Diocese of Norwich Education and Academies Trust

Restrictive Interventions Policy

Including the use of reasonable force, restraint and seclusion

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Person Responsible:	**Head of Safeguarding**

Our Christian Ethos and Values

All policies within the Diocese of Norwich Education and Academies Trust (hereafter referred to as "the Trust"), whether relating to an individual academy or the whole Trust, will be written and implemented in line with our Christian ethos and values.

We have high ambition for all, and we truly value the wider educational experience.

We walk and talk our Christian values. We put people at the centre of the organisation and want to see them flourish and grow. Our schools are inclusive, welcoming those of all faiths and none.

Overall accountabilities and roles

The Trust has overall accountability for all its academies and staff. Through a Scheme of Delegation it sets out the responsibilities of the Trust, its Executive Officers, the Local Governance Committee and the Principal / Headteacher. The Principal / Headteacher of each academy is responsible for the implementation of all policies of the Trust.

All employees of the Trust are subject to the Trust's policies.

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1. Policy Statement

This policy sets out the Trust approach to restrictive interventions, including the use of reasonable force, restraint and seclusion. The Trust recognises that restrictive interventions can have a significant physical and psychological impact on pupils and staff. They should therefore only ever be used when necessary, proportionate and lawful, and where less restrictive measures have been attempted or assessed as inappropriate in the circumstances.

The Trust is committed to:

- safeguarding the welfare, dignity and human rights of pupils
- preventing and minimising the need for restrictive interventions
- supporting staff to manage behaviour safely and confidently
- meeting statutory recording and reporting duties
- using data to continuously improve practice

This policy should be read alongside the

- Behaviour Policy
- S16 Safeguarding Policy (includes Child Protection)
- S02 SEND Policy
- S05 Health and Safety Policy
- S10 Complaints Policy.
- NS14 Statement of procedures for dealing with allegations made against / low-level concerns raised in relation to staff, including supply teachers, volunteers and contractors

This policy is informed by:

- Education and Inspections Act 2006 (sections 93 and 93A)
- Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025
- Equality Act 2010
- Human Rights Act 1998
- Health and Safety at Work etc. Act 1974
- DfE guidance: Restrictive interventions, including use of reasonable force, in schools (April 2026)
- Keeping Children Safe in Education (2025)

2. Definitions

- Restrictive intervention: Any action that prevents, restricts or subdues a pupil's movement, including physical and non-physical interventions and also a means to prevent, restrict or subdue movement of a part of the body of a pupil.

- Reasonable force including restrictive intervention is a physical force used by staff to prevent injury, damage, criminal behaviour or serious disorder. It must be the minimum necessary for the shortest time.

- Restraint: A non-disciplinary intervention that immobilises or limits a pupil's movement, with or without physical contact.

- Seclusion: A non-disciplinary safety measure involving keeping a pupil in a place away from others and preventing them from leaving.

- Significant incident: Any incident where force goes beyond everyday physical contact and requires formal recording and reporting.

Where this policy uses the word '**must'**, this indicates a legal requirement. Where it uses '**should'**, this indicates expected practice unless there is good reason not to follow it.

Section 1: Using restrictive intervention

3. Prevention and de-escalation

The Trust prioritises proactive strategies to minimise the need for restrictive interventions, including:

- positive behaviour support approaches
- consistent routines and expectations
- trauma-informed practice
- environmental adaptations
- early identification of triggers
- effective communication strategies
- strong relationships between staff and pupils

Individual support may include behaviour support plans, reasonable adjustments, sensory strategies and joint working with parents [1]and external professionals.

3.1 Staff Training

The Trust recognises that staff training is a critical component of preventing the need for restrictive interventions and ensuring that, where they are used, they are applied safely, lawfully and proportionately.

In line with the April 2026 Department for Education guidance, staff who are likely to work in situations where restrictive interventions may be required will receive appropriate training in behaviour support, prevention and de-escalation strategies, and the safe and lawful use of reasonable force and other restrictive interventions.

The training will be provided by a Norfolk Steps trained provider and will include Step On (de-escalation) and Step Up (restrictive interventions) Schools must keep a record of trained staff and refresher dates.

Norfolk Steps Training will reflect the principles of this guidance and will support staff to assess necessity and proportionality, understand risks to physical and psychological wellbeing, recognise the impact of trauma and SEND, and make defensible professional judgements, including in situations where decisions must be taken quickly.

The Academy will ensure that training needs are informed by its pupil cohort, patterns and trends in incidents, and risk assessments. As an employer, the Trust will take reasonably practicable steps to ensure the health, safety and welfare of staff, including providing refresher training, access to advice and support, and additional guidance where staff

[1] For the purposes of this policy, 'parent' includes carers and any person with parental responsibility, and in relevant circumstances a local authority acting in that role.

regularly work with pupils who present a higher level of risk. All of this is accessed through the Norfolk Steps package of support.

When restrictive interventions may be used:

Restrictive interventions, including the use of reasonable force, restraint and seclusion, may only be used in exceptional circumstances where they are lawful, necessary and proportionate, and where other less restrictive measures have been attempted or assessed as inappropriate in the circumstances.

In line with the April 2026 Department for Education guidance, restrictive interventions may only be used to prevent a pupil from:

- causing injury to themselves or others
- committing a criminal offence
- causing serious damage to property
- causing significant disorder

The decision to use a restrictive intervention is a matter of professional judgement and must always be based on the specific circumstances at the time. Before using, or continuing to use, a restrictive intervention, staff must, wherever practicable, consider the following factors, which are drawn directly from the guidance:

Necessity

Staff should consider whether a restrictive intervention is required to reduce an immediate risk of harm and whether other less restrictive strategies, including de-escalation, redirection or support from other staff, are likely to be effective. Where a restrictive intervention is unlikely to successfully reduce risk, or is likely to escalate the situation further or cause more harm than the behaviour itself, it should not be used.

Proportionality

Any restrictive intervention must be the least restrictive option available, using the minimum amount of force for the shortest amount of time necessary to reduce the risk. If an intervention is not reducing risk or is escalating the situation, staff must reconsider their approach and seek to reduce or cease the intervention as soon as it is safe to do so.

Pupil welfare and dignity

Staff must consider the impact of any restrictive intervention on the pupil's physical and psychological wellbeing. Where possible, staff should seek to maintain the pupil's dignity, including consideration of the environment in which the intervention takes place, and should communicate calmly and clearly with the pupil about what is happening and why.

Vulnerabilities and SEND

Staff must have regard to the individual needs and circumstances of the pupil, including any special educational needs, disabilities, medical conditions, communication needs, sensory sensitivities, past trauma or other vulnerabilities. These factors may affect how a pupil experiences an intervention and must inform decision-making before, during and after any restrictive intervention.

Equality implications

Staff must consider relevant duties under the Equality Act 2010, including the need to avoid discrimination, make reasonable adjustments and ensure that responses do not disproportionately impact pupils who share protected characteristics.

Restrictive interventions must never be used as a punishment, as a disciplinary sanction, or for the purpose of compliance or convenience. They must only be used as a last resort safety measure and must cease as soon as the immediate risk has reduced.

Following any restrictive intervention, staff must ensure that appropriate post-incident actions are taken in line with this policy, including recording and reporting, medical checks where appropriate, reflection and review.

3.2 Statutory power to use reasonable force (Education and Inspections Act 2006)

Under section 93 of the Education and Inspections Act 2006[2], all members of school staff have a statutory power to use reasonable force in limited circumstances to prevent a pupil from causing injury to themselves or others, committing a criminal offence, damaging property, or causing disorder.

This power applies while staff are lawfully in charge of pupils and extends to situations both on and off the school site, including educational visits. Section 93 provides the legal basis for the use of reasonable force in schools, and any such use must be reasonable in the circumstances, meaning that it must be necessary and proportionate to the risks presented at the time.

In addition, section 93A of the Act places a statutory duty on governing bodies and proprietors to ensure that arrangements are in place for recording and reporting significant incidents involving the use of force. This policy reflects both the legal power under section 93 and the statutory recording and reporting duties under section 93A, and must be implemented in a way that is consistent with wider safeguarding, equality, human rights and health and safety obligations.

[2] Education and Inspections Act 2006, Section 93 (reasonable force): https://www.legislation.gov.uk/ukpga/2006/40/section/93

3.3 Unacceptable use of restrictive intervention

Restrictive interventions must never be used as a punishment, a disciplinary sanction, or for the purpose of compliance, convenience or to manage behaviour where there is no immediate risk of harm. Any use of force or restrictive practice for these purposes is unlawful.

Staff must not use any techniques or approaches that may restrict or interfere with a pupil's airway, breathing or circulation. This includes, but is not limited to, applying pressure to the neck, throat, chest or abdomen, covering the mouth or nose, or positioning a pupil in a way that compromises respiration. Such practices present a serious and potentially fatal medical risk and are strictly prohibited. Norfolk Steps, does not include any of the above as it's approach and actively train not to use any hold outlined above.

The use of restrictive interventions carries inherent physical and psychological risk, particularly where they occur on the ground. Norfolk Steps does not cover ground restraint. Ground restraint should not be used. Where a pupil is unintentionally brought to the ground or falls by themselves to the ground, staff must take immediate steps to reduce risk by repositioning or releasing holds as soon as it is safe to do so and moving to a safer alternative or standing position.

Any restrictive intervention that presents, or begins to present, a medical risk must stop immediately. Where a pupil has been restrained, particularly where there has been any impact to breathing, circulation, consciousness or physical injury, staff must seek medical assessment and treatment as soon as practicable. Professionals must carry out a dynamic risk assessment during the incident as required to ensure the intervention remains reasonable, proportionate and necessary.

Staff must also be mindful that restrictive interventions can cause significant psychological distress. Interventions that humiliate, degrade, intimidate, threaten or deliberately cause emotional harm are unacceptable. All responses must seek to preserve the pupil's dignity and wellbeing, even in high-risk situations.

Any incident involving unacceptable practice, or where there is concern that an intervention may have compromised a pupil's safety, must be reported immediately in line with the Trust Safeguarding Policy, consideration should be given to any other relevant reporting requirements.

3.4 Appropriate physical contact

Appropriate physical contact (for example, first aid, comfort, guiding or PE instruction) is lawful and sometimes necessary. Staff must use professional judgement and consider safeguarding context, pupil age, vulnerability and alternative strategies.

Guiding (without using reasonable force or resistance) such as compliant cooperative hand holding is appropriate physical contact.

3.5 Reasonable force for searching pupils.

Under statutory powers[3], in line with the DFE searching, screening and confiscation guidance, the headteacher and staff authorised by the headteacher may search a pupil or their possessions where they have reasonable grounds to suspect that the pupil is in possession of a prohibited item. Prohibited items are those set out in legislation and include, for example, knives or weapons, alcohol, illegal drugs, stolen items and any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Where a lawful search is taking place for a prohibited item, staff may use such force as is reasonable in the circumstances to conduct that search. Any use of force in this context must be necessary, proportionate and for the shortest possible time, and must be consistent with the principles set out in this policy.

Reasonable force must not be used to search for items that are banned only under the school's own rules. Where force is used during a search, this will be treated as a restrictive intervention and must be managed in line with this policy, including consideration of the pupil's welfare, dignity, vulnerabilities and any SEND or medical needs.

Any significant incident involving the use of force during a search must be recorded and reported in accordance with statutory duties. This will be on the recording form provided by Norfolk Steps and uploaded onto CPOMS. The CPOMS category will be Restrictive Intervention with subcategories of reasonable force, restraint, seclusion. The form must be uploaded to CPOMS under one of the above sub-categories.

All searches must be carried out in accordance with the school's Searching, Screening and Confiscation procedures, and staff involved in searching pupils will receive appropriate guidance and training.

[3] Section 550ZA of the Education Act 1996

4. Seclusion

Seclusion is defined in statutory guidance as a non-disciplinary, short-term safety measure and may only be used where a pupil is experiencing high levels of emotional or behavioural dysregulation and there is a serious and immediate risk of harm to the pupil or to others. Seclusion must never be used as a punishment, a sanction. The place to which the pupil is confined should be safe and not feel threatening or intimidating to the pupil. The pupil must be always supervised. During the period of seclusion, a dynamic risk assessment must be ongoing, and staff should ensure their own safety and that they are supported by others as necessary.

Supervision must be active and purposeful, enabling staff to monitor the pupil's physical and emotional wellbeing, communicate appropriately, and respond immediately if the pupil becomes distressed, unwell or at risk. During the period of seclusion, as soon as the immediate risk of harm has reduced, the pupil should be allowed to leave.

Where seclusion is used, the place in which the pupil is confined must be safe, suitable and non-threatening, taking account of the pupil's age, needs, vulnerabilities and sensory sensitivities. The environment must not present a risk to the pupil's physical or psychological wellbeing and should allow the pupil to calm and regain regulation.

Seclusion must only ever be used to reduce an immediate risk of harm and must not be used to coerce, threaten or control a pupil. It should not be implemented through the threat of punishment or the suggestion that negative consequences will follow if a pupil attempts to leave.

Seclusion must end as soon as the immediate risk of harm has reduced. Pupils must be supported to plan next steps to return to the activity successfully. It must not continue beyond the point at which it is necessary to manage risk, and pupils must be supported to rejoin others safely when they are able to do so, bearing in my that re-escalation could be possible.

Any incident involving seclusion must be treated as a significant safeguarding event.

All incidents of seclusion must be recorded and reported in line with statutory duties[4]. This will be the form provided by Norfolk Steps and uploaded onto CPOMS as outlined above.

Following any use of seclusion, appropriate post-incident actions must take place, including welfare checks, reflection, support and review of preventative strategies.

[4] (No. 2) (England) Regulations 2025 and section 93A of the Education and Inspections Act 2006.

Section 2: Post Incident

5. Record Keeping

The Trust recognises that incidents involving restrictive interventions are significant safeguarding events[5].

The governing body/proprietor ensures that clear procedures are in place for the recording and reporting of all relevant incidents.

5.1 Recording of significant incidents involving the use of force

All significant incidents involving the use of reasonable force must be recorded in writing on the form provided in appendix 1 as soon as practicable after the event, and staff should endeavour to complete records no later than the same day.

Records must be completed by the staff member(s) involved and must provide a clear, factual account of the incident. As a minimum, records will include:

- the name of the pupil and the names of staff directly involved
- the date, time, location and approximate duration of the incident
- a brief account of what happened, including any known context, antecedents, triggers and behaviours of concern
- details of any preventative or de-escalation strategies attempted prior to the use of force
- where relevant, the type of reasonable force used and the degree of force applied
- a brief explanation of why the use of force was assessed as necessary at the time
- details of any physical injuries, distress or welfare concerns
- details of any immediate and ongoing post-incident support including restorative work, including medical attention where provided and any disability/ SEN codes.

The requirement to record applies even where the use of restrictive interventions has been discussed or anticipated within a behaviour support plan.

5.2 Reporting of significant incidents involving the use of force

Parents must be informed in writing of each significant incident involving the use of force as soon as practicable after the incident, and the Academy should endeavour to do this no later than the same day, unless a statutory exception applies.

Reports to parents will include in writing, as a minimum the date, time, location and approximate duration of the incident

- a brief account of why the intervention was assessed as necessary
- a brief description of what type of force was used and the degree of force applied

[5] In accordance with section 93A of the Education and Inspections Act 2006 and the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025

- details of any physical injuries or welfare concerns, where applicable

The Academy will normally invite parents to discuss the incident, including any relevant triggers, the effectiveness of preventative strategies, and whether any behaviour support plans or risk assessments require review.

Exceptions to the duty to report apply only where:

- the pupil is aged 20 or over, or
- it appears that informing a particular parent would be likely to result in serious harm to the pupil. In such cases, the incident will be reported to any parent to whom it can safely be reported, or, where this is not possible, to the relevant local authority.

5.3 Recording and reporting of seclusion and non-force restraint

All incidents involving seclusion or restraint without physical force must be recorded and reported[6] on CPOMS.

This includes incidents where restrictive interventions are used in line with an agreed behaviour support plan. Records must be completed as soon as practicable and no later than the same day wherever possible.

Where an incident of restraint also constitutes a significant use of force, the Academy will follow the significant incident reporting procedure set out above.

The same information will not be reported twice. Where an incident involves seclusion or restraint without physical force and does not constitute a significant use of force, the reporting duties under the 2025 Regulations will apply.

6. Post-incident support and review

Following any restrictive intervention, the Academy will ensure that appropriate and timely actions are taken to safeguard the physical and emotional wellbeing of all those involved, to understand what happened and why, and to reduce the likelihood of future incidents.

6.1 Immediate welfare and medical checks

As soon as practicable after the incident, staff will check the pupil and any staff involved for signs of injury, distress or illness. Where appropriate, first aid will be administered and medical assessment or treatment sought. Any injuries or health concerns will be recorded in line with the Trust health and safety procedures and reported to the Health and Safety Executive where required.

[6] in accordance with the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025. Where required, incidents will also be reported in accordance with health and safety reporting requirements.

6.2 Emotional wellbeing and safeguarding support

The Academy recognises that restrictive interventions can be distressing. Consideration will therefore be given to the emotional wellbeing needs of the pupil, any staff involved, and any pupils who may have witnessed the incident. Support may include access to pastoral staff, counselling services, trusted adults or other appropriate support mechanisms.

6.3 Reflective debrief and learning

The Academy will hold reflective debrief conversations following incidents involving restrictive interventions. These discussions are intended to support wellbeing, enable learning and improvement, and reduce future risk. Where appropriate, debriefs will include:

- a factual review of what happened and why
- reflection on early warning signs and triggers
- consideration of what preventative and de-escalation strategies were used and their effectiveness
- identification of any alternative approaches that may reduce the likelihood of recurrence

Where possible, debriefs should be facilitated by a member of staff who was not directly involved in the incident, and may include the pupil and their parent where appropriate.

This is on the form.

6.4 Review of support and risk management

Following any restrictive intervention, the Academy will review relevant behaviour support plans, risk assessments and reasonable adjustments. Changes will be made where necessary to better support the pupil, address underlying needs, and strengthen preventative measures.

6.5 Repairing relationships and reintegration

The Academy is committed to repairing and rebuilding relationships following incidents involving restrictive interventions. Where appropriate, restorative approaches will be used to support the pupil's reintegration, rebuild trust between pupils and staff, and promote a sense of safety, dignity and belonging.

6.6 Monitoring and escalation

Leaders will monitor incidents and post-incident actions to identify patterns, emerging risks or training needs. Where restrictive interventions occur repeatedly or where concerns arise, this will trigger further review, multi-agency engagement where appropriate, and escalation through safeguarding or SEND processes.

Section 3: Leadership and Management of Restrictive Intervention

7. Governance

The Trust recognises that the use of restrictive interventions is a significant safeguarding matter and will provide appropriate oversight to ensure that practice across the Trust is lawful, proportionate and focused on prevention.

In line with statutory duties and the April 2026 Department for Education guidance, the Trust will ensure that suitable arrangements are in place to support the effective implementation of this policy and the associated recording and reporting requirements.

In fulfilling this responsibility, the Trust will:

- ensure that this policy is implemented and reviewed regularly
- assure itself that statutory recording and reporting duties are being met
- receive and consider information about the use of restrictive interventions, including emerging patterns or trends
- be mindful of any disproportionate impact on pupils with special educational needs and disabilities or other identified vulnerabilities
- use information from incidents to inform discussion about prevention, training and support
- ensure that staff are appropriately supported and trained
- ensure that learning from incidents contributes to the ongoing development of practice

Oversight of restrictive interventions will be monitored through the Academy Improvement Review (AIR) meetings and Trust level reporting.

8. Complaints

Any complaints raised in relation to the use of restrictive interventions will be managed in accordance with the Trust's complaints procedure.

Where an allegation is made that a member of staff has used restrictive interventions inappropriately, unlawfully or in a way that may have placed a pupil at risk, the matter will be managed in line with Keeping Children Safe in Education (2025) and the Trust's safeguarding and allegations management procedures.

Where appropriate, the school will work with external agencies to ensure concerns are managed in accordance with statutory guidance and recorded on the low level concerns and allegations policy. This includes consideration of whether the concern meets the threshold for referral to the Local Authority Designated Officer (LADO) and whether any immediate safeguarding or risk management actions are required.

The Trust will ensure that allegations are considered objectively, based on the available evidence, and that appropriate support is provided to all parties involved.

Learning arising from complaints and allegations will be used to inform training, policy review and preventative practice.

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Appendix 1 – Use of Force/Restraint/Incident Record (example)

Use of Force/Restraint/Incident Record (example)

CYP _____ **Date**_____ **Time** _____

Duration of incident _____ **Location** _____

Staff member/s involved in incident _____

Staff witnesses _____ _____

Staff members involved in the use of force/restraint? _____

_____

CYP witness/es _____

Individual that harmful behaviour was directed at_____

SEND/extenuating circumstance _____

First aid required_____

Details of incident			
Brief description of incident:			
Duration and time of incident			
Trigger/s (tick/highlight the box/es you feel led up to this incident)-			
Noise	New Environment	Anxiety	Change in routine
Personal space invaded	Waiting	Busy environment	Previous incident stress
New/change staff	Tired	Over stimulated (sensory)	Wet/dirty clothes

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Not engaged	Separation anxiety	Under stimulated (sensory)	Unable to communicate effectively
Peer incident	Pain/illness	Lack of understanding	Demand request
Other trigger or build-up/accumulation of stress:			
Setting (What was taking place prior to incident, where were staff and peers, what was the CYP doing prior to incident?):			
Preventative/de-escalation measures used by staff: (tick/highlight)- Not an exhaustive list:			
Give space	Reduce noise/verbal	Withdraw peers	Distraction/diversion
Change of face	Clear expectations	Offer an out/escape	Food/drink/toilet
Reminder of working for	Timetable reminder	Make a link/ relationship	Removal of possibly harmful items from space
Verbal reassurance	Listening/containment for CYP	Sensory input	Connection with adult
Other measures used:			

Restraint/reasonable force used:

Restraint trained in Norfolk Steps	Time spent in RPI and distance travelled	Staff involved	Breathing and well-being checked?
Lone worker:			
Elbow Tuck (Lone worker)			Yes / No
Shield Escort			Yes / No
Two person:			

Elbow Tuck Rescue Shape Standing			Yes / No
Elbow Tuck Rescue Shape to Floor			Yes / No
Elbow Tuck Rescue Shape to Chair			Yes / No
Elbow Tuck Figure 4 Standing			Yes / No
Elbow Tuck Figure 4 to Kneeling			Yes / No
Elbow Tuck Figure 4 to Chair			Yes / No
Braced Elbow Tuck			Yes / No

Use of force other than restraint trained in Norfolk Steps	**Time spent using force and distance travelled**	**Staff involved**	**Breathing and well-being checked?**
Alternative to hand hold			Yes / No
Arm hug			Yes / No
Two person arm hug			Yes / No
Personal safety:			
Single wrist grab			Yes / No
Two handed wrist grab			Yes / No
Clothing release -tube grip			Yes / No
Clothing release tangled grip - 'corkscrew'			Yes / No
Hair grab - tube grip			Yes / No
Hair grab tangled grip - 'corkscrew'			Yes / No
Release from front neck grab			Yes / No
Release from neck grab from behind			Yes / No
Bite response release			Yes / No
Other use of force:			

Why was it reasonable, proportionate, and necessary (tick/highlight box options, if needed further box to explain in different)		
CYP hurting themselves	**CYP hurting peer**	**CYP hurting staff**

CYP damaging property	**Risk of CYP hurting themselves**	**Extreme disruption of setting order**
To prevent criminal act	**Risk of harm from absconding**	**Planned proactive use to avoid trigger (as part of a planned agreed intervention)**
Other (what could have happened if RPI was not implemented):		

Level of force used:	
Was the minimum level of contact used?	**Yes / No**
Shortest distance travelled?	**Yes / No**
Did the level force match the level of threat?	**Yes / No**
Did the force stop when the danger of harm stopped?	**Yes / No**
Any other information on the use of force:	
Further details on the use of force:	
Debriefs:	
Staff debrief with SLT? Yes / No Include brief summary below:	
CYP reflection with trusted member of staff taken place? Yes / No Include brief summary below:	

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When staff and CYP have recovered, what relationship building/repair activity is or has been implemented to support well-being? Include brief summary below:
Senior staff feedback to incident on next step actions to reduce likelihood of reoccurrence (separate attachment recorded and feed back to staff involved may be required)

Parents/carers of CYP involved informed in writing of incident? Yes / No Date/time_____

Please give reason if parents were not informed

Signature of staff member completing form _____

Printed name of staff member completing form _____

Signature of staff member reviewing form _____ Date _____

Appendix 2 – Use of Force/Restraint/Incident Record (example of minimum requirements)

Use of Force/Restraint/Incident Record (example of minimum requirements)

CYP _____ Date_____ Time _____

Duration of incident _____ Location _____

Staff member/s involved in incident

_____

Staff witnesses _____

_____

CYP witness/es

_____

Individual that harmful behaviour was directed at_____

SEND/extenuating circumstances

_____

First aid required_____

Details of incident
Brief description of incident:
Trigger/s
Antecedent/ trigger:

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Preventative/de-escalation measures used by staff: *(tick/highlight)-*

Not an exhaustive list:

Give space	*Reduce noise/verbal*	*Withdraw peers*	*Distraction/diversion*
Change of face	*Clear expectations*	*Offer an out/escape*	*Food/drink/toilet*
Reminder of working for	*Timetable reminder*	*Make a link/ relationship*	*Removal of possibly harmful items from space*
Verbal reassurance	*Listening/containment for CYP*	*Sensory input*	*Connection with adult*

Other measures used:

Use of force:

*Staff member/s who used force:*_____

How far/long was force used for:

_____

Description of force including positioning of staff:

Why was it necessary?:

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Was it proportionate?:
Details of any medical treatment for injuries or any other adverse impacts:
Post incident support/debrief/recovery *(What happened after the incident to support the CYP/s involved to recover? Is the CYP ready to discuss the incident? What needs to be in place to reduce the likelihood of this taking place again?)*

Staff debrief: ***Yes / No***	***CYP debrief:*** ***Yes / No***

Senior staff feedback to incident on next step actions to reduce likelihood of reoccurrence *(separate attachment recorded and feed back to staff involved may be required)*

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Parents/carers of CYP involved informed in writing of incident? Yes / No
Date/time_____

Signature of staff member completing form

_____

Printed name of staff member completing form

_____

Signature of staff member reviewing form _____

Date _____