Physical Restraint and Reasonable Force Policy

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1. Aims

The aims of this policy are to:

- provide new statutory guidance about recording and reporting the use of force effective from April 2026;
- provide advice about the new legal duty to record and report the use of seclusion effective from April 2026;
- provide additional clarification on the use of reasonable force to help school staff use this power safely and appropriately;
- provide advice on the use of seclusion;
- provide advice on how schools can minimise the need to use restrictive interventions;
- provide specific support for staff who work with pupils with special educational needs and disabilities (SEND);
- make clear the responsibilities of school staff, governing bodies and proprietors;
- explain the various responsibilities.

In this policy the Senior leader includes the CEO, Principal, Headteacher, Vice Principals, Deputy Headteachers and Assistant Principals.

2. Responsibilities and powers of members of staff to detain pupils by use of force

Staff should be aware of the guidance 'Keeping Children Safe in Education, the Human Rights Act 1998 and their duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination, and their Public Sector Equality Duty. They should also be aware of the following DfE document - Restrictive interventions, including use of reasonable force, in schools - Guidance for schools in England.

The Education and Inspections Act 2006 confirmed the right of staff to use 'such force as is reasonable' for the purpose of preventing a pupil from:

- committing an offence;
- causing personal injury to, or damage to the property of, any person (including themselves); and
- engaging in any behaviour prejudicial to the maintenance of good order and discipline in the academy or elsewhere when the pupils are in the care of the academy.

The legislation gives **statutory power** to use force to any person who, in relation to a pupil, is a member of staff at any academy at which education is provided for the pupil.

The following groups of staff are **permanently authorised** to use physical restraint:

- any teacher who works at a Hatton Academies Trust Academy;
- any other person who, with the authority of a senior leader, has lawful control or charge of pupils for whom education is being provided at the academy;
- any paid member of staff whose job involves supervising pupils including teaching assistants, learning mentors and lunchtime supervisors

People whom the senior leader has **temporarily authorised** to have control or charge of pupils. For example:

- paid members of staff whose job does not normally involve supervising pupils (such as catering or premises related staff);
- unpaid volunteers (such as parents accompanying pupils on academy organised visits).

In the case of these groups the senior leader should inform the people concerned of their responsibilities and ensure that they understand what authorisation entails, and keep an up-to-date record of these people.

Paid staff and volunteers who are not authorised to have control or charge of pupils (either by nature of their job or temporary authorisation) do not have statutory power to use force.

However, section 93 of the *Education and Inspections Act 2006* does not remove the common law right of any citizen in an emergency to use **reasonable force** in self-defence, to prevent another person from being injured or his property from being damaged.

3. What is reasonable force?

The term **'reasonable force'** covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Reasonable force: Physical contact by a member of staff on a pupil to control or restrain their actions/movements. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances. Any use of reasonable force is an example of a restrictive intervention and may or may not involve the use of restraint.

Restrictive interventions: Any planned or reactive action which limits a pupil's movement, liberty or freedom to act independently. Restrictive interventions may include use of equipment, medication or seclusion. Restrictive interventions may or may not involve the use of reasonable force.

Restraint: A form of restrictive intervention involving direct physical contact and force where the intention is to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. Restraint may also include mechanical restraint. Restraint may or may not involve the use of force.

Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

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

When using reasonable force in response to risks presented by incidents involving pupils with SEND or Medical Conditions, academy staff must consider the additional vulnerability of these groups. Planned positive and proactive behaviour support e.g. through individual behaviour plans agreed with parents/carers, can reduce any issues and the need to use reasonable force.

Academy staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil. Where an injury has occurred, immediate action will be taken to provide first aid as required. Any injuries should be recorded in accordance with the Trust's Health and Safety Policy and reported, as appropriate, to the Health and Safety Executive.

4. Who can use reasonable force?

See Section 2 of this policy.

5. When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.

In an academy, force is used for two main purposes – to control pupils or to restrain them.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Before deciding on the use of reasonable force, factors staff should consider include:

Is it necessary?

Staff should consider whether there are reasonable alternative ways to manage a situation and achieve the desired outcome. Staff should assess whether the use of reasonable force and/or other restrictive interventions is likely to successfully reduce the relevant risks, or whether its use would escalate the situation further or cause more harm than the consequences of the behaviour that it intends to address. 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 pupil 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.

Considering the pupil's welfare
Staff should consider the impact on the pupil's overall welfare, balanced against any actions taken. For example, pupils 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 reasonable force and other restrictive interventions particularly distressing.
Staff should seek to maintain respect for a pupil'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 pupil what is happening, why, and explain what the pupil needs to do.

For pupils 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 pupil understands what is happening and has adequate time to process information and respond. Staff should seek to understand how the pupil is feeling and use this information to determine whether the use of reasonable force and/or other restrictive intervention should be, or continue to be, applied, reduced or stopped.

Training on the use of reasonable force and other restrictive interventions should support staff in assessing when the need to use force and/or other restrictive interventions is reasonable, which may require a quick decision. It should also help staff understand how to assess whether their response is reasonable under pressure.

The Board of Directors appreciates that in some instances (such as stopping a pupil who is running down a corridor) staff may have to act quickly, and without having the time to consider all the circumstances.

6. Circumstances where physical restraint may be justified

Physical restraint should only be used as a last resort; other preventative and de-escalation strategies for diffusing the situation must be tried first. This will help to

ensure each school minimises the need to use reasonable force and other restrictive interventions.

Whole-school measures to prevent the need to use reasonable force can include:

- consideration of how the 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
- Training and development of working staff-pupil relationships and trust
- recording and analysing data on the use of reasonable force and other restrictive interventions to inform improvement planning

Alternatives to physical intervention

A member of staff who chooses not to make a physical intervention in an incident can still take effective action to reduce risk of escalation. They can:

- Remove stimuli that may be causing distress.
- Change body language, facial expression, and/or tone of voice.
- Support the pupil to express their emotions before getting overwhelmed.
- Engage the pupil in an activity which can help them manage their feelings of anxiety.
- Distract the pupil in something that interests them or by introducing familiar objects and activities to redirect their attention.
- Show care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiation and reason.
- Give clear directions to the pupils to stop.
- Remind them about rules and likely outcomes.
- Remove an audience or take vulnerable pupils to a safer place.
- Make the environment safer by moving furniture and removing objects which could be used as weapons.
- Use 'positive touch' to guide or escort pupils to somewhere less pressurised.
- Ensure that colleagues know what is happening and get help.

Whenever possible, the age, level of understanding and gender of the pupil should be considered. In addition, staff should be mindful of any pupil who is on the Child Protection Register.

If there is a need to restrain a pupil with known behavioural difficulties, only staff trained in appropriate restraint techniques should attempt to restrain such pupils.

Seclusion is not a disciplinary response to deliberate or wilful misbehaviour. The place to which the pupil is confined should be safe and not feel threatening or intimidating to the pupil. The pupil should be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil should be allowed to leave. An incident involving the use of seclusion must be recorded and reported in accordance with the procedures outlined in this policy.

7. Using physical interventions:

The restrictive physical interventions authorised by the school are those techniques in which staff have received appropriate training and development through 'Team Teach'.

The core principles of 'Team Teach' include:

- Minimum of two staff involved wherever possible
- Last resort minimum force and time
- Techniques that do not rely on pain or locks and allow for verbal communication
- Staff safety and protection addressed
- Planned responses and techniques are written out and included in positive handling plans for individual pupils.
- 'Positive touch' is a 'Team Teach' technique where the pupil is guided by touching the arm above the elbow. Please refer to the Team Teach training manual for specific guidance on the technique.

As a Trust we recognise we have a duty to ensure, so far as is reasonably practicable, the health, safety and welfare of our staff. Therefore, Principals should 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.

8. Academy staff can use reasonable force to:

The following does not provide an exhaustive list but provides some examples of situations where reasonable force can and cannot be used. Staff can:

- Remove disruptive pupils from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts an academy event or a trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour or safety of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- Search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item as defined in section 550ZA(3) of the Education Act 1996; and
- Restrain a pupil at risk of harming themselves through physical outbursts.

Staff cannot: Use force as a punishment – **it is always unlawful to use force as a punishment.**

Nothing in the law concerning the use of reasonable force legitimises corporal punishment.

Where the academy has pupils with known severe behaviour disorder or the pupil is very violent and aggressive, only trained staff are allowed to use **restraint**

techniques. The member of staff must be trained in the technique that is to be used. No staff can physically restrain pupils exhibiting extremes of behaviour unless so trained. Details of which staff and the restraints techniques allowed must be set out on a positive handling plan for the pupil (See section 11).

It may be necessary for a school to consider the use of a Behaviour support plan. Behaviour support plans should outline any adjustments, such as to address aspects of the school environment which the pupil finds challenging and ways for pupils to communicate their needs effectively. Behaviour support plans should detail circumstances where it may be appropriate for staff to have increased physical contact with a pupil. This should be discussed in conjunction with the relevant persons, such as teachers, parents, the pupil, 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, schools must have risk assessments in place and where possible, mitigate risks such as through training and prevention strategies.

Any behaviour support plans should be reviewed with the pupil 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 pupil.

'Significant incident' refers to any incident where the use of reasonable force goes beyond appropriate physical contact between pupils and staff. This includes when physical force is used to implement a restrictive intervention.

9. Examples of behaviour that might lead to restraint:

- physical attack by a pupil on an adult/pupil;
- deliberate damage to academy property; a pupil behaving in a way which places others at risk, e.g. pushing, tripping on a staircase, rough play or running in a corridor;
- preventing a pupil running into a busy road;
- refusal by a disruptive pupil to leave the classroom.

Restraint is **NOT** a punishment and must not be used as such.

- **ASSISTANCE** should be sought whenever possible.
- The pupil(s) should be told that this has been done.
- Remove any other pupils who are at risk.
- Avoid the use of restraint in a one-to-one situation, witnesses are important.

Staff **SHOULD NOT:**

- cover a pupil's nose or mouth or hold a pupil around the neck or collar, or in a way that might restrict their airway or breathing;
- apply pressure to the neck region or abdomen;
- slap, punch or kick;
- twist or force limbs against a joint;
- trip;

- hold or pull by the hair or ear; or
- hold a pupil face down on the ground.

Restraint should not lead to injury, but Team teach techniques, even when correctly carried out, can lead to minor injuries of the pupil and adult, these should be recorded on CPOMS or in the bound and numbered book and parents informed.

10. Physical contact with vulnerable pupils

Some vulnerable children, including 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, pupils who find verbal communication challenging may express their needs, discomfort or confusion through actions. This can lead to them being disproportionately subject to the use of reasonable force and other restrictive interventions.

Some more vulnerable pupils, and particularly those with SEND, require more physical contact than other pupils in order to assist their everyday learning. This is entirely appropriate and proper for staff, but it is crucial that they only do so in ways appropriate to their professional role and in accordance with the Trust's policies on which restraint techniques may be used and by whom.

Trust settings should 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 pupils with SEND.

Schools should 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 reasonable force and/or other restrictive interventions being used. They should also work with the pupil, parents and other professionals to develop prevention and de-escalation strategies.

Except in an emergency only **trained staff** should use restraint techniques on vulnerable pupils with behavioural difficulties, and the techniques which may be used are only the ones that the member of staff is trained to use.

Where appropriate, school staff should work with pupils with SEND and their parents in the co-production of any necessary behaviour support plans. Behaviour support plans should outline any specific arrangements and should be:

- understood and agreed by all concerned;
- justified in terms of the pupil's needs;
- consistently applied;
- open to scrutiny; and
- reviewed regularly.

When physical contact is made with pupils this should be in response to their needs at the time, of limited duration and appropriate given their age, stage of development, gender, ethnicity and background.

During a restraint procedure it is possible that unintentional minor injury may occur such as minor scratches or bruises. It is important that this is recorded on CPOMS or in the bound and numbered book and parents/carers are informed.

If a member of staff believes that an action could be misinterpreted, the incident and circumstances should be recorded as soon as possible on CPOMs or in the bound and numbered book and, if appropriate, a copy placed on the pupil's file.

11. Positive Handling Plans

Individual pupils assessed at being at greatest risk of requiring restrictive physical intervention will be identified through the member of staff with responsibility for Positive Behaviour. These pupils will be placed on Positive Handling Plans developed in consultation with the school, parents or carers, and the pupil.

Positive Handling Plans should detail circumstances where it may be appropriate for staff to have increased physical contact with a pupil, as well as setting out preventative strategies and the de-escalation strategies that are most effective. Specific strategies and techniques that have been agreed by staff when physical intervention is required are also included. They will also warn against strategies which have been ineffective in the past and include preferred strategies and suggest ideas for the future. The process of developing a PHP will bring together contributions from key partners working in partnership and signed by all concerned. Plans will be reviewed regularly.

12. Post-incident support

The school recognises the need to ensure that staff and pupils have appropriate emotional support.

The pupil and the member of staff will be checked for any sign of injury after an incident. Immediate action will be taken to provide first aid for any injuries requiring attention. Any injuries should be recorded in accordance with the Trust's Health and Safety Policy and reported as appropriate to the Health and Safety Executive.

The pupil will be given time to become calm whilst staff continue to supervise. When it is deemed that the pupil is composed, a senior member of staff will discuss the incident with them and ascertain the reason for its occurrence. All necessary steps will be taken to re-establish a positive relationship between the pupil and the member of staff involved in the incident.

All members of staff involved will be allowed a period to debrief and recover from the incident. This may involve access to external support. A senior member of staff (or his/her nominee) will provide support to the member of staff involved.

Following each significant incident involving the use of reasonable force and/or other restrictive intervention, a senior leader and school staff involved should evaluate the incident to understand why reasonable force and/or other restrictive

interventions were used, the impact on pupils and staff, any patterns and trends, and how the use of reasonable force and other restrictive interventions might be avoided in future, for example by amending or introducing a behaviour support plan. 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 pupils involved; as well as to repairing and rebuilding 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, schools can foster a culture of continuous improvement and consider how things might be improved in the future.

Any significant incident in which a member of staff (including multiple staff) uses reasonable force on a pupil must be made in writing, using CPOMs or recorded in the Bound and Numbered Book on the same day. The requirement to record applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan or positive handling plan.

Schools should record the following details as a minimum:

- names of pupil and staff directly involved;
- any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code;
- time, date, location and approximate duration of the intervention;
- brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained;
- brief account of why the use of force was assessed as necessary in that instance;
- any post-incident support, such as details of any medical treatment for injuries or other adverse impacts;
- the pupil's and/or witnesses' accounts of what happened;
- when and how parents were notified; and
- what follow-up has taken place.

Parents/carers will be engaged in discussing the incident and for setting out subsequent actions and support.

Any pupil and class who witnesses an incident of reasonable force and/or restrictive intervention where a peer may have been injured or become distressed, should also be provided with appropriate support where necessary.

13. Staff Code of Conduct

Staff employed at Hatton Academies Trust are expected to:

- be aware that even well-intentioned physical contact may be misconstrued by the pupil, an observer or by anyone to whom this action is described;
- always be prepared to explain actions and accept that all physical contact

be open to scrutiny;
- be aware of the government guidance in respect of physical contact with pupils and meeting medical needs of pupils; and
- ensure that all incidents are reported and logged on the Hatton Academy Trust restraints pro-forma and that copies are sent to the CEO, Principal and, where appropriate, placed on the pupil's file (see Appendix 1).

Staff may legitimately intervene using physical restraint to:

- prevent a pupil from committing a criminal offence;
- injuring themselves or others;
- causing damage to property;
- engaging in behaviour prejudicial to good order; and
- maintain good order and discipline.

Staff should have regard to the health and safety of themselves and others.

The use of unwarranted physical force is likely to constitute a criminal offence.

Staff within the Trust Academies must:
- adhere to this Hatton Academies Trust policy;
- always seek to defuse situations; and
- always use minimum force for the shortest period necessary.

14. Telling parents when force, seclusion or non-force related restraint has been used on their child

Serious incidents involving the use of force, an incident of seclusion or the use of non-force related restraint, for example removal of a pupil's walking aid, must be reported to the pupils' parents/carers as soon as practicable after the incident, and they should endeavour to do this no later than the same day. The incident should be made in writing, using CPOMs or recorded in the Bound and Numbered Book and a copy kept in the pupil's file.

Exceptions to the requirement to report are where:
- the pupil 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 pupil. 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 pupil is ordinarily resident.

A report of the incident made to parents should include the following details as a minimum:
- time, date, location and approximate duration of the intervention;
- brief account of why the intervention was assessed as necessary in that instance;
- brief account of what type of force was applied, and the degree of force; and
- 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 pupil's behaviour support plan or positive handling plan.

Schools should communicate this information to parents in writing via email, letter or online messaging system and be aware of the reply that could come back in.

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; and
- what might be done differently in the future

The school may use this information to amend any existing behaviour support plans, as needed. References to parent or parents are to fathers as well as mothers, unless otherwise stated.

The written proforma for reporting to parents or carers is set out in Appendix 1.

15. What happens if a pupil complains when force is used on them?

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is **not** for the member of staff to show that he/she has acted reasonably.
- Suspension will not be an automatic response when a member of staff has been accused of using excessive force. The decision will be made using the "HAT Dealing with Allegations of Abuse" policy where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- The academy must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the academy will ensure that the teacher has access to a named contact who can provide support.
- The CEO, on behalf of the Board of Directors, should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- As the employer, we have a duty of care towards our employees. We will provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

16. What about other physical contact with pupils?

It is not illegal to touch a pupil. There are circumstances when it is appropriate for staff to have some physical contact with pupils which does not give rise to any question over the use of reasonable force 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 guide or escort pupils, such as holding the hand of a pupil at the front/back of the line when going to assembly, when walking together around the school or on a school trip, or when helping a pupil to a space they have chosen to access to self-regulate;
- to comfort a distressed pupil;
- to congratulate or praise a pupil, for example a pat on the back or a handshake;
- to demonstrate how to use a musical instrument; and
- 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 child protection (or any other relevant) policy;
- the applicable circumstances, such as whether there are other adults present;
- the individual pupil's age; and
- any other material factors, including but not limited to whether the pupil has SEND or other vulnerabilities.

17. Training and support

Regular Team Teach training for key members of staff will be updated in line with the training provider.

The CEO/Principal will ensure that appropriate update training is provided for key staff annually and for all staff at least every two years. A log of this training must be kept.

A senior leader will ensure that previous recorded restraints are reviewed to establish any patterns that could be explored. For example, similar trigger points for pupils or when the same trigger point has led to multiple cases of restraint. Patterns should be identified and further training provided as required.

18. Equal opportunities

In implementing this policy all staff must take account of the Trust's equal opportunities policies.

Only **trained staff** are authorised to use permitted restraint techniques on pupils with disabilities who may exhibit behavioural difficulties.

19. Responsibilities

The CEO on behalf of the Board of Directors is responsible for writing and reviewing the policy.

The Principal is responsible for the implementation of the policy in the school.

All staff have a duty to know the policy and to ensure that it is implemented.

20. Monitoring and review

Through the delegation of powers, Directors ask the CEO to regularly review and interrogate data on restrictive interventions from each setting 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 pupils' repeat patterns and triggers to interrogate the effectiveness of pupil support measures, share this information with teachers who work with those pupils 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 pupils who share protected characteristics, have SEN, or other types of vulnerability.

The CEO should report this data at least annually through a report to Directors and they should be mindful of the limitations of data and what can be inferred from it. Analysis should be proportionate and avoid over-interpreting small subgroups of people.

The Principal will:

- ensure that a recording and reporting system is in place (through CPOMs or the Bound and Numbered book) and is maintained
- ensure that a senior member of staff is in charge of the completion of the written record on CPOMs or through the Bound and Numbered Book
- ensure a periodical review of all restraints that have occurred takes place and that findings of this review are reported promptly to the Leadership Team
- report incidents and the outcome to the CEO.

Appendix 1: Proforma for reporting an intervention to parents and carers

Parent Notification - Use of Physical Force, Seclusion or Non-Force Restraint

Date of Report:

Child:

Class/Year:

Date/Time of Intervention:

Location(s) of Intervention:

1. Reason for Intervention:

☐ Harm to child ☐ Harm to others ☐ Property damage ☐ Major disruption

☐ Other: _____

2. Duration of Intervention:

3. Details of Intervention used (physical force, seclusion or non-force restraint) and the degree of force applied:

4. Outcome of Intervention:

5. Injuries that occurred:

Child injury: ☐ None ☐ Yes _____

Staff injury: ☐ None ☐ Yes _____

6. Follow-up actions recommended and what might be done differently next time:

Name _____

Signature_____

Date_____