



*Doing our best to achieve our best*

**Clarendon Primary School and Nursery**

## **Restrictive Interventions Policy (including reasonable force and seclusion)**

### **1. Aims and scope**

Clarendon Primary School believes that in order to learn, children need to feel safe, secure and valued. Through the implementation of our behaviour and anti-bullying policies, and our 'PHSE and Citizenship' policies, we aim to create a safe, secure, calm, orderly and supportive school environment that minimises the risk of violence of any kind.

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 children, staff and parents/carers. At Clarendon, 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.

### **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 we use in this policy are defined as follows. These definitions are based on the Department for Education's guidance on restrictive interventions (linked to in section 2 of this policy).

- **Restrictive interventions** are used to prevent, restrict or subdue movement of the body or part of the body. This policy uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain children, if required, in different ways.

Examples of restrictive interventions could include:

- Holding child's arms to their sides so that can't hurt themselves or someone else.
  - Supervised seclusion of a child in an area away from others, where the child is prevented from leaving for their own safety and/or the safety of others.
  - Passive physical contact, such as a staff member blocking a child's path if they're running towards danger (like a busy road), or staff standing between children to prevent a fight.
- **Reasonable force** refers to the broad range of actions used by staff that involve a degree of physical contact to restrain a child, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.  
Examples of the use of reasonable force could include:
    - A staff member guiding a child to safety by the arm.
    - Staff breaking up a fight between pupils.
    - A staff member restraining a child to prevent injury to them or others.
  - **Restraint** is a form of non-disciplinary intervention which immobilises a child or limits their movement. This may or may not include direct physical contact.  
Examples could include:
    - A staff member holding a child's arms to their sides when the child is attempting to harm themselves or others.
    - Removing a child's crutches
  - **Seclusion** is a non-disciplinary intervention that keeps a child confined to a place away from others and prevents them from leaving, for the safety of that child and/or others. This could be through physical obstruction or by making the child believe that they will be punished if they leave. For example, putting a child into a 'holding' room until they calm down is a form of seclusion. See section 3.2 of this policy for more information on seclusion.
  - A **significant incident** is any incident where the use of force goes beyond appropriate physical contact between a member of staff and a child. This includes when physical force is used to implement a non-physical restrictive intervention.  
See section 3.1 of this policy for more information on appropriate physical contact.

### 3.1 Appropriate physical contact with children

Our school does not have a 'no contact' policy. Furthermore, we do not grant any requests by parents / carers or staff members not to use reasonable force and / or other restrictive interventions.

There are circumstances when it is appropriate for staff to have some physical contact with children which does not give rise to any question over the use of reasonable force or other restrictive interventions. Examples include:

- Providing first aid to a child.
- Guiding or escorting a child through the school building or on a school trip by holding their hand.
- Comforting a child who is upset.
- Offering congratulations or praise, such as with a pat on the back, high five or handshake.
- To demonstrate how to use a musical instrument.
- When demonstrating exercises or techniques during PE lessons or sports coaching.
- To support young children and those with SEND who may need staff to provide physical prompts or help.
- For life skills (changing for PE, toileting, using cutlery etc).

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

- Our safeguarding – child protection and behaviour policies as well as intimate care and nappy changing policies.
- The specific circumstances, including whether there are other adults present.
- Factors including, but not limited to:
  - The pupil's age and level of understanding.
  - Any known vulnerabilities, including whether the child has special educational needs and/or disabilities (SEND).
  - Whether any alternative strategies that don't involve physical contact can be used.

### **3.2 Seclusion**

As defined above, seclusion is a non-disciplinary intervention that keeps a child confined to a place away from others and prevents them from leaving, for the safety of that child and/or others. This could be through physical obstruction or by making the child believe that they will be punished if they leave. For example, putting a child into a 'holding' room until they calm down is a form of seclusion.

We only use seclusion as a safety measure when a child is experiencing high levels of emotional or behavioural dysregulation. Seclusion is not used as a threat or punishment. Seclusion is not a sanction response to deliberate or wilful misbehaviour. Please see our behaviour policy for information on our response to misbehaviour.

During seclusion:

- The pupil will be secluded in a safe place that does not feel threatening or intimidating to them. For example, the headteacher's office, the deputy headteacher's office or the Sunshine Room.
- The pupil will be supervised at all times, by at least 1 member of staff.

As soon as the immediate risk of harm has reduced, the child will be allowed to leave.

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 body**

The governing body 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 children 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 are 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 child or their belongings if they have good reason to think they have 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.

#### **4.4 Designated safeguarding lead (DSL) / Headteacher**

The DSL is responsible for:

- Reporting every seclusion incident, restraint incident and significant incident involving force to each parent/carer of the child involved.
- Making sure records are kept securely and in accordance with safeguarding and data protection procedures.
- Contacting the local authority in cases where informing a child's parent/carer regarding 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 children, parents/carers and relevant school staff to develop and review behaviour support plans and risk assessments for any child with SEND where it's been identified that there is an increased likelihood for the need to use restrictive interventions.
- Ensuring staff are aware of an individual child's needs and associated behaviour support strategies.
- Working with staff who know the children well, to identify and manage risk, (such as trigger points when challenging behaviour is more likely to occur).
- Working with children, parents/carers, staff and other relevant professionals to develop prevention and de-escalation strategies.
- Advising on reasonable adjustments for any child with disabilities when considering prevention and de-escalation strategies.
- Participating in the review of restrictive intervention incidents involving any child with SEND.
- Providing advice and support on the application of this policy for children with SEND.
- Contributing to staff training on SEND and behaviour management, including the use of restrictive interventions.

#### **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, restraint and significant incident involving force that they are involved in.
- Reporting these incidents to the designated safeguarding lead (DSL) / Headteacher.
- 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 needed and 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.

### **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 children 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 child 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 child 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 child or their belongings if they have reasonable grounds to suspect that the child 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, sweets and toys etc.

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 children 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 by using both whole-school and individual approaches.

Our whole-school approach includes:

- Consideration of how our school and classroom environment can support all children to achieve and thrive.
- Creating a calm environment that minimises the risk of incidents that might require the use of force.
- 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.
- Recording and analysing data on the use of restrictive interventions to inform improvement planning.
- Applying school rules fairly and consistently.
- Developing effective relationships with all children.
- Ensuring the supervision of all children is carried out in a consistent manner so that children and staff are comfortable within the setting.

- Use relevant materials or approaches to teach children how to manage conflict and strong feelings / emotions.
- Use appropriate instructions and have appropriate training in place to enable staff to be effective in their various roles – in and out of the classroom.

The individual approaches we use include:

- Working closely with parents/carers to support individual children.
- Using strategies to support individual children based on their identified needs. These include:
  - Giving children clear and consistent instructions (including the use of choices) to help de-escalate a specific situation / incident.
  - Where possible give the child 'take up' time to adhere to a request or instruction.
  - The development of behaviour support plans.
  - Use of strategies to help children calm down before their behaviour escalates.
  - Making 'reasonable adjustments' where a child has a disability, to help them participate in school life as fully as possible.
  - Warn a child, whenever possible, that force may have to be used before using it.

### **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, wherever possible, they should consider using de-escalation techniques first. Techniques that could be used in these situations include:

- Having open body language and being aware of a child's personal space.
- Giving children clear and consistent instructions (including the use of choices).
- Where possible give the child 'take up' time to adhere to a request or instruction.
- Taking a child away from an 'audience' to speak to them on their own rather than in front of a group of other children or staff.
- Using empathy – asking the child to help you understand their feelings.
- Distraction techniques.
- Offering a calm space for the child to go to so they can self-regulate. (Encouraging them to walk away.)
- Verbal warnings – calmly reminding the child 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 intervention 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 child 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 child, such as their age, size and any medical conditions, SEND or other vulnerabilities.

## **9.2 Child and staff welfare**

The most important consideration when using a restrictive intervention is the safety and wellbeing of the child involved, as well as the safety of other children and staff. Staff should always consider the potential impact on the child's welfare balanced against any actions taken. For example, staff should bear in mind that children 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 child'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 child what is happening, why, and what the child needs to do, including using verbal and non-verbal strategies where needed, and giving time for the child to process information and respond where appropriate.

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

## **9.3 Support following an incident**

As soon as possible after any use of restrictive intervention, we will evaluate the incident to understand why restrictive intervention was used, the impact on child and staff, any patterns and trends, and how another incident could be avoided in the future.

We will make sure each child 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 the child's and staff's 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 children with SEND**

We understand that children with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Children who have difficulty communicating verbally might show their needs and discomfort through their actions.

As a school we are committed to understanding what might trigger challenging behaviour in children, and to providing the right support and an inclusive environment.

We will carry out risk assessments for children with SEND, where we identify that there is an increased likelihood of needing to use reasonable force and/or other restrictive interventions. We are aware of our duty under the Equality Act 2010 to make reasonable adjustments for children 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 children 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 child, 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 child.

- Staff members changing how they communicate with the child, such as being more mindful of body language, facial expressions and/or tone of voice.
- Helping the child express their emotions before getting overwhelmed.
- Engaging the child to engage in activities to help them regulate their emotions.
- Distracting the child with familiar objects or activities to redirect their attention.
- Providing them with regular 'check in' opportunities with a member of staff they know and trust.

Where appropriate, we will create individual behaviour support plans for children with SEND. The plan will be reviewed regularly, and following any significant incident, will be reviewed with the child and parents/carers to make sure it's still working well. The plan will outline any adjustments felt necessary, such as to address aspects of the school environment which the child finds challenging, and outline the de-escalation strategies used at different stages. (See appendix 1.)

## **11. Training and risk assessments**

As a school, we 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**

As a school we have a clear process in place for recording the incidents listed above. Any incident will be recorded on the forms attached to the appendices of this policy. (Record sheets will be kept in the headteacher's office and on CPOMS.)

Staff must record incidents in writing, as soon as possible after the event, and should endeavour to do this on the same day. Staff should do this even if the use of restrictive interventions is agreed as part of a pupil's behaviour support plan.

**For significant incidents involving force**, records will include the following:

- The names of the child and staff members directly involved.
- Any relevant needs or circumstances of the child, 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.
- Details of any support given after the incident, such as medical help or emotional support.

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

See appendix 3 for a copy of our 'Restrictive Physical Intervention / use of Seclusion Recording Form' and appendix 4 for our 'Pupil Significant Incident Form Where No Physical Intervention Using Force Was Used'.

**For seclusion incidents and restraint incidents**, we will record:

- The names of the child and staff members directly involved.
- Any relevant needs or circumstances of the child, 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.
- 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.

See appendix 3 for a copy of our 'Restrictive Physical Intervention / use of Seclusion Recording Form' and appendix 4 for our 'Pupil Significant Incident Form Where No Physical Intervention Using Force Was Used.'

## **12.2 Reporting incidents to parents/carers**

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

The headteacher / DSL will receive the report form, review the incident details, speak with relevant people involved (either involved or who witnessed the incident), and make contact with the parents. (In their absence this will be undertaken by the Deputy Headteacher or most senior member of staff on site at the time.)

This process will be undertaken as soon as possible after the incident has occurred. Furthermore, this process will be undertaken even if the use of restrictive interventions is agreed as part of a child's behaviour support plan.

The only exception to this is if a member of staff thinks that telling the child's parents/carers would likely result in significant harm to the child. In these cases, we will report the incident to any parent(s)/carer(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority where the child ordinarily resides (see section 12.3 of this policy).

When we report **significant incidents involving force** to parents/carers, we will include the following:

- The time, date, location and approximate duration of the intervention.
- An overview of the incident itself.
- A brief explanation of why the intervention was assessed as necessary in this situation.
- A short description of the type and degree of force that was used.
- Details of any physical injuries sustained, if applicable.
- How the incident was followed up with the child, including any post incident support provided.

Furthermore, when we report a **seclusion incident and restraint incident** to parents/carers, we will provide them with a copy of our written record of the incident.

**Please 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; however, it will not be reported twice.

When reporting to parents/carers, we will have regard to data protection requirements when deciding what information to share. For example, we will not include any identifying details of any other child.

## **Following up with parents/carers after an incident**

In line with best practice, where appropriate, following an incident we will invite parents/carers to a follow-up discussion about the incident. This is to provide parents/carers with an opportunity to fully

understand what happened as well as ask any questions they may have. If appropriate, it will also provide an opportunity to explore what plan has / will be put in place to try and avoid similar incidents in the future or manage them if one occurs. (This part of the discussion could include reviewing the child's current de-escalation plan or implementing one if there isn't already one in place and is now felt necessary.)

### **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 (as outlined in section 12.2), this report will include all the information that we would normally share with the child's parents/carers, as well as the reasons why we thought it was unsafe to tell the child's parents/carers directly.

In cases where a child 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, a copy of which you can find on our school website or obtained from the school office.**

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

Specific allegations against a member of staff will be reported to the Local Authority's Designated Officer (LADO) and, after discussion and advice, will be processed using the guidance and procedures outlined in the most appropriate school policy. These policies include:

- Managing Allegations Against Staff Policy
- Complaints Policy
- Child Protection Policy
- Staff code of Conduct

## **14. Links with other policies**

This policy links to the following policies and procedures:

- Safeguarding – Child Protection Policy
- Behaviour Policy
- Anti-bullying Policy
- PSHE and Citizenship Education Policy
- SEN policy
- Relationship and Sex Education Policy
- Staff Code of Conduct
- Managing Allegations Against Staff Policy
- Health and safety policy
- Complaints Policy

## **15. Monitoring and review**

This policy will be reviewed annually alongside our behaviour policy by the school's leadership team.

At every review, this policy will be subsequently approved by the school's governing body.

Date reviewed: Summer term 2026  
Date due for review: Summer term 2027

<b>De-escalation Plan for:</b>	
<b>Created on:</b>	
<b>Created by:</b>	
History: reported and observed behaviours and concerns expressed	
Environmental factors known to impact on behavioural responses: E.g. housing, social and cultural variables and areas around school /establishment.	
Relationships in school E.g. strength of relationships with staff, peer groups. List particular positive relationships	
Child's interests/ motivators?	
Sensory Needs	
Type, duration and frequency of the behaviour e.g. goal directed, demand avoidance, daily/weekly event, degree of predictability.	
Where and when the behaviour is most likely to occur.	
Known triggers for the behaviour	
Mental or psychological factors known to trigger the behaviour (e.g. anxiety, anger)	
Physiological factors which contribute to the behaviour (e.g. ADHD, ASD)  Is there a formal diagnosis? Is behaviour identified as 'traits'?	
Additional Relevant information to support positive behaviour management  E.g. use of rewards/consequences, use of communication aids	

## De-escalation response chart

Student Behavioural Level	Staff Approach
<p><b>Calm:</b></p> <p><i>What does the child look and behave like when at his/her most calm?</i></p> <ul style="list-style-type: none"> <li>• Quiet</li> <li>• Happy to talk with others and share ideas</li> <li>• Happy to engage with others</li> <li>• Engages well with his learning</li> <li>• Listens well</li> <li>• More compliant</li> <li>• Attention seeking, in a positive way</li> </ul>	<p><i>What strategies are effective in helping keep behaviour calm?</i></p>
<p><b>Anxiety Stage:</b> Noticeable increase or change in behaviour.</p> <p>Looks like:</p> <ul style="list-style-type: none"> <li>• Getting agitated / wondering around the classroom or school</li> <li>• Fidgeting</li> <li>• Swinging on chair</li> <li>• Making noises</li> <li>• Refusing to engage with his work.</li> <li>• Becoming more physical, more boisterous play or verbal, with others at break times.</li> <li>• Leaving the classroom</li> <li>• Attention seeking; in a more demanding way</li> </ul>	<p><b>Supportive:</b> Empathetic, non-judgemental approach attempting to alleviate the anxiety.</p> <p>Looks like:</p>
<p><b>Defensive Stage:</b> Starting to lose control.</p> <p>Looks like:</p> <ul style="list-style-type: none"> <li>• Use of inappropriate language</li> <li>• Starting to become physical with other children</li> <li>• Verbal aggression</li> <li>• Beginning to throw things</li> <li>• Walking out the classroom, onto the playground</li> <li>• Damaging school property, e.g. throwing things, turning tables / furniture on its side, drawing on things</li> <li>• Being 'silly' and trying to encourage others to join in</li> </ul>	<p><b>Directive:</b> An approach where the staff member stays calm, reduces language and sets limits.</p> <p>Looks like:</p>
<p><b>Risk Behaviour:</b> Unwilling/ unable to accept support, loss of control</p> <p>Looks like:</p> <ul style="list-style-type: none"> <li>• Threatening and aggressive behaviours, e.g. swearing, shouting, chasing others, pushing, punching and aggressively instigating fights with other children</li> <li>• Strangling other children</li> <li>• Throwing property, furniture, chairs and turning tables over</li> <li>• Stomping around the school, refusing to follow any adult instruction</li> <li>• Attempting to leave the school during after school clubs. (Climbing over the gate/threatening to leave via the office door.)</li> </ul>	<p><b>Physical Intervention:</b> No alternative, last resort, least amount of time.</p> <p>Looks like:</p>
<p><b>Tension Reduction:</b> Aggressive and verbal behaviours start to reduce.</p> <p>Looks like:</p> <ul style="list-style-type: none"> <li>• Aggressive behaviours and others listed above reduce.</li> <li>• Ollie returns to school following a fixed term exclusion.</li> </ul>	<p><b>Therapeutic Rapport:</b> Re-establish a positive relationship, offer safe choices.</p> <p>Looks like:</p> <p>After a significant behavioural outburst:</p>

Specify the arrangements that should be used with the child/young person as a means of providing post-incident support.  
What helps them to calm down?

What doesn't help?

**Action Plan**

**Priority recommendations to implement**

<i>Action required</i>	<b>Timescale to implement</b>	<b>Person Responsible</b>	<b>Outcome</b> <i>(this column for use in later review)</i>

This record was discussed in principle with all participants. School to distribute a copy of this to parents and all relevant staff. This report should not be reproduced in part without the permission of the author.

**Overview of support being provided in class:**

**Appendix 2**  
**Individual child risk assessment**

A plan for assessing and managing foreseeable risks for children who are likely to need Restrictive Physical Intervention

**School/Setting:** \_\_\_\_\_

**Name of Child:** \_\_\_\_\_

**DOB:** \_\_\_\_\_

**Class:** \_\_\_\_\_

**Name of teacher:** \_\_\_\_\_

**Name of TA:** \_\_\_\_\_

**Name of parents:** \_\_\_\_\_

**Name of Support Service:** \_\_\_\_\_

**Support service Member/s:** \_\_\_\_\_

<b>Identification of Risk:</b>	
Describe the foreseeable risk (i.e. what specific behaviours have occurred)	
Is the risk potential or actual (i.e. has this happened before?)	
List who is affected by the risk	

**Assessment of risk**

In which situations does the risk occur?

How likely is it that the risk will arise (i.e. has it happened before?)

If the risk arises, who is likely to be hurt or injured?

What kinds of injuries are likely to occur?

How serious are the adverse outcomes?

**Assessment completed by:** \_\_\_\_\_

**Date of review:** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

<b>Agreed plan and risk management strategy</b>		
<b>Focus of measures</b>	<b>Measures to be employed</b>	<b>Level of risk</b>
Proactive interventions to prevent risks		
Early intervention to manage risks		
Reactive interventions to respond to adverse outcomes		
Any staff training needs / requirements?		

**Agreed by:**

Parent/Carer: \_\_\_\_\_ Date: \_\_\_\_\_

Child (if appropriate): \_\_\_\_\_ Date: \_\_\_\_\_

Class teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Support Service Member: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Evaluation of plan and risk management strategy</b>		
<b>Measures set out</b>	<b>Effectiveness in supporting the child</b>	<b>Impact on risk</b>
Proactive interventions to prevent risks		
Early interventions to manage risks		
Reactive interventions to respond to adverse outcomes		

**Plans and strategies evaluated by:** \_\_\_\_\_

**Title:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## Appendix 3

### Restrictive Physical Intervention / use of Seclusion Recording Form

Name of young person..... Date of incident.....

Date of Birth..... Incident time & duration.....

Any relevant needs or circumstances relating to the child, including any SEND need or SEND status code: .....

.....

**WHAT DE-ESCALATION TECHNIQUES WERE USED PRIOR TO PHYSICAL CONTROLS:**  
*(tick the appropriate box below)*

Defusing	<input type="checkbox"/>	Time out offer	<input type="checkbox"/>
Deflection	<input type="checkbox"/>	Time out directed	<input type="checkbox"/>
Distraction	<input type="checkbox"/>	Changes of task	<input type="checkbox"/>
Appropriate Humour	<input type="checkbox"/>	Choices	<input type="checkbox"/>
Proximity control	<input type="checkbox"/>	Limits	<input type="checkbox"/>
Verbal advice/support	<input type="checkbox"/>	Consequences	<input type="checkbox"/>
Rule reminder	<input type="checkbox"/>	Another member of staff	<input type="checkbox"/>
Hurdle help	<input type="checkbox"/>	Take up time	<input type="checkbox"/>
Planned ignoring	<input type="checkbox"/>	Other (please state):	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="checkbox"/>

**JUSTIFICATION FOR USE OF RESTRICTIVE PHYSICAL INTERVENTION:**

**/ USE OF SECLUSION:**

*(tick the appropriate box below)*

<b>To prevent/interrupt;</b>	A criminal offence	<input type="checkbox"/>
	Injury to pupil/staff/others	<input type="checkbox"/>
	Serious damage to property	<input type="checkbox"/>
	Significant Disruptive behaviour	<input type="checkbox"/>
	Pupil absconding	<input type="checkbox"/>
	<u>Other (please state)</u>	<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

Nature of incident

**Events leading up to incident, including any**

**Description of what happened**

**TYPE, NATURE AND DEGREE OF RESTRICTIVE PHYSICAL INTERVENTION AND JUSTIFICATION FOR USE, OR USE OF SECLUSION AND JUSTIFICATION:**

*(For restrictive physical intervention, identify level of hold used, estimate of duration & factual staff accounts from each individual involved)*

**De-escalation strategies tried / used:**

**Brief explanation of why using force was assessed as necessary in this situation**

**RESPONSE AND VIEW OF THE YOUNG PERSON:**

*(this field must be completed if possible)*

**Name of staff:**

**Date:**

**DETAILS OF ANY RESULTING INJURY AND POST INCIDENT SUPPORT GIVEN:**

*(injury to whom and any action taken)*

**First Aid Book completed**

**Yes**  **No**

**Date:**

**OSHENS**

**Yes**  **No**

**Date:**

**ANY OTHER RELEVANT FACTUAL INFORMATION:**

*(including list of all staff involved / those that witnessed the incident)*

<b>NAME OF SENIOR PERSON NOTIFIED:</b>		<b>TIME / DATE:</b>	
<b>HEADTEACHER'S COMMENTS:</b>			
<b>SIGNATURE OF HEADTEACHER:</b>		<b>DATE:</b>	

<b>SIGNATURE OF HEADTEACHER:</b>		<b>DATE:</b>	
<b>PARENTS INFORMED</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>	<b>METHOD:</b>	<b>DATE:</b>
<b>EXCLUSION OF YOUNG PERSON</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>	<b>DETAILS:</b>	

## Appendix 4 Pupil Significant Incident Form Where No Physical Intervention Using Force Was Used

For all incidents involving unsafe/risk or unacceptable behaviour where a physical intervention using force was not used.

<b>Pupil name:</b>	
<b>Staff name/s:</b>	
<b>Incident date/time/duration/place:</b>	

Any relevant needs or circumstances relating to the child, including any SEND need or SEND status code: .....

.....

<b>Nature of incident</b>  <small>(tick boxes as appropriate)</small>	Vandalism	<input type="checkbox"/>		Physical control	<input type="checkbox"/>	
	Bullying	<input type="checkbox"/>		Absconding	<input type="checkbox"/>	
	Assault	<input type="checkbox"/>		Substance abuse	<input type="checkbox"/>	
	Diversion	<input type="checkbox"/>		Non-compliance	<input type="checkbox"/>	
	Isolation	<input type="checkbox"/>		Serious disruption	<input type="checkbox"/>	
	Time out	<input type="checkbox"/>			<input type="checkbox"/>	
		<input type="checkbox"/>			<input type="checkbox"/>	
		<input type="checkbox"/>			<input type="checkbox"/>	

<b>ANTECEDENTS: (events leading up to incident)</b>

<b>BEHAVIOUR:</b> <small>(how did the pupil respond, describe what actually happened)</small>

**De-escalation strategies tried / used:**

**CONSEQUENCES:**

*(how did the staff intervene, how did the child respond, and how was the situation resolved)*

**Post incident support given**

**NAMES OF ALL INVOLVED:**

*(observers/support staff)*

<b>HEADTEACHERS COMMENTS:</b>	<b>DATE:</b>

<b>NAME OF REPORT COMPILER:</b>		<b>DATE:</b>
<b>NAME OF SMT INFORMED:</b>		<b>DATE:</b>
<b>FIRST AID REQUIRED:</b>		<b>PAGE NO:</b>
<b>OSHENS RECORDED:</b>		<b>DATE:</b>
<b>PARENTS INFORMED:</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>	<b>METHOD:</b> <b>DATE:</b>
<b>EXCLUSION OF YOUNG PERSON</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>	<b>DETAILS:</b>