a complaint raises safeguarding concerns, or where there is an allegation that a member of staff has acted inappropriately, the matter must be managed in line with the Trust's Safeguarding and Child Protection Policy and statutory guidance, including Keeping Children Safe in Education. This may include referral to the Local Authority Designated Officer (LADO) and consideration of formal investigation procedures.

Where a complaint is upheld, or where learning is identified through the process, schools must take appropriate action. This may include reviewing individual student plans, updating risk assessments, strengthening staff training, or making wider changes to policy or practice.

The Trust will ensure that themes and learning arising from complaints relating to restrictive intervention are considered as part of wider safeguarding and governance oversight. This supports continuous improvement and helps to ensure that practice remains lawful, proportionate and centred on the safety and wellbeing of students.

APPENDIX ONE: RESTRICTIVE INTERVENTION RECORD TEMPLATE

Section	Information Required
1. Student Information	Name of student Relevant needs or circumstances (including any SEND) SEN status code (if applicable)
2. Staff Member(s) Involved	Name(s) of staff directly involved
3. Intervention Details	Date of intervention Time Location Approximate duration
4. Incident Summary	Brief account of the incident, including: <ul style="list-style-type: none"> ▪ What intervention was used ▪ Why it was judged necessary ▪ What led up to the incident ▪ Any identified or potential triggers ▪ De-escalation strategies that were attempted
5. Use of Force (if applicable)	Whether the intervention involved the use of force If yes: <ul style="list-style-type: none"> ▪ Nature and degree of force used ▪ Explanation of why it was considered necessary and proportionate, including consideration of the student's welfare
6. Physical Injuries	Whether any physical injuries were sustained If yes, provide details
7. Post-Incident Support	Details of post-incident support, including: <ul style="list-style-type: none"> ▪ Medical treatment (if applicable) ▪ Emotional or pastoral support provided ▪ Whether a follow-up discussion with parents/carers took place

Note:

Schools may record additional information to support evaluation and continuous improvement, such as student and/or witness accounts, details of parental notification, and any follow-up actions taken. Schools may adapt this template to reflect local systems, provided that all required information is captured in line with statutory guidance.

APPENDIX TWO: RESTRICTIVE INTERVENTION PARENT / CARER NOTIFICATION TEMPLATE

NB. Headteachers should adapt this letter to match the particular circumstances of the incident and the student. This is provided as a guide.

Dear Parent/Carer,

We are writing to inform you that a restrictive intervention was used involving your child on [date].

This was a situation in which there was a risk of harm, and staff acted to keep your child and others safe. Restrictive intervention is only used as a last resort, where it is necessary and proportionate, and for the shortest time possible. Wherever possible, staff use de-escalation strategies and supportive approaches to avoid the need for physical or restrictive intervention.

During the incident, staff sought to manage the situation calmly and respectfully, with your child's safety, dignity and wellbeing at the centre of their actions. Following the incident, we have reviewed what happened and considered how best to support your child moving forward.

Please find attached a summary report which sets out key information about the incident, including what happened, why the intervention was necessary, and any support provided.

We are committed to working in partnership with you to understand any underlying triggers or concerns and to reduce the likelihood of similar situations in future. A member of staff will contact you to discuss this further, and we would welcome the opportunity to talk through any questions you may have.

Yours sincerely

Headteacher

The attached form should include:

Section	Information
1. Student Details	Name of student
2. Intervention Details	Date of incident Time Approximate duration Location
3. Reason for Intervention	Explanation of why the intervention was necessary
4. Description of Intervention	Type of intervention used Whether force was applied, and if so, the nature and level of force used
5. Injuries and Medical Support	Details of any injuries sustained Medical treatment provided (if applicable)

APPENDIX THREE: POST-INCIDENT REVIEW FORM

	Details	Response
1. Incident Details	School Name	
	Date of Incident	
	Time	
	Location	
	Staff Involved (Names & Roles)	
	Student(s) Involved	
	Student Needs (SEN/Special Considerations)	
	Witnesses	
2. Context & Background	Events Leading Up to the Incident	
	Triggers / Escalation Factors	
	Known Student Factors (SEND/SEMH/Plans)	
	Injuries and treatment	
3. Risk	Immediate Risks Identified	
	Urgency of Risk	
4. De-escalation Strategies	Strategies Attempted / Considered	
	Why De-escalation Was Insufficient	
5. Use of Reasonable Force	Rationale for Physical Intervention	
	Nature of Intervention Used	
	Duration / Staff Involved	
6. Proportionality Review	Necessary, Proportionate, Reasonable?	
	Policy / Legal Alignment	
7. Safeguarding and Welfare	Injuries or Distress (Details)	
	Post-Incident Support Provided	
8. Reporting and Communication	Who Was Informed	
	Parent / Carer Notification	
9. Reflection and Learning	What Went Well	
	Areas for Development	

	Risk Reduction Actions	
10. Leadership Review	Reviewed By (Name & Role)	
	Outcome / Actions Required	