

Hadrian Learning Trust

Restrictive interventions including use of reasonable force policy & procedure

April 2026

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1. Summary

The use of restrictive interventions, including reasonable force and seclusion, can have a significant impact on the students, staff members and parents involved, as well as the wider school. However, there are times when the use of restrictive interventions will be lawful and necessary; for example, to keep individuals and the wider school community safe.

This policy, which adheres to the Department for Education's [guidance for schools in England](#), aims to help our schools proactively minimise the need to use restrictive interventions through early support, prevention and de-escalation strategies, and when necessary, to help school staff feel more confident in knowing how to use these interventions safely, appropriately and lawfully.

2. Relevant legislation

The principal legislation to which this guidance relates are:

- 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

3. Terminology

For clarity, this policy will use the following definitions:

Restrictive intervention: a means to prevent, restrict, or subdue movement of the body, or part of the body, of a student. This guidance uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain students in different ways.

Reasonable force: a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

Significant incident: any incident where the use of force goes beyond appropriate physical contact between students and staff as described in 'Other physical contact with students' 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 student 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 student or limits their movement. This may or may not include direct physical contact. For example, holding a student's arms to their sides or removing a student's crutches would both be considered forms of restraint.

The various restrictive interventions above have been defined for completeness and should not be construed as an endorsement or otherwise for their use in schools. Some will not be relevant to most schools.

4. Minimising the need to use restrictive interventions

The policy emphasises the importance of minimising the need to use restrictive interventions, such as through prevention and de-escalation. It sets out the specific whole-school measures our schools will employ, as well as tailored approaches for individual students.

Whole-school measures include:

- consideration of how the school and classroom environment can support all students 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-student relationships and trust
- recording and analysing data on the use of restrictive interventions to inform improvement planning

Individual approaches include:

- working closely with parents to support individual students
- strategies to support individual students based on their identified needs, including the development of behaviour support plans. Where a student has a disability, schools have a legal obligation under the Equality Act 2010 to support students with reasonable adjustments, making sure they can benefit from what the school offers
- giving students time, space and strategies to calm down before their behaviour escalates

Communicating the policy on the use of restrictive interventions to all members of the community is an important way of building and maintaining the school's culture and makes expectations transparent to all. School leaders will ensure that the policy is made available to all staff, students and parents.

5. Determining when use of restrictive interventions is appropriate

There will be times when school staff may need to use restrictive interventions, and they should know this option may be available to them. The decision on whether it is reasonable to use a restrictive intervention depends on the individual circumstances of each situation. To make this assessment, the member of staff should consider the following:

Is it necessary?

- Staff should consider whether there are other more effective, less restrictive ways to manage a situation.
- Staff should assess whether a restrictive intervention is likely to successfully reduce the relevant risks, or whether its use would escalate the situation further or cause more harm than the behaviour itself.
- Where possible, staff should communicate with other staff members to understand any broader risks in the environment.

Is it proportionate?

- Staff should use the least amount of force or least restrictive intervention necessary for the least amount of time required to reduce the relevant risks.
- If the intervention itself is escalating the situation, staff should reconsider their approach and attempt an alternative strategy.
- Staff should consider the personal circumstances of the student such as medical conditions, special educational needs or other vulnerabilities, their characteristics such as age and size, and must consider relevant equality implications under the Equality Act 2010.

Have you considered the student's welfare?

- Staff should consider the impact on the student's overall welfare, balanced against any actions taken. For example, students who have experienced an adverse life event, with diagnosed or undiagnosed medical conditions or sensory impairments, past trauma or neglect, communication difficulties, or other needs, may find the use of restrictive interventions particularly distressing.

- Staff should seek to maintain respect for a student’s dignity. This may include, where possible, considering the location and environment where any intervention is used, such as in front of their peers.
- Where possible, staff should clearly and calmly communicate to the student what is happening, why, and explain what the student needs to do.
- For students with difficulties with speech, language and communication, or with English as an additional language, verbal and/or non-verbal strategies should be used to ensure the student understands what is happening and has adequate time to process information and respond.
- Staff should seek to understand how the student 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 seek to 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 should be supported in their decision making.

6. Consideration for students with special educational needs and/or disabilities (SEND)

Some children and young people with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Triggers may include pain, sensory overload, unfamiliar situations or environments or feelings of fear and anxiety. In particular, students who are non-verbal or find verbal communication challenging may express their needs, discomfort or confusion through actions. This can lead to students with SEND being disproportionately subject to the use of restrictive interventions.

Our schools will seek to understand the underlying triggers of challenging behaviour so that they can provide proactive support, create an inclusive environment and consider the impact of school policies on students with SEND. For example, we will consider how the school culture and environment may be experienced differently by students with SEND and seek to support students to cope with situations that they may find distressing.

Our schools will seek to utilise staff who know individual students 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 seek to work with the student, parents and other professionals to develop prevention and de-escalation strategies where appropriate.

Depending on the circumstances, examples of strategies may include:

- removing stimuli that may be causing distress
- changing body language, facial expression, and/or tone of voice
- supporting the student to express their emotions before getting overwhelmed
- engaging the student in an activity which can help them manage their feelings of anxiety
- distracting the student in something that interests them or by introducing familiar objects and activities to redirect their attention

Where appropriate, school staff will work with students with SEND and their parents in the co-production of any necessary behaviour support plans. Behaviour support plans will outline any adjustments, such as to address aspects of the school environment which the student finds challenging and ways for students to communicate their needs effectively.

Behaviour support plans will detail circumstances where it may be appropriate for staff to have increased physical contact with a student. This will be discussed in conjunction with the relevant people, such as teachers, parents, the student, pastoral staff or health professionals, and parameters around its use stated clearly in the plan. Where there is an identified risk, such as increased likelihood in the need to use reasonable force and/or other restrictive interventions, our schools will have risk assessments in place and where possible, mitigate risks such as through

training and prevention strategies. Whether the use of restrictive interventions is appropriate will depend on the circumstances, irrespective of whether it has been considered as part of a behaviour support plan.

Any behaviour support plans will be reviewed with the student and their parent periodically and following any significant incident, so that changes can be made based on evidence of what has worked and what has not worked in practice for the individual student. Where a student has a disability, our schools have a duty under the Equality Act 2010 to take reasonable steps to avoid disadvantage so that the student can fully participate in the education provided, and that they can enjoy the other benefits, facilities and services provided for students.

7. Who can use reasonable force?

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

To prevent or stop a student from:

1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property
4. causing disorder among students at the school, whether during a teaching session or otherwise

Staff who are likely to need to use reasonable force and/or other restrictive interventions should be adequately trained in its safe and lawful use and in preventative strategies. School leaders will make decisions on training based on our schools' individual contexts and needs. When deciding what formal staff training is required, school leaders will ensure that the chosen training reflects the principles of this guidance.

Hadrian Learning Trust has a duty to ensure, so far as is reasonably practicable, the health, safety and welfare of their employees. Therefore, our schools will carry out risk assessments to ensure that staff who regularly work alongside students where the use of reasonable force and/or other restrictive interventions may be required can do so as safely as possible.

8. Use of reasonable force to search students

Head teachers and the staff they authorise have a statutory power to search a student or their possessions where they have reasonable grounds to suspect that the student may have a prohibited item. A member of staff can use such force as is reasonable to search for legally prohibited items, but not to search for items banned under the school rules only. Staff should refer to the [Searching, Screening and Confiscation in Schools](#) guidance document for detailed advice on searching a student.

9. Unacceptable uses of force

It is illegal to use force on a student for the purpose of punishment.

Students should not be restrained in a way that affects their airway, breathing or circulation, for example, by covering the mouth and/or nose, or applying pressure to the neck region or abdomen. The use of force can be dangerous, particularly where it occurs on the ground. If a student is unintentionally held on the ground, staff should release their holds or re-position into a safer alternative or standing position as quickly as possible.

Where appropriate, the student should receive a medical assessment and treatment for any injuries as soon as possible. For any form of restraint, including seated and standing, there is a risk of physical and psychological harm, and it should be avoided where possible.

10. Other physical contact with students

In accordance with the [guidance](#), our schools do not have a 'no contact' policy. Also, our schools do not grant any requests by parents or staff members not to use reasonable force and/or other restrictive interventions. The adoption of a 'no contact' policy at a school can leave staff unable to intervene where reasonable in the circumstances to fully protect students. This policy allows and supports staff to make appropriate physical contact.

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

- to give first aid
- to comfort a distressed student
- to congratulate or praise a student, for example a pat on the back or a handshake
- to demonstrate how to use a musical instrument
- to demonstrate exercises or techniques during PE lessons or sports coaching

In assessing whether physical contact is appropriate in a given situation, the member of staff should use their judgement and have regard to:

- the school's safeguarding and child protection policy
- the applicable circumstances, such as whether there are other adults present
- the individual student's age
- any other material factors, including but not limited to whether:
 - the student has SEND or other vulnerabilities
 - any alternative strategies that do not include physical contact can be used

11. Seclusion

Seclusion - a non-disciplinary intervention involving keeping a student confined to a place away from others and prevented from leaving - should only be used as a safety measure to protect others from harm when a student is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the student is not acting with intent. Seclusion should not be implemented by staff through threat of punishment.

The place to which the student is confined should be safe and not feel threatening or intimidating to the student. The student should be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the student should be allowed to leave.

An incident involving the use of seclusion must be recorded and reported in accordance with the procedures outlined in the section on 'Recording and reporting duties'.

Seclusion, as defined in this guidance, is not a disciplinary response to deliberate or wilful misbehaviour. There are disciplinary measures that are similar, such as removal from the classroom.

12. Student and staff support

Our schools will evaluate all incidents involving the use of restrictive intervention as soon as practicable after the event to understand why it was used, the impact on students and staff, any patterns and trends, and how the use of restrictive interventions might be avoided in future, for example by amending or introducing a behaviour support plan.

If appropriate, the student and staff member involved should receive a medical assessment and treatment for any injuries as soon as possible. Incidents in which a member of staff uses reasonable force or seclusion on a student must be recorded as described in 'Recording and reporting duties' in the guidance and in the relevant section below. In addition, any injuries should be recorded in accordance with the school's procedures and reported as appropriate to the Health and Safety Executive.

Our schools will also hold a follow-up conversation(s) to facilitate reflection, learning and to support student and staff wellbeing. This conversation should be framed as part of the overall debriefing process and look to understand what

happened during the incident and why, based on separate reflections from both the staff and students involved, as well as to repair and rebuild relationships through dialogue. This process should ideally be facilitated by a staff member who was not involved in the incident and may also benefit from the presence of an additional person to ensure impartiality and support. By engaging in this process, our schools can foster a culture of continuous improvement.

Our schools will continue to monitor student and staff wellbeing and provide additional support if needed, for example through further follow-up conversations, counselling or other resources. Additionally, any student who witnesses an incident of restrictive intervention where a peer may have been injured or become distressed should also be provided with appropriate support where necessary.

13. Recording the use of force (statutory guidance)

Hadrian Learning Trust has ensured that a procedure is in place for recording each significant incident in which a member of staff uses force on a student, as part of the school's duty under section 93A of the Education and Inspections Act 2006.

Incidents must be recorded as soon as practicable after the event. It should be recorded by the staff member(s) involved and they should endeavour to do this no later than the same day.

The procedure requires that a record of any such incident is made in writing as soon as practicable after the incident. **The form in Appendix 1 of this policy and procedure must be used.** The requirement to record applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a student's behaviour support plan.

In discharging their duty to have a procedure in place for recording use of force incidents, Hadrian Learning Trust will have regard to the [guidance](#) and any other relevant guidance issued by the Secretary of State for these purposes.

Our schools will record the following details as a minimum:

- names of student and staff directly involved
- any relevant needs or circumstances of the student, including whether the student 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

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

14. Reporting the use of force (statutory guidance)

Hadrian Learning Trust has ensured that a procedure is in place for reporting each significant use of force to the parents of the student involved as soon as practicable after the incident, and they should endeavour to do this no later than the same day.

Exceptions to the requirement to report are where:

- the student is aged 20 or over; or

- it appears to the staff member that doing so would be likely to result in serious harm to the student. In this instance, the staff member must report the incident to any parent(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority within whose area the student is ordinarily resident.

A report of the incident made to parents will include the following details as a minimum, **using the template in Appendix 2 of this policy and procedure** for guidance:

- 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

The requirement to report applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a student's behaviour support plan.

Schools should communicate this information to parents in writing. For example, via email or online messaging system.

Best practice would include inviting parents to have a follow-up discussion about the incident where appropriate. This could involve a discussion about:

- 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

Our schools may use this information to amend any existing behaviour support plans, as needed.

15. Recording and reporting the use of seclusion and non-force related restraint

Hadrian Learning Trust has ensured that a procedure is in place for recording each seclusion or restraint incident as part of the school's duty under the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025.

As outlined in these regulations, an incident of restraint may occur with or without direct physical contact. For restraint incidents that occur without direct physical contact, for example, the removal of a walking aid, these must be recorded under the procedures outlined in this section.

Incidents must be recorded as soon as practicable after the event. It should be recorded by the staff member(s) involved and they should endeavour to do this no later than the same day.

The procedure must require that a record of any such incident is made in writing as soon as practicable after the incident. The requirement to record applies even if the use of seclusion or restraint in certain circumstances is agreed with parents as part of a student's behaviour support plan.

Our schools will record the following details as a minimum, **using the form in Appendix 3 of this policy and procedure**:

- names of student and staff directly involved
- time, date, location and approximate duration of the intervention
- any relevant needs or circumstances of the student, including whether the student involved has an identified special educational need or disability and their SEN status code
- brief account of why the intervention was assessed as necessary in that instance
- details of any physical injuries sustained, if applicable

- any post-incident support, such as details of any medical treatment for injuries or other adverse impacts

Hadrian Learning Trust has ensured there is a procedure for supplying a copy of the written record of the seclusion or restraint incident to parents. Parents must be informed as soon as practicable after the incident and our schools will endeavour to do this no later than the same day, **using the template in Appendix 4 of this policy and procedure** for guidance.

Exceptions to the requirement to report are where:

- the student is aged 20 or over; or
- it appears to the staff member that doing so would be likely to result in serious harm to the student. In this instance, the staff member must report the incident to any parent(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority within whose area the student is ordinarily resident.

The requirement to inform parents applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a student's behaviour support plan.

Best practice would include inviting parents to have a follow-up discussion about the incident where appropriate. This could involve a discussion about:

- 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

Our schools may use this information to amend any existing behaviour support plans, as needed.

In circumstances where a restraint incident also constitutes a significant use of force, schools only need to follow the reporting procedure for significant use of force incidents under section 93A of the Education and Inspections Act 2006 as outlined above, using Appendix 2. The same information does not need to be reported twice. However, if a restraint incident does not constitute a significant incident of use of force, for example, the removal of a walking aid, this must be reported under the procedures outlined in this section.

16. Using data

Hadrian Learning Trust will take all reasonable steps to ensure that the school's procedures for recording and reporting the use of force and seclusion and restraint are complied with.

Hadrian Learning Trust will regularly review and interrogate data on restrictive interventions to ensure school leaders:

- identify and implement improvements to policies and practices, particularly where approaches have been used for some time but have not been effective.
- identify areas of learning and development for school staff, supporting specific departments and teachers to improve understanding and practice.
- understand students' repeat patterns and triggers to interrogate the effectiveness of student support measures, share this information with teachers who work with those students to better support them and, where appropriate, their parents, to establish a behaviour support plan or revise an existing plan.
- identify any disproportionate use of restrictive interventions in relation to students who share protected characteristics, have SEN, or other types of vulnerability.

Hadrian Learning Trust will consider the limitations of data and what can be inferred from it. Analysis will be proportionate and avoid over-interpreting small subgroups of people.

17. Complaints and allegations

Any complaints regarding the use of restrictive interventions should be dealt with in accordance with our schools' normal [complaints procedure](#).

If an allegation regarding inappropriate use of force and/or other restrictive interventions is made against a member of staff, the procedures in [Keeping Children Safe in Education](#) should be followed.

APPENDIX 1 Use of REASONABLE FORCE – Record of Incident

1. Basic Details	
<ul style="list-style-type: none"> • Student Name: 	
<ul style="list-style-type: none"> • Staff Member(s) Directly Involved: 	
<ul style="list-style-type: none"> • Other Staff Present (if any): 	
2. Student Needs and Circumstances	
<ul style="list-style-type: none"> • Identified SEN / Disability: √ Yes <input type="checkbox"/> No 	
<ul style="list-style-type: none"> • SEN Status Code (if applicable): 	
<ul style="list-style-type: none"> • Relevant Needs / Circumstances Impacting the Incident (e.g. medical needs, emotional state, known behaviours, current stressors) 	
3. Incident Details	
<ul style="list-style-type: none"> • Date: 	
<ul style="list-style-type: none"> • Time: 	
<ul style="list-style-type: none"> • Location: 	
<ul style="list-style-type: none"> • Approximate Duration of Incident: 	
4. Account of the Incident	
<ul style="list-style-type: none"> • What led up to the incident: 	
<ul style="list-style-type: none"> • Preventative or de-escalation strategies used prior to force: (e.g. verbal reassurance, time out, space offered) 	
<ul style="list-style-type: none"> • Type of reasonable force applied: (e.g. guiding, holding, blocking) 	
<ul style="list-style-type: none"> • Degree of force used: (e.g. minimal, moderate) 	
<ul style="list-style-type: none"> • Duration of force used: 	
<ul style="list-style-type: none"> • Details of any physical injuries sustained by student and or staff: 	
<ul style="list-style-type: none"> • Brief explanation of why the use of force was assessed as necessary at the time: (e.g. to prevent harm to the student or others, to prevent serious damage to property) 	

7. Post-Incident Support	
<ul style="list-style-type: none"> • Medical treatment provided (if any) • Other support or response to adverse impacts (e.g. emotional support, quiet space, pastoral follow-up) 	
8. Additional Information	
<ul style="list-style-type: none"> • Student's Account (Where appropriate and when the student is calm) 	
<ul style="list-style-type: none"> • Witness Accounts (Include names and attach brief statements) 	
9. Parent / Carer Communication	
<ul style="list-style-type: none"> • Were parents/carers informed? √ Yes <input type="checkbox"/> No 	
<ul style="list-style-type: none"> • Method of communication: 	
<ul style="list-style-type: none"> • By whom: 	
<ul style="list-style-type: none"> • Date: 	
10. Follow-Up Actions	
(e.g. review of risk assessment, behaviour plan update, staff support)	
11. Reflection	
<ul style="list-style-type: none"> • Effectiveness of strategies used • Potential alternative strategies for future incidents 	
12. Record Completion	
<ul style="list-style-type: none"> • Completed by (Name & Role): 	
<ul style="list-style-type: none"> • Signature: 	
<ul style="list-style-type: none"> • Date Completed: 	

APPENDIX 2 Use of REASONABLE FORCE – Indicative communication with Parent/Carer

Subject: Notification of Use of Force Incident

Dear [Parent/Carer Name]

I am writing to inform you of an incident involving [Student Name] that took place on [date] at approximately [time].

Details of the incident

- **Location:** [location]
- **Approximate duration:** [duration]

During this incident, staff assessed that it was necessary to use reasonable force in order to [brief explanation of why the intervention was necessary, e.g. prevent harm to the student or others].

Type of intervention used

Staff used [brief description of the type of force applied] at a proportionate level appropriate to the situation.

Injuries

[State either: “No physical injuries were sustained” OR provide brief details of any injuries and any medical treatment provided.]

Following the incident, [brief description of post-incident support provided, if appropriate].

We appreciate that incidents of this nature can be concerning. Where appropriate, we would welcome the opportunity to discuss this further with you, including any relevant triggers, the strategies used, and how we can continue to support [Student Name] positively moving forward.

If you would like to arrange a follow-up discussion, please contact [name/role] via [contact details].

Yours sincerely

[Name]

[Role]

APPENDIX 3 Use of SECLUSION and NON-FORCE RELATED RESTRAINT – Record of Incident

1. Basic Details	
<ul style="list-style-type: none"> • Student Name: 	
<ul style="list-style-type: none"> • Staff Member(s) Directly Involved: 	
<ul style="list-style-type: none"> • Other Staff Present (if any): 	
2. Student Needs and Circumstances	
<ul style="list-style-type: none"> • Identified SEN / Disability: <input type="checkbox"/> Yes <input type="checkbox"/> No 	
<ul style="list-style-type: none"> • SEN Status Code (if applicable): 	
<ul style="list-style-type: none"> • Relevant Needs / Circumstances Impacting the Incident (e.g. medical needs, emotional state, known behaviours, current stressors) 	
3. Incident Details	
<ul style="list-style-type: none"> • Date: 	
<ul style="list-style-type: none"> • Time: 	
<ul style="list-style-type: none"> • Location: 	
<ul style="list-style-type: none"> • Approximate Duration of Incident: 	
4. Account of the Incident	
<ul style="list-style-type: none"> • What led up to the incident: 	
<ul style="list-style-type: none"> • Preventative or de-escalation strategies used prior to force: (e.g. verbal reassurance, time out, space offered) 	
<ul style="list-style-type: none"> • Type of reasonable force applied: (e.g. guiding, holding, blocking) 	
<ul style="list-style-type: none"> • Degree of force used: (e.g. minimal, moderate) 	
<ul style="list-style-type: none"> • Duration of force used: 	
<ul style="list-style-type: none"> • Details of any physical injuries sustained by student and or staff: 	
<ul style="list-style-type: none"> • Brief explanation of why the use of seclusion and/or non-force related restraint was assessed as necessary at the time: 	
7. Post-Incident Support	

<ul style="list-style-type: none"> • Medical treatment provided (if any) • Other support or response to adverse impacts (e.g. emotional support, quiet space, pastoral follow-up) 	
8. Additional Information	
<ul style="list-style-type: none"> • Student's Account (Where appropriate and when the student is calm) 	
<ul style="list-style-type: none"> • Witness Accounts (Include names and attach brief statements) 	
9. Parent / Carer Communication	
<ul style="list-style-type: none"> • Were parents/carers informed? <input type="checkbox"/> Yes <input type="checkbox"/> No 	
<ul style="list-style-type: none"> • Method of communication: 	
<ul style="list-style-type: none"> • By whom: 	
<ul style="list-style-type: none"> • Date: 	
10. Follow-Up Actions	
(e.g. review of risk assessment, behaviour plan update, staff support)	
11. Reflection	
<ul style="list-style-type: none"> • Effectiveness of strategies used • Potential alternative strategies for future incidents 	
12. Record Completion	
<ul style="list-style-type: none"> • Completed by (Name & Role): 	
<ul style="list-style-type: none"> • Signature: 	
<ul style="list-style-type: none"> • Date Completed: 	

APPENDIX 4 Use of SECLUSION and NON-FORCE RELATED RESTRAINT – Indicative communication with Parent/Carer

Subject: Notification of Use of Seclusion and Non-force Related Restraint Incident

Dear [Parent/Carer Name]

I am writing to inform you of an incident involving [Student Name] that took place on [date] at approximately [time].

Details of the incident

- **Location:** [location]
- **Approximate duration:** [duration]

During this incident, staff assessed that it was necessary to use seclusion and non-force related restraint in order to [brief explanation of why the intervention was necessary, e.g. prevent harm to the student or others].

Type of intervention used

Staff used [brief description of the type of seclusion and non-force related restraint applied] at a proportionate level appropriate to the situation.

Injuries

[State either: “No physical injuries were sustained” OR provide brief details of any injuries and any medical treatment provided.]

Following the incident, [brief description of post-incident support provided, if appropriate].

We appreciate that incidents of this nature can be concerning. Where appropriate, we would welcome the opportunity to discuss this further with you, including any relevant triggers, the strategies used, and how we can continue to support [Student Name] positively moving forward.

If you would like to arrange a follow-up discussion, please contact [name/role] via [contact details].

Yours sincerely

[Name]

[Role]