

Use of Restrictive Interventions Policy

(including reasonable force and seclusion)

Date Approved: September 2026

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This policy will be reviewed at least annually and/or following any updates to national and local guidance and procedures.

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1. Aims and scope

At The Golden Thread Alliance, we strive to create a safe, secure and supportive environment for all our pupils and colleagues.

There are times when the use of restrictive interventions, including reasonable force and seclusion, is lawful and necessary to keep people safe. However, we understand that the use of restrictive interventions can have a significant impact on pupils, colleagues, and parents and carers. In our schools, 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 colleagues 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 colleagues, and help create a positive and safe place for everyone at our schools.

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](#)
- Paragraph 16A of the schedule to The Education (Independent School Standards) Regulations 2014 (inserted by [The Schools \(Recording and Reporting of Seclusion and Restraint\) \(No. 2\) \(England\) Regulations 2025](#))

This policy also complies with our funding agreement and articles of association.

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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 pupils in different ways.

Examples of restrictive interventions could include:

- Supervised seclusion of a pupil in an area away from others, where the pupil is prevented from leaving for their own safety and/or the safety of others
 - Passive physical contact, such as a colleague blocking a pupil's path if they're running towards danger (like a busy road), or colleagues standing between pupils to prevent a fight
- **Reasonable force** refers to the broad range of actions used by colleagues that involve a degree of physical contact to restrain children, 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 colleague guiding a pupil to safety by the arm
 - Colleagues breaking up a fight between pupils
 - A colleague restraining a pupil to prevent injury to the pupil, or others
- **Restraint** is a form of non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact.

Examples could include:

- A colleague holding a pupil's arms to their sides when the pupil is attempting to harm themselves or others
- **Seclusion** is a non-disciplinary intervention that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others. This could be through physical obstruction or by making the pupil believe that they will be punished if they leave. For example, putting a pupil 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.

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- A **significant incident** is any incident where the use of force goes beyond appropriate physical contact between a colleague and a pupil. 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 pupils

Our schools do not have a 'no contact' policy. We do not grant any requests by parents, carers or colleagues not to use reasonable force and/or other restrictive interventions.

There are circumstances when it is appropriate for colleagues to have some physical contact with pupils 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 pupil
- Guiding or escorting a pupil through the school building or on a school trip by holding their hand
- Comforting a pupil who is upset
- Offering congratulations or praise, such as with a pat on the back or handshake
- To demonstrate how to use a musical instrument
- When demonstrating exercises or techniques during PE lessons or sports coaching

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

- Our trust's child protection and safeguarding policy
- The specific circumstances, such as whether there are other adults present
- Factors including, but not limited to:
 - The pupil's age
 - Any known vulnerabilities, including whether the pupil 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 pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others. This could be through physical obstruction or by making the pupil believe that they will be punished if they leave. For example, putting a pupil into a 'holding' room until they calm down is a form of seclusion.

We only use seclusion as a safety measure when a pupil is experiencing high levels of emotional or behavioural dysregulation. Seclusion is not used as a threat or punishment. Seclusion is not a

disciplinary 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 such as an alternative classroom or wellbeing room (where available)
- The pupil will be supervised at all times, by at least 1 colleague

As soon as the immediate risk of harm has reduced, the pupil 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 Director of Education

The Director of Education 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

4.2 The Local Governing Committee

The Local Governing Committee is responsible for:

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

4.3 The Headteacher

The headteacher is responsible for:

- Overall implementation and oversight of this policy
- Making sure that appropriate and high-quality training on preventative strategies and the safe and lawful use of restrictive interventions is provided for colleagues who need it, based on the school's individual context and needs

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- 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
- Making sure records are kept securely and in accordance with safeguarding and data protection procedures
- Reporting every seclusion incident, restraint incident and significant incident involving force to each parent or carer of the pupil involved
- Contacting the local authority in cases where informing a pupil's parent/carers of the use of reasonable force, seclusion or restraint on their child would put that child at risk of significant harm (see sections 12.2 and 12.3 of this policy)
- Authorising colleagues to search a pupil or their belongings if they have good reason to think the pupil has a prohibited or banned item
- Following the procedures set out in our complaints policy to deal with any complaint about the use of restrictive interventions
- Following the statutory safeguarding guidance Keeping Children Safe in Education if an allegation regarding inappropriate use of force and/or other restrictive intervention is made against a colleague

4.4 All Colleagues

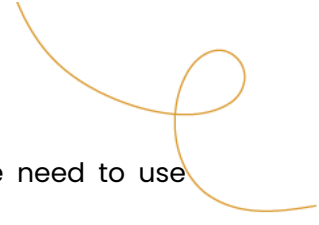
All colleagues are responsible for:

- Making sure they have read and understood the principles of this policy and any other linked policies
- Using de-escalation techniques and positive behaviour management strategies to try to minimise and prevent the need for restrictive interventions
- Accurately recording every seclusion incident, restraint incident and significant incident involving force that they are involved in
- Reporting these incidents to the 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 School Business Manager where necessary
- Taking part in training on preventative strategies and the safe and lawful use of restrictive interventions, if relevant to their role (this may include additional training appropriate to their responsibilities)
- Engaging in follow-up conversation(s) to debrief and reflect on incidents involving restrictive intervention that they were involved in, to help leaders understand what happened and why

4.5 Special Educational Needs Co-Ordinator (SENCO)

The school's SENCO is responsible for:

- Working with pupils, parents, carers and relevant school colleagues to develop and review behaviour support plans, risk assessments and reasonable force plans for any pupils with



SEND where it's been identified that there is an increased likelihood of the need to use restrictive interventions

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

5. Acceptable uses of force

All our school colleagues have a legal power to use reasonable force in certain situations.

Colleagues can lawfully 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 colleagues have this power, some colleagues, especially those who work closely with pupils who might show challenging behaviour, are more likely to need to use it than others.

The Headteacher will ensure colleagues are adequately trained and that risk assessments are carried out where necessary. See section 11 of this policy for information on training and risk assessments.

Any significant incident involving the use of force will be recorded and reported in accordance with the procedures set out in section 12 of this policy.

6. Unacceptable uses of force

It is illegal to use force on a pupil for the purpose of punishment. We never use force as a sanction, threat or deterrent.

Our colleagues 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:



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- Colleagues using force for the purpose of punishment
- Colleagues restraining a pupil in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
- Colleagues using force on the ground. If a pupil is unintentionally held on the ground, colleagues should release their hold or move into a safer position as quickly as possible

Section 5 of this policy sets out the instances where colleagues may use reasonable force. Section 9 of this policy provides guidance for colleagues on what to consider before using it.

7. Using reasonable force to search pupils

The Headteacher, and any colleague authorised by the Headteacher, have a statutory power to search a pupil or their belongings if they have reasonable grounds to suspect that the pupil may have a prohibited item (as listed in the DfE's [searching, screening and confiscation guidance](#)) or an item banned under the 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 the school rules only, such as mobile phones.

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

8. Prevention and de-escalation strategies

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

Our whole-school approach includes:

- Consideration of how our school and classroom environment can support all pupils to achieve and thrive
- Sharing best practice for whole-class behaviour management, and for managing communal spaces such as corridors and playgrounds
- Training colleagues in effective communication strategies, such as using appropriate tone of voice and empathy to aid de-escalation
- Development of working colleague-pupil relationships and trust
- Recording and analysing data on the use of restrictive interventions to inform improvement planning

The individual approaches we use include:

- Working closely with parents/carers to support individual pupils
- Strategies to support individual pupils based on their identified needs, including:
 - The development of behaviour support plans

- Strategies to help pupils calm down before their behaviour escalates
- Making 'reasonable adjustments' where a pupil has a disability, to help them participate in school life as fully as possible

8.1 De-escalation when a situation arises

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

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

9. Deciding when the use of restrictive interventions is appropriate

9.1 Necessity and proportionality

The decision on whether to use restrictive interventions is down to the professional judgment of the colleague and will always depend on the individual circumstances of each situation.

Colleagues 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 another colleague. However, there may be times when colleagues have no other choice but to use restrictive interventions, to reduce the risk of harm to the pupil and/or others.

When assessing whether a restrictive intervention is required, colleagues 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?
 - Colleagues 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, colleagues should reconsider their approach and attempt an alternative strategy
 - Colleagues should consider the individual circumstances of the pupil, such as their age, size and any medical conditions, SEND or other vulnerabilities

9.2 Pupil and colleague welfare

Pupil welfare

The most important consideration when using a restrictive intervention is the safety and wellbeing of the pupil involved, as well as the safety of other pupils and colleagues. Colleagues should always consider the potential impact on the pupil's welfare balanced against any actions taken. For example, colleagues should bear in mind that pupils who have experienced adverse life events, trauma or neglect, or who have diagnosed or undiagnosed medical conditions or sensory impairments, communication difficulties or other needs, may find the use of restrictive interventions particularly distressing.

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

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

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

Support following an incident

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

The Headteacher will make sure each pupil and colleague 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 colleague who was not involved in the incident. It may also include the presence of an additional person to ensure impartiality and support. The Headteacher will continue to monitor pupil and colleague wellbeing and provide additional support if needed.

Depending on the circumstances, support may also be offered to those who witnessed the incident.

10. Consideration for pupils with SEND

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

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

The school will carry out risk assessments for pupils with SEND, where an increased likelihood of needing to use reasonable force and/or other restrictive interventions is identified. Our schools are aware of their duty under the Equality Act 2010 to make reasonable adjustments for pupils with disabilities to avoid disadvantage and ensure they can take part in school life as fully as possible.

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

These strategies might include:

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

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

- Outline any adjustments, such as to address aspects of the school environment which the pupil finds challenging
- Explain the best ways to communicate with the pupil
- In some cases, specify when increased physical contact with colleagues might be appropriate. These situations will be discussed with everyone involved and clearly written down in the plan

11. Training and risk assessments

Our schools will make sure that all colleagues 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.

Schools have a duty to ensure the health, safety and welfare of our colleagues. Therefore, risk assessments are carried out to ensure that colleagues 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

Schools have a legal duty to record and report all:

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

12.1 Recording incidents

Our schools have a clear process in place for recording the incidents listed above. All colleagues must complete the Reasonable Force Incident Record (see Appendix 3) and add this to the school's safeguarding system

Colleagues must record incidents in writing, as soon as possible after the event, and should endeavour to do this on the same day. Colleagues 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, colleagues will record:

- The names of the pupil and colleagues directly involved
- Any relevant needs or circumstances of the pupil, including whether they have an identified special educational need or disability, and their SEN status code
- The time, date, location and approximate duration of the intervention
- A clear and brief description of what happened, including:
 - What led up to the incident
 - Any known or potential triggers for the behaviour
 - Any preventative or de-escalation strategies used
 - The type and degree of reasonable force used
 - Details of any physical injuries sustained, if applicable
- A brief explanation of why using force was assessed as necessary in that situation
- Details of any support given after the incident, such as medical help or emotional support
- When and how parents and carers were notified
- Any follow-up actions that were taken

For seclusion incidents and restraint incidents, we will record:

- The names of the pupil and colleagues directly involved

- Any relevant needs or circumstances of the pupil, including whether they have an identified special educational need or disability, and their SEN status code
- The time, date, location and approximate duration of the intervention
- A brief explanation of why the intervention was assessed as necessary in that situation
- Details of any physical injuries sustained, if applicable
- Details of any support given after the incident, such as medical help or emotional support
- When and how parent and carers were notified
- Any follow-up actions that were taken

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

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

12.2 Reporting incidents to parents and carers

Schools will inform parents and carers about an incident as soon as possible after it happens and will endeavour to do this on the same day. Schools will do this even if the use of restrictive interventions is agreed as part of a pupil's behaviour support plan.

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

When schools report significant incidents involving force to parents and carers, they will include the following details:

- The time, date, location and approximate duration of the intervention
- A brief explanation of why the intervention was assessed as necessary in that situation
- A short description of the type and degree of force that was used
- Details of any physical injuries sustained, if applicable

When we report seclusion incidents and restraint incidents to parents and carers, we will provide parents and carers with a copy of their written record of the incident.

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. It does not need to be reported twice.

When reporting to parents and 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 pupil.

Following up with parents and carers after an incident

It's best practice to invite parents and carers to have a follow-up discussion about the incident, where appropriate. For example, the discussion might include:

- Any behavioural triggers or warning signs of an impending incident
- Whether any agreed behaviour support plans were followed
- What de-escalation strategies were used and how effective they were
- What might be done differently in the future

12.3 Reporting incidents to the local authority

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

In cases where a pupil 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 and carers (unless we deem it unsafe to inform the parents and carers, as set out in section 12.2 of this policy).

13. Complaints and Allegations

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

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

14. Monitoring and review

This policy will be reviewed annually reviewed and approved by the Director of Education.

15. Links with other policies

This policy links to the following policies and procedures:

- Behaviour policy
- Child protection and safeguarding policy
- Complaints policy
- Health and safety policy
- SEND policy

[illegible]

Appendix 2: Reasonable Force Plan

Pupil Name:	Date of Birth:	Class/Year
Name of colleague completing:	Date of Plan:	Review Date

Planned use of reasonable force

Reasonable force can be used when colleagues perceive that they have no alternative course of action. The following behaviours are those where the use of reasonable force could be considered, after all other de-escalation options have been tried or considered and believed to be unsafe:

- Causing harm to others
- Causing harm to self
- Causing damage to property
- Causing disorder

Reasonable force must not be used as a form of punishment.

The following interventions have been agreed for use in appropriate circumstances. Minimal appropriate force applied for the shortest possible period of time will always be the first option.

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-
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Special considerations for the use of reasonable force – reasonable adjustments

<u>Colleague signature</u>	<u>Parent and carer signature</u>
<u>Date</u>	<u>Date</u>
<u>Headteacher Signature</u>	<u>Parent and carer signature</u>
<u>Date</u>	<u>Date</u>

Appendix 3: Reasonable Force Incident Record

Name of pupil:			Year/Class:		
Location of incident:			Date:		
Full names of adults involved:					
Start Time of Incident:	Duration of any restraint:	Any Injuries:	First Aid given:	Incident reviewed with pupil:	
am/pm	minutes	Pupil: Y / N Adult Y / N	Y / N	Y / N	
Reason for reasonable force:		Persons notified:		Supporting records completed:	
Harm to themselves	Y / N	Virtual Head (LAC)	Y / N	Medical Tracker	Y / N
Harm to others	Y / N	Medical Staff	Y / N	Accident Report	Y / N
Damage to property	Y / N	Social Worker	Y / N	Riddor Report	Y / N
Causing disorder	Y / N	Police	Y / N	Pupil Statement	Y / N
Describe what was happening and what led up to the use of reasonable force.					
Circle level of potential risk					
LOW		MEDIUM		HIGH	

Describe exactly what the risk was:

Who/what was at risk:

Controlling risk – de-escalation and distraction techniques used:

Tick and or/describe any changes you made to routines, personnel or the environment in an attempt to reduce the risk of this happening

Verbal advice and support	Y / N	Firm, clear directions	Y / N	Negotiation	Y / N
Humour	Y / N	Limited choices	Y / N	Distraction	Y / N
Diversion	Y / N	Reassurance	Y / N	Planned ignoring	Y / N
Contingent touch	Y / N	C.A.L.M. talking/stance	Y / N	Take-up time	Y / N
Withdrawal offered	Y / N	Withdrawal directed	Y / N	Transfer adult	Y / N
Consequence reminders	Y / N	Success reminders	Y / N	Other (describe below)	Y / N

Other:

Physical intervention strategies attempted: Tick or describe the physical intervention

Loose guiding	Y / N	Hip stabilise	Y / N	Double arm hold	Y / N
Extended arm hold	Y / N	Cupped fist hold	Y / N	Dynamic hold	Y / N
Seated hold	Y / N	Kneeling hold	Y / N	Sit and leg block	Y / N

Seated contain	Y / N	Other (describe)			
Response and view of the pupil: <i>if a statement has not been obtained, how did the pupil respond?</i>					
Signature of person completing this record:					
Date:					
To be completed by Headteacher					
Next Steps					
Review of current Reasonable Force Plan	Y / N	If plan is not in place, complete Reasonable Force Plan	Y / N	Upload this record and statement of pupil to CPOMS	Y / N
Review of current Risk Assessment	Y / N	If Risk Assessment is not in place, complete Risk Assessment	Y / N	Notify parents and carers	Y / N
Details of follow-up with parents and carers:					
Details of follow-up with other agencies:					
Signature of Headteacher:					
Date:					



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