



Use of restrictive interventions policy (including reasonable force and seclusion)

DOWNSVIEW PRIMARY SCHOOL

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OUR VALUES

At Downsview Primary and Nursery School we expect every member of our community to learn and work in a safe, secure and respectful environment. We believe that high standards of behaviour, rooted in our school values of Trust, Love, Cooperation, Diversity, Resilience and Responsibility and our golden rule of Respect, enable children to make the best possible progress and feel valued as members of the school community.

This policy sits alongside and should be read in conjunction with the school's Behaviour Policy, Safeguarding Policy and Inclusion/SEND policy. It reflects our commitment to inclusive education and equal opportunity for all and sets out how we minimise and, where necessary, safely use restrictive interventions (including reasonable force and seclusion) as a last resort to keep children, staff and others safe.

1. Aims and scope

At Downsview Nursery and Primary School we strive to create a safe, secure and supportive environment for all our pupils and staff.

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

This policy aims to:

- Minimise the need to use restrictive interventions, through early support, prevention and de-escalation strategies
- Help school staff feel confident in knowing how to use restrictive interventions safely, appropriately and lawfully, when they are necessary
- Clearly set out the steps for recording and reporting incidents of reasonable force, seclusion and restraint
- Protect the safety, wellbeing and dignity of all pupils and staff, and help create a positive and safe place for everyone at school
- Make reasonable adjustments for children with SEND and disabilities so that they can access the curriculum and school life, and ensure restrictive interventions are not used as a substitute for appropriate provision.

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. It also meets the requirements of:

- Section 93 of the Education and Inspections Act 2006
- Section 93A of the Education and Inspections Act 2006, inserted by the Apprenticeships, Skills, Children and Learning Act 2009
- Section 550ZA and section 550ZB of the Education Act 1996
- Equality Act 2010
- Health and Safety at Work etc. Act 1974 and associated regulations
- Human Rights Act 1998
- Keeping Children Safe in Education
- The Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025
- Department for Education guidance on searching, screening and confiscation

3. Definitions

The terms used in this policy are defined below. These definitions are based on relevant Department for Education guidance relating to restrictive interventions and the use of reasonable force in schools, as referenced in Section 2 of this policy.

Restrictive interventions

Restrictive interventions are interventions that restrict a pupil's movement, liberty and/or freedom to act independently. They may involve physical contact or non-physical actions and should only be used when necessary to prevent harm to the pupil or others. This policy uses the term **restrictive intervention** as an umbrella term to describe both physical and non-physical interventions.

Examples of restrictive interventions may 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 are running towards danger (e.g. a busy road), or staff positioning themselves between pupils to prevent a fight.
- Restrictive Physical Intervention involving the use of reasonable force to prevent harm.

Appropriate physical contact

Our school does not operate a "no contact" policy. There are circumstances where it is appropriate for staff to have physical contact with pupils which does not constitute the use of restrictive intervention.

Appropriate physical contact is a normal part of interactions between staff and pupils and is not intended to restrict a pupil's movement. Such contact should always be age-appropriate, proportionate and in the best interests of the pupil.

Examples include:

- Providing comfort or reassurance to a distressed pupil.
- Supporting pupils with personal care needs.
- Demonstrating techniques during PE, music or practical activities.
- Guiding or escorting a pupil by the hand where appropriate.
- Offering congratulations or praise, such as a handshake or pat on the back.
- Providing first aid.

Staff should always use their professional judgement and consider the pupil's age, individual needs, vulnerabilities, SEND and the specific circumstances when deciding whether physical contact is appropriate.

Physical intervention

Physical intervention involves the use of physical contact to support, guide or redirect a pupil's behaviour using minimal force. These interventions are intended to maintain safety and support pupils to regulate their behaviour.

Examples include:

- Guiding a pupil by the hand, arm or shoulder away from danger.
- Escorting a pupil to another area of the school to support regulation or safety.
- Standing between pupils to prevent physical conflict.

Whether an intervention constitutes restraint will depend on the degree to which the pupil's movement is restricted and their ability to withdraw from the interaction.

Restrictive Physical Intervention (RPI)

Restrictive Physical Intervention (RPI) involves the use of reasonable force to restrict a pupil's movement in order to prevent:

- Injury to the pupil;
- Injury to others;
- Serious damage to property; or
- Serious disruption where safety is compromised.

Restrictive Physical Intervention should only be used as a **last resort**, after de-escalation strategies have been attempted or judged to be inappropriate due to the immediate nature of the risk.

All incidents involving Restrictive Physical Intervention must be recorded and reported in accordance with the procedures outlined in Section 12 of this policy.

Reasonable force

Reasonable force refers to the broad range of actions used by staff that involve a degree of physical contact with pupils. The force used must always be:

- Reasonable and proportionate to the circumstances;
- Necessary to prevent harm; and
- The minimum force required for the shortest period of time necessary.

Examples of the use of reasonable force include:

- Guiding a pupil to safety by the arm;
- Breaking up a fight between pupils;
- Restricting a pupil's movement to prevent injury to themselves or others; and
- Preventing a pupil from causing serious damage to property where there is a risk of harm.

Restraint

Restraint is a non-disciplinary restrictive intervention that intentionally prevents or significantly restricts a pupil's movement. It may involve direct physical contact or the use of non-physical barriers that prevent a pupil from moving freely.

Examples include:

- Holding a pupil's arms to their sides when they are attempting to harm themselves or others;
- Preventing a pupil from leaving an unsafe area when there is an immediate risk of serious harm; or
- Removing an item or mobility aid where its use presents an immediate risk of significant harm.

Any use of restraint must be lawful, reasonable, proportionate and necessary, and must be recorded and reviewed in accordance with this policy.

Seclusion

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 may occur through physical obstruction or by making the pupil believe that they will be punished if they leave.

Downsview Primary and Nursery School may, in exceptional circumstances, use seclusion as part of a restrictive intervention where there is an immediate risk of harm to the pupil or others and where alternative strategies have been unsuccessful or are deemed inappropriate due to the level of risk presented.

The school has a designated **Calm Room** which may be used to support pupils experiencing significant emotional or behavioural dysregulation where there is an immediate risk of harm to themselves or others. The Calm Room is not used as a punishment or disciplinary sanction.

Where seclusion is used:

- It will only be used as a last resort and for the shortest time necessary to maintain safety.
- The pupil will be continuously monitored by appropriately trained staff through direct observation and/or the school's agreed safeguarding arrangements.
- The welfare and dignity of the pupil will be maintained at all times.
- The pupil will have access to a safe environment designed to minimise the risk of injury.
- The use of seclusion will cease as soon as it is safe to do so.

- All incidents involving seclusion will be recorded and reported in accordance with the procedures outlined in Section 12 of this policy.

Seclusion must never be used as a punishment, a consequence for non-compliance, or for the convenience of staff.

See Section 3.2 of this policy for more information on seclusion.

Significant incident

A significant incident is any incident involving restrictive intervention that goes beyond routine and appropriate physical contact. This includes incidents involving:

- Restrictive Physical Intervention (RPI);
- Restraint;
- Seclusion; or
- Any intervention involving the use of force that results in injury, significant distress or requires formal recording and review.

See Section 3.1 of this policy for more information on appropriate physical contact.

3.1 Appropriate Physical Contact with Pupils

Our school does not operate a 'no contact' policy. There are circumstances where it is appropriate for staff to have physical contact with pupils which does not constitute the use of reasonable force or other restrictive interventions.

Examples include:

- Providing first aid to a pupil.
- Guiding or escorting a pupil through the school building or on a school trip by holding their hand, where appropriate.
- Comforting a pupil who is upset or distressed.
- Offering congratulations or praise, such as a handshake or pat on the back.
- Demonstrating how to use a musical instrument.
- Demonstrating exercises or techniques during PE lessons or sports coaching.

In assessing whether physical contact is appropriate in any given situation, staff should use their professional judgement and have regard to:

- The school's Child Protection and Safeguarding Policy, Behaviour Policy and SEND Policy.
- The specific circumstances, including whether other adults are present.
- The pupil's age and developmental stage.
- Any known vulnerabilities, including whether the pupil has SEND.
- Whether alternative strategies that do not involve physical contact can be used.

Parents/carers and staff cannot opt out of the lawful use of reasonable force or other restrictive interventions where these are necessary to prevent harm to pupils, staff or others.

3.2 Seclusion

As defined in Section 3, 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.

At Downsview Primary and Nursery School, seclusion is only used as a safety measure when a pupil is experiencing significant emotional or behavioural dysregulation and there is an immediate risk of harm to

themselves or others. Seclusion is never used as a punishment, threat or response to deliberate or wilful misbehaviour.

The school has a designated Calm Room which may be used as part of a restrictive intervention. Pupils using the Calm Room will be continuously monitored by appropriately trained staff through direct observation and/or the school's agreed safeguarding arrangements.

Seclusion will only be used for the shortest time necessary and will cease as soon as the immediate risk of harm has reduced.

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 governing board

The governing board 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
- Regularly reviewing and interrogating data on the use of restrictive interventions in our school
- Supporting and challenging school leaders to identify where changes may be needed to practice. For example:
 - If approaches have been used for some time but haven't been effective
 - If there is any disproportionate use of restrictive interventions, including in relation to pupils who share protected characteristics or have SEND or other types of vulnerabilities

4.2 The headteacher

The headteacher is responsible for:

- Overall implementation and oversight of this policy
- Making sure that appropriate and high-quality training on preventative strategies and the safe and lawful use of restrictive interventions is provided for staff who need it, based on our school's individual context and needs
- 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
- 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
- Accurately recording every seclusion incident, restraint incident and significant incident involving force that they are involved in
- Reporting these incidents to the designated safeguarding lead (DSL)
- Recording any injuries that occur as part of an incident involving restrictive intervention, and following our health and safety policy to ensure these are reported to the Health and Safety Executive where necessary
- Taking part in training on preventative strategies and the safe and lawful use of restrictive interventions, if relevant to their role (this may include additional training appropriate to their responsibilities)
- Engaging in follow-up conversation(s) to debrief and reflect on incidents involving restrictive intervention that they were involved in, to help us understand what happened and why

4.4 Designated safeguarding lead (DSL)

The DSL is responsible for:

- Reporting every seclusion incident, restraint incident and significant incident involving force to each parent/carer of the pupil involved
- Making sure records are kept securely and in accordance with safeguarding and data protection procedures on CPOMs
- Contacting the local authority in cases where informing a pupil's parent/carer of the use of reasonable force, seclusion or restraint on their child would put that child at risk of significant harm (see sections 12.2 and 12.3 of this policy)

4.5 Special educational needs co-ordinator (SENCO)

The SENCO is responsible for:

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

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

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 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

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

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 (as listed in the DfE's searching, screening and confiscation guidance), such as knives, weapons, stolen items or illegal drugs. They **cannot** use reasonable force to search for items that are banned under our school rules only, such as mobile phones.

The decision to use reasonable force to carry out a search should be made carefully, on a case-by-case basis and taking into consideration the level of risk to pupils and staff. Please see our behaviour policy for more information on how we conduct searches.

8. Prevention and de-escalation strategies

Restrictive intervention is used only when necessary. We aim to minimise its use as much as possible, using both whole-school and individual approaches.

Our whole-school approach includes:

- Consideration of how our school and classroom environment can support all pupils to achieve and thrive

- Sharing best practice for whole-class behaviour management, and for managing communal spaces such as corridors and playgrounds
- Training staff in effective communication strategies, such as using appropriate tone of voice and empathy to aid de-escalation
- Development of working staff-pupil relationships and trust
- Recording and analysing data on the use of restrictive interventions to inform improvement planning

The individual approaches we use include:

- Working closely with parents/carers to support individual pupils
- Strategies to support individual pupils based on their identified needs, including:
 - The development of behaviour support plans
 - Strategies to help pupils calm down before their behaviour escalates
 - Making 'reasonable adjustments' where a pupil has a disability, to help them participate in school life as fully as possible

8.1 De-escalation when a situation arises

When a staff member is faced with a situation where a restrictive intervention may need to be used, they should consider using de-escalation techniques first, wherever possible. Techniques that could be used in these situations include:

- Having open body language and being aware of a pupil's personal space
- Taking a pupil away from an 'audience' – speaking to them on their own rather than in front of a group of other pupils or staff
- Using empathy – asking the pupil to help you understand their feelings
- Distraction techniques
- Offering a calm space for the pupil to go to so they can self-regulate
- Verbal warnings – calmly reminding the pupil of the consequences of their behaviour

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 8.1 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

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. For example, staff should bear in mind that pupils who have experienced adverse life events, trauma or neglect, or who have diagnosed or undiagnosed medical conditions or sensory impairments, communication difficulties or other needs, may find the use of restrictive interventions particularly distressing.

If a restrictive intervention is needed, staff should always aim to maintain respect for a pupil's dignity. This includes consideration of the location and environment where any intervention is used, such as in front of their peers.

Staff should, wherever possible, clearly and calmly communicate to the pupil what is happening, why, and what the pupil needs to do, including using verbal and non-verbal strategies where needed, and giving time for the pupil to process information and respond where appropriate.

Staff should seek to understand how the pupil is feeling and use this information to determine whether the restrictive intervention should be, or continue to be, applied, reduced or stopped.

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.

Our 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.

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 school is committed to understanding what might trigger challenging behaviour in pupils with SEND, and to providing the right support and an inclusive environment.

We will carry out risk assessments for pupils with SEND, where we identify that there is an increased likelihood of needing to use reasonable force and/or other restrictive interventions. Our school is aware of its

duty under the Equality Act 2010 to make reasonable adjustments for pupils with disabilities to avoid disadvantage and ensure they can take part in school life as fully as possible.

We will utilise staff who know individual pupils well to help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur, and develop proactive strategies to reduce the likelihood of restrictive interventions being used. We will also work with the pupil, their parents/carers and other professionals to develop prevention and de-escalation strategies.

These strategies might include:

- Removing stimuli that may be causing distress to the pupil
- Staff members changing how they communicate with the pupil, such as being more mindful of body language, facial expressions and/or tone of voice
- Helping the pupil express their emotions before getting overwhelmed
- Engaging the pupil in activities to help them regulate their emotions
- Distracting the pupil with familiar objects or activities to redirect their attention

Where appropriate, we will create individual behaviour support plans for pupils with SEND. The plan will be reviewed regularly, and following any significant incident, with the pupil and parents/carers to make sure it's still working well. The plan will:

Outline any adjustments, such as to address aspects of the school environment which the pupil finds challenging

- Explain the best ways to communicate with the pupil
- In some cases, specify when increased physical contact with staff might be appropriate. These situations will be discussed with everyone involved and clearly written down in the plan

11. Training and risk assessments

Our school 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.

12. Recording and reporting arrangements

We have a legal duty to record and report all:

- Significant incidents involving force (see section 3 of this policy for a definition of 'significant incident')
- Seclusion incidents
- Restraint incidents

12.1 Recording incidents

Our school has a clear process in place for recording significant incidents involving force, restraint incidents and seclusion incidents.

Staff involved in an incident must record a factual account of the incident on CPOMS as soon as practicable after the event and should endeavour to do this on the same day. Witness accounts should also be obtained and recorded where appropriate. Staff should do this even if the use of restrictive interventions is agreed as part of a pupil's Behaviour Support Plan or Risk Assessment.

A member of the Senior Leadership Team will review the information recorded on CPOMS and complete the school's Restrictive Intervention Record Form to ensure that all statutory recording requirements have been

met. The Headteacher will review and sign completed records. Incidents involving restrictive interventions and associated accidents will be reported to Governors on a termly basis.

The school uses a Restrictive Intervention Record Form to ensure compliance with statutory recording requirements. The format of this form may be updated from time to time to reflect changes in legislation, guidance and school procedures.

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;
- 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;
 - Details of any physical injuries sustained, if applicable;
- A brief explanation of why using force was assessed as necessary in that situation; and
- Details of any support given after the incident, such as medical help or emotional support.

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;
- 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; and
- Details of any support given after the incident, such as medical help or emotional support.

Note: if a seclusion or restraint incident also constitutes a significant incident involving force, we will record it in line with our procedure for recording significant incidents involving force. It does not need to be recorded twice.

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

12.2 Reporting incidents to parents/carers

When reporting an incident to parents/carers, we will take the following steps:

We will inform parents/carers about an incident as soon as practicable after it happens and will endeavour to do this on the same day. We will do this even if the use of restrictive interventions is agreed as part of a pupil's Behaviour Support Plan or Risk Assessment.

There is one exception to this:

- If a member of staff believes that informing the pupil's parents/carers would likely result in serious harm to that pupil. In these cases, we will report the incident to any parent(s)/carer(s) who it can be reported to without resulting in serious harm or, if there are none, to the local authority where the pupil ordinarily resides (see section 12.3 of this policy).

When we report significant incidents involving force to parents/carers, we will communicate this information in writing and include the following details:

- The time, date, location and approximate duration of the intervention;

- A brief explanation of why the intervention was assessed as necessary in that situation;
- A short description of the type and degree of force that was used; and
- Details of any physical injuries sustained, if applicable.

When we report seclusion incidents and restraint incidents to parents/carers, we will provide parents/carers with a copy of the school's Restrictive Intervention Record in accordance with the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025. Where records contain information relating to third parties, appropriate redactions will be made in line with data protection requirements.

Note: if a seclusion or restraint incident also constitutes a significant incident involving force, we will report it in line with our procedure for reporting significant incidents involving force. The same information does not need to be reported twice.

When reporting to parents/carers, we will have regard to data protection requirements when deciding what information to share. We will not include identifying details of other pupils or confidential information relating to third parties.

Following up with parents/carers after an incident

Where appropriate, parents/carers will be invited to participate in a follow-up discussion about the incident. This discussion may include:

- Any behavioural triggers or warning signs identified;
- Whether any agreed Behaviour Support Plans or Risk Assessments were followed;
- What de-escalation strategies were used and how effective they were;
- Any support provided following the incident; and
- What might be done differently in the future to reduce the likelihood of further incidents.

12.3 Reporting incidents to the local authority

In cases where we have assessed that an incident needs to be reported to the local authority where the pupil ordinarily resides (as outlined in section 12.2), this report will include all the information that we would normally share with the pupil's parents/carers, as well as the reasons why we thought it was unsafe to tell the pupil's parents/carers directly.

In cases where a pupil has parents/carers and is the subject of a care order under section 31 of the Children Act 1989 or is being accommodated under section 20 of the Children Act 1989, we will report the incident to the relevant local authority in addition to the parents/carers (unless we deem it unsafe to inform the parents/carers, as set out in section 12.2 of this policy).

13. Complaints and allegations

Any complaints about the use of restrictive interventions will be handled through our school's complaints policy, which you can find on the school website.

We take any allegation of inappropriate use of force and/or other restrictive interventions made against a member of staff very seriously. We will deal with allegations in line with the statutory safeguarding guidance Keeping Children Safe in Education.

14. Monitoring and review

This policy will be reviewed **annually** by the Headteacher.
At every review, this policy will be approved by **full governing board**.

PROTOCOL FOR THE USE OF CALM ROOM

The Calm room is a designated space where pupils can go to regulate their emotions and behaviour in a safe and controlled environment.

Typically, the room is available to

- Children who are experiencing dysregulated behaviour and need a quiet space to regulate their emotions/feelings.
- Children who need a quiet and chill space to address a certain need, i.e. an emotional need or a child who is experiencing sensory overload in the environment i.e. classroom or communal areas.
- Children who are feeling unwell or hurt and need a quiet space to rest until they are collected by their parents/feel well enough to return to class.

The room will be supervised by staff members. If a decision is made that a staff member will not be physically present, the child in the room will be supervised by CCTV and the door will be kept ajar. We also have a window where staff can monitor the situation. Staff who are present when children need to de-escalate behaviour, will be familiar with techniques for de-escalating situations and helping children regulate their emotions. If it is unavoidable to use Team-Teach positive handling to escort a child into the room, positive handling protocol will be used and it will be recorded on CPOMs.

Typically, there will only be one child in the room, or a very small group of children. If a child is in distress and needs the space to regulate their behaviour, there will be no other children allowed.

The use of the room is overseen by senior leadership, who will decide about the time limit for how long a child can stay in the room. This will vary depending on the individual needs of the child and the severity of the situation, but will be strictly monitored. The room is not to be used as a 'consequence for wrong choices', but a supportive strategy to help the child with regulating their behaviour.

After a child has used the Calm room to regulate their behaviour, a trained adult will discuss what happened and why they needed to use the room. This can help them develop coping strategies for managing their emotions in the future.

The Calm room is part of the school's provision for all the children. If a child needs the use of the room as part of their needs or a behaviour plan, then this may be communicated with parents during their parent consultation meetings with the SENDCO.

The school will regularly review the effectiveness of the Calm room protocol and adjust as needed. This might involve gathering feedback from staff, children, and parents, and making changes to the protocol based on this feedback.

The school will ensure all staff members are properly trained in how to use the chill out room and follow the protocol effectively. This might involve training sessions, workshops, or ongoing professional development opportunities.

See Risk Assessment for the Calm room.