



Woodkirk
Academy
& Sixth Form

USE OF RESTRICTIVE INTERVENTIONS POLICY

**(including reasonable force
and seclusion)**

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1. AIMS

- 1.1. All academies across Leodis Academies Trust strive to create a safe, secure and supportive environment for all students and staff.
- 1.2. There are times when the use of restrictive interventions, including reasonable force and seclusion, is lawful and necessary to keep people safe. However, the use of restrictive interventions can have a significant impact on students, staff and parents. Restrictive interventions are only ever considered as a last resort, once all other prevention and de-escalation strategies have been exhausted.
- 1.3. This policy aims to:
 - 1.3.1. Minimise the need to use restrictive interventions, through early support, prevention and de-escalation strategies.
 - 1.3.2. Help school staff feel confident in knowing how to use restrictive interventions safely, appropriately and lawfully, when they are necessary.
 - 1.3.3. Clearly set out the steps for recording and reporting incidents of reasonable force, seclusion and restraint.
 - 1.3.4. Protect the safety, wellbeing and dignity of all students and staff, and help create a positive and safe place for everyone at school.

2. LEGISLATION AND GUIDANCE

- 2.1. This policy is based on:
 - 2.1.1. Department for Education (DfE) guidance on restrictive interventions, including the use of reasonable force, in schools (April 2026).
 - 2.1.2. The Equality Act 2010.
 - 2.1.3. Keeping Children Safe in Education (September 2025).
 - 2.1.4. DfE guidance on searching, screening and confiscation (July 2022).
 - 2.1.5. The Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025 .
- 2.2. This policy also complies with our funding agreement and articles of association.

3. DEFINITIONS OF INTERVENTION

- 3.1. The terms used in this policy are defined as follows. These definitions are based on the Department for Education's guidance on restrictive interventions.
- 3.2. **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 students in different ways. Examples of restrictive interventions could include:

- 3.2.1. Supervised seclusion of a student in an area away from others, where the student is prevented from leaving for their own safety and/or the safety of others.
- 3.2.2. Passive physical contact, such as a staff member blocking a student's path if they're running towards danger (like a busy road), or staff standing between students to prevent a fight.
- 3.3. **Reasonable force** refers to the broad range of actions used by staff 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:
 - 3.3.1. A staff member guiding a student to safety by the arm.
 - 3.3.2. Staff breaking up a fight between students.
 - 3.3.3. Staff member restraining a student to prevent injury to the student, or others.
- 3.4. **Restraint** is a form of non-disciplinary intervention which immobilises a student or limits their movement. This may or may not include direct physical contact. An example could include a staff member holding a student's arms to their sides when the student is attempting to harm themselves or others.
- 3.5. **Seclusion** is a non-disciplinary intervention that keeps a student confined to a place away from others and prevents them from leaving, for the safety of that student and/or others. This could be through physical obstruction or by making the student believe that they will be punished if they leave. For example, putting a student into a 'holding' room until they calm down is a form of seclusion. See section 5 of this policy for more information on seclusion.
- 3.6. A **significant incident** is any incident where the use of force goes beyond appropriate physical contact between a member of staff and a student. This includes when physical force is used to implement a non-physical restrictive intervention. See section 4 of this policy for more information on appropriate physical contact.

4. APPROPRIATE PHYSICAL CONTACT WITH STUDENTS

- 4.1. The academies within the Trust do not have a 'no contact' policy. Requests by parents or staff members not to use reasonable force and/or other restrictive interventions will not be granted.
- 4.2. There are circumstances when it is appropriate for staff to have some physical contact with students which does not give rise to any question over the use of reasonable force or other restrictive interventions.
- 4.3. Examples include:
 - 4.3.1. Providing first aid to a student.
 - 4.3.2. Guiding or escorting a student through the school building or on a school trip by holding their hand (appropriate to their age).
 - 4.3.3. Comforting a student who is upset.
 - 4.3.4. Offering congratulations or praise, such as with a pat on the back or handshake.

- 4.3.5. To demonstrate how to use a musical instrument.
- 4.3.6. When demonstrating exercises or techniques during PE lessons or sports coaching.
- 4.3.7. When supporting or demonstrating in any other practical activity. Examples including but not limited to during the use of specialist equipment in Science and Art, Design and Technology.
- 4.4. In assessing whether physical contact is appropriate in any given situation, staff should use their professional judgement, and have regard to:
 - 4.4.1. Woodkirk Academy's Safeguarding and Child Protection policy.
 - 4.4.2. The specific circumstances, such as whether there are other adults present.
 - 4.4.3. Factors including, but not limited to:
 - 4.4.3.1. The student's age.
 - 4.4.3.2. Any known vulnerabilities, including whether the student has special educational needs and/or disabilities (SEND).
 - 4.4.3.3. Whether any alternative strategies that don't involve physical contact can be used.

5. SECLUSION

- 5.1. As defined above, seclusion is a non-disciplinary intervention that keeps a student confined to a place away from others and prevents them from leaving, for the safety of that student and/or others. This could be through physical obstruction or by making the student believe that they will be punished if they leave. For example, putting a student into a 'holding' room until they calm down is a form of seclusion.
- 5.2. Seclusion will only be used as a safety measure when a student 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. Each academy across Leodis Academies Trust has a behaviour/relationships policy which outlines the academy's response to misbehaviour.
- 5.3. During seclusion:
 - 5.3.1. The student will be secluded in a safe place that does not feel threatening or intimidating to them for example, a calm room.
 - 5.3.2. The student will be supervised at all times, by at least 1 member of staff.
 - 5.3.3. As soon as the immediate risk of harm has reduced, the student will be allowed to leave.
- 5.4. Any incident involving the use of seclusion will be recorded and reported in accordance with the procedures set out in section 15 of this policy.

6. ROLES AND RESPONSIBILITIES

6.1. Local Committee

The Local Committee is responsible for:

- 6.1.1. Reviewing and approving this policy.
- 6.1.2. Ensuring that a procedure is in place for recording and reporting each:
 - 6.1.2.1. Significant incident involving force.
 - 6.1.2.2. Seclusion incident.
 - 6.1.2.3. Restraint incident.
- 6.1.3. Taking all reasonable steps to ensure that the procedures for recording and reporting the use of force, seclusion and restraint are followed.
- 6.1.4. Regularly reviewing and interrogating data on the use of restrictive interventions in our school.
- 6.1.5. Supporting and challenging school leaders to identify where changes may be needed to practice. For example:
 - 6.1.5.1. If approaches have been used for some time but haven't been effective.
 - 6.1.5.2. If there is any disproportionate use of restrictive interventions, including in relation to students who share protected characteristics or have SEND or other types of vulnerabilities.

6.2. The Principal

The Principal is responsible for:

- 6.2.1. Overall implementation and oversight of this policy.
- 6.2.2. Making sure that appropriate and high-quality training on preventative strategies and the safe and lawful use of restrictive interventions is provided for staff who need it, based on each academy's individual context and needs.
- 6.2.3. Ensuring adequate staffing levels to support positive behaviour management.
- 6.2.4. Monitoring incidents involving restrictive interventions, including regular review of incidents to refine and improve processes.
- 6.2.5. Ensuring compliance with recording and reporting requirements.
- 6.2.6. Authorising staff to search a student or their belongings if they have good reason to think the student has a prohibited or banned item.
- 6.2.7. Following the procedures set out in our complaints policy to deal with any complaint about the use of restrictive interventions.
- 6.2.8. 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.

6.3. All staff

All members of staff are responsible for:

- 6.3.1. Making sure they have read and understood the principles of this policy and any other linked policies.
- 6.3.2. Using de-escalation techniques and positive behaviour management strategies to try to minimise and prevent the need for restrictive interventions.
- 6.3.3. Accurately recording every seclusion incident, restraint incident and significant incident involving force that they are involved in.
- 6.3.4. Reporting these incidents to the designated safeguarding lead (DSL).
- 6.3.5. Recording any injuries that occur as part of an incident involving restrictive intervention, and following the Trust health and safety policy to ensure these are reported to the Health and Safety Executive where necessary.
- 6.3.6. 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).
- 6.3.7. Engaging in follow-up conversation(s) to debrief and reflect on every incident involving restrictive intervention, to help us understand what happened and why.

6.4. Designated safeguarding lead (DSL)

The DSL is responsible for:

- 6.4.1. Reporting every seclusion incident, restraint incident and significant incident involving force to each parent of the student involved, or to delegate this to another trained member of staff.
- 6.4.2. Making sure records are kept securely and in accordance with safeguarding and data protection procedures.
- 6.4.3. Contacting the local authority in cases where informing a student's parent of the use of reasonable force, seclusion or restraint on their child would put that child at risk of significant harm.

6.5. Special educational needs co-ordinator (SENDCo)

The SENDCo is responsible for:

- 6.5.1. Working with students, parents and relevant school staff to develop and review behaviour support plans and risk assessments for any students with SEND where it's been identified that there is an increased likelihood of the need to use restrictive interventions.
- 6.5.2. Ensuring staff are aware of individual student needs and associated behaviour support strategies.

- 6.5.3. Working with staff who know students well, to identify and manage risk (such as trigger points when challenging behaviour is more likely to occur).
- 6.5.4. Working with students, parents, staff and other relevant professionals to develop prevention and de-escalation strategies.
- 6.5.5. Advising on reasonable adjustments for any students with disabilities when considering prevention and de-escalation strategies.
- 6.5.6. Participating in the review of restrictive intervention incidents involving any student with SEND.
- 6.5.7. Providing advice and support on the application of this policy for students with SEND.
- 6.5.8. Contributing to staff training on SEND and behaviour management, including the use of restrictive interventions.

7. ACCEPTABLE USES OF FORCE

- 7.1. All staff have a legal power to use reasonable force in certain situations.
- 7.2. Staff can use reasonable force to prevent or stop a student from:
 - 7.2.1. Hurting themselves or others.
 - 7.2.2. Committing a criminal offence.
 - 7.2.3. Damaging property.
 - 7.2.4. Causing disorder among students, in or out of lessons.
- 7.3. While all staff have this power, some staff, especially those who work closely with students who might show challenging behaviour, are more likely to need to use it than others.
- 7.4. Each academy will ensure that staff are adequately trained and that risk assessments are carried out where necessary. See section 14 of this policy for information on training and risk assessments.
- 7.5. Any significant incident involving the use of force will be recorded and reported in accordance with the procedures set out in section 15 of this policy.

8. UNACCEPTABLE USES OF FORCE

- 8.1. It is illegal to use force on a student for the purpose of punishment. Force will never be used as a sanction, threat or deterrent.
- 8.2. Staff understand that any form of force or restraint carries a risk of physical and psychological harm, so always avoid using these measures where possible.
- 8.3. The following uses of force are **never acceptable**:
 - 8.3.1. Staff using force for the purpose of punishment.

- 8.3.2. Staff restraining a student 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.
- 8.3.3. Staff using force on the ground. If a student is unintentionally held on the ground, staff should release their hold or move into a safer position as quickly as possible.
- 8.4. Section 4 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.

9. USING REASONABLE FORCE TO SEARCH STUDENTS

- 9.1. The Principal and any member of staff authorised by the principal have a statutory power to search a student or their belongings if they have reasonable grounds to suspect that the student may have a **prohibited item** (as listed in the DfE's searching, screening and confiscation guidance) or an **item banned** under our school rules.
- 9.2. **Reasonable force** can be used 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. Reasonable force **cannot** be used to search for items that are banned under the academy behaviour policy only e.g. aerosols and chewing gum.
- 9.3. 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 students and staff. Please see our positive behaviour policy for more information on how searches are conducted.

10. PREVENTION AND DE-ESCALATION STRATEGIES

- 10.1. Restrictive intervention is used only when necessary. In order to minimise the use of reasonable force as much as possible, the following approaches are implemented in each academy:
 - 10.1.1. Consideration of how our school and classroom environment can support all students to achieve and thrive.
 - 10.1.2. Sharing best practice for whole-class behaviour management, and for managing communal spaces such as corridors and playgrounds.
 - 10.1.3. Training staff in effective communication strategies, such as using appropriate tone of voice and empathy to aid de-escalation.
 - 10.1.4. Development of working staff-student relationships and trust.
 - 10.1.5. Recording and analysing data on the use of restrictive interventions to inform improvement planning.
- 10.2. In addition, to support individuals, each academy
 - 10.2.1. Works closely with parents to support individual students.
 - 10.2.2. Develops strategies to support individual students based on their identified needs, including:

- 10.2.2.1. The development of behaviour support plans.
- 10.2.2.2. Strategies to help students calm down before their behaviour escalates.
- 10.2.2.3. Making 'reasonable adjustments' where a student has a disability, to help them participate in school life as fully as possible.

10.3. De-escalation when a situation arises

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

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

11. DECIDING WHEN THE USE OF RESTRICTIVE INTERVENTIONS IS APPROPRIATE

11.1. Necessity and proportionality

- 11.1.1. The decision on whether to use restrictive interventions is down to the professional judgment of the staff member and will always depend on the individual circumstances of each situation.
- 11.1.2. Staff should always consider whether there are other ways to manage the situation, such as the de-escalation techniques outlined in section 10.3 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 student and/or others.

11.2. When assessing whether a restrictive intervention is required, staff should always consider:

11.3. Is it necessary?

- 11.3.1. Are there other more effective, less restrictive ways to manage the situation?
- 11.3.2. 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?

11.4. Is it proportionate?

- 11.4.1. Staff should use the **least** amount of force or the **least** restrictive intervention for the **least** amount of time required to reduce the risks.

- 11.4.2. If the intervention itself is escalating the situation, staff should reconsider their approach and attempt an alternative strategy.
- 11.4.3. Staff should consider the individual circumstances of the student, such as their age, size and any medical conditions, SEND or other vulnerabilities.

12. STUDENT AND STAFF WELFARE

12.1. Student welfare

- 12.1.1. The most important consideration when using a restrictive intervention is the safety and wellbeing of the student involved, as well as the safety of other students and staff. Staff should always consider the potential impact on the student's welfare balanced against any actions taken. For example, staff should bear in mind that students 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.
- 12.1.2. If a restrictive intervention is needed, staff should always aim to maintain respect for a student's dignity. This includes consideration of the location and environment where any intervention is used, such as in front of their peers.
- 12.1.3. Staff should, wherever possible, clearly and calmly communicate to the student what is happening, why, and what the student needs to do, including using verbal and non-verbal strategies where needed, and giving time for the student to process information and respond where appropriate.
- 12.1.4. Staff should seek to understand how the student is feeling and use this information to determine whether the restrictive intervention should be, or continue to be, applied, reduced or stopped.

12.2. Support following an incident

- 12.2.1. As soon as possible after any use of restrictive intervention, the academy will evaluate the incident to understand why restrictive intervention was used, the impact on students and staff, any patterns and trends, and how another incident could be avoided in the future.
- 12.2.2. Each academy will make sure each student 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.
- 12.2.3. 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.
- 12.2.4. 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 student and staff wellbeing and provide additional support if needed.
- 12.2.5. Depending on the circumstances, support may also be offered to those who witnessed the incident.

13. CONSIDERATIONS FOR STUDENTS WITH SEND

- 13.1. Students with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Students who have difficulty communicating verbally might show their needs and discomfort through their actions.
- 13.2. Each academy is committed to understanding what might trigger challenging behaviour in students with SEND, and to providing the right support and an inclusive environment.
- 13.3. Risk assessments will be completed for students with SEND, where it has been identified that there is an increased likelihood of needing to use reasonable force and/or other restrictive interventions. Each academy is aware of its duty under the Equality Act 2010 to make reasonable adjustments for students with disabilities to avoid disadvantage and ensure they can take part in school life as fully as possible.
- 13.4. Staff who know individual students well will be used 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. Staff will also work with the student, their parents and other professionals to develop prevention and de-escalation strategies.
- 13.5. These strategies might include:
 - 13.5.1. Removing stimuli that may be causing distress to the student.
 - 13.5.2. Staff members changing how they communicate with the student, such as being more mindful of body language, facial expressions and/or tone of voice.
 - 13.5.3. Helping the student express their emotions before getting overwhelmed.
 - 13.5.4. Engaging the student in activities to help them regulate their emotions.
 - 13.5.5. Distracting the student with familiar objects or activities to redirect their attention.
- 13.6. Where appropriate, individual plans will be created for students with SEND. The plan will be reviewed regularly, and following any significant incident, with the student and parents to make sure it is still working well. The plan will:
 - 13.6.1. Outline any adjustments, such as to address aspects of the school environment which the student finds challenging.
 - 13.6.2. Explain the best ways to communicate with the student.
 - 13.6.3. In some cases, specify when increased physical contact with staff might be appropriate. These situations will be discussed with everyone involved and clearly written down in the plan.

14. TRAINING AND RISK ASSESSMENTS

- 14.1. Staff who are likely to need to use reasonable force and/or other restrictive interventions will be adequately trained in their safe and lawful use and in preventative strategies.
- 14.2. Where necessary, risk assessments will be carried out to ensure that staff who regularly work alongside students, where the use of reasonable force and/or other restrictive interventions may be required, can do so as safely as possible.

15. RECORDING AND REPORTING ARRANGEMENTS

- 15.1. There is a legal duty to record and report all:
 - 15.1.1. Significant incidents involving force (see section 3 of this policy for a definition of 'significant incident').
 - 15.1.2. Seclusion incidents.
 - 15.1.3. Restraint incidents.

15.2. Recording incidents

- 15.2.1. Woodkirk Academy has a clear process in place for recording the incidents listed above. Staff should record the incident on a Restrictive Intervention Recording Form (Appendix)
- 15.2.2. 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 student's positive behaviour support plan.

15.3. For significant incidents involving force, the record will include:

- 15.3.1. The names of the student and staff members directly involved.
- 15.3.2. Any relevant needs or circumstances of the student, including whether they have an identified special educational need or disability, and their SEN status code.
- 15.3.3. The time, date, location and approximate duration of the intervention.
- 15.3.4. A clear and brief description of what happened, including:
 - 15.3.4.1. What led up to the incident.
 - 15.3.4.2. Any known or potential triggers for the behaviour.
 - 15.3.4.3. Any preventative or de-escalation strategies used.
 - 15.3.4.4. The type and degree of reasonable force used.
 - 15.3.4.5. Details of any physical injuries sustained, if applicable.
 - 15.3.4.6. A brief explanation of why using force was assessed as necessary in that situation.
 - 15.3.4.7. Details of any support given after the incident, such as medical help or emotional support.
- 15.3.5. Statements from any staff witnesses.

- 15.3.6. Student voice to detail the views of the student (taken after the incident and as part of restorative practice).
- 15.4. **For seclusion incidents and restraint incidents**, the record will include:
 - 15.4.1. The names of the student and staff members directly involved.
 - 15.4.2. Any relevant needs or circumstances of the student, including whether they have an identified special educational need or disability, and their SEN status code.
 - 15.4.3. The time, date, location and approximate duration of the intervention.
 - 15.4.4. A brief explanation of why the intervention was assessed as necessary in that situation.
 - 15.4.5. Details of any physical injuries sustained, if applicable.
 - 15.4.6. Details of any support given after the incident, such as medical help or emotional support.
- 15.5. If a seclusion or restraint incident also constitutes a significant incident involving force, it will be recorded in line with the procedure for recording significant incidents involving force. It does not need to be recorded twice.
- 15.6. Completed reports will be kept securely and retained in line with data protection procedures.

15.7. **Reporting incidents to parents**

When reporting an incident to parents, the following steps will be taken:

- 15.7.1. Parents will be informed about an incident as soon as possible after it happens staff will endeavour to do this on the same day. this will happen even if the use of restrictive interventions is agreed as part of a student's behaviour support plan.
- 15.7.2. The exception to this is if a member of staff thinks that telling the student's parents would likely result in significant harm to that student. In these cases, the incident will be reported to any parent(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority where the student ordinarily resides.
- 15.7.3. When a **significant incidents involving force** is reported to parents, the following will be included:
 - 15.7.3.1. The time, date, location and approximate duration of the intervention.
 - 15.7.3.2. A brief explanation of why the intervention was assessed as necessary in that situation.
 - 15.7.3.3. A short description of the type and degree of force that was used.
 - 15.7.3.4. Details of any physical injuries sustained, if applicable.
- 15.7.4. When **seclusion incidents and restraint incidents** are reported to parents, they will be provided with a copy of our written information about the incident.

- 15.7.5. If a seclusion or restraint incident also constitutes a significant incident involving force, it will be reported in line with our procedure for reporting significant incidents involving force. It does not need to be reported twice.
- 15.7.6. When reporting to parents, there will be regard to data protection requirements when deciding what information to share. For example, it will not include any identifying details of any other student.

15.8. Following up with parents after an incident

It's best practice to invite parents to have a follow-up discussion about the incident, where appropriate. Insert details of your process/approach, if applicable. For example, the discussion might include:

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

15.9. Reporting incidents to the local authority

- 15.9.1. In cases where it is assessed that an incident needs to be reported to the local authority where the student ordinarily resides, this report will include all the information that would normally be shared with the student's parents, as well as the reasons why it was thought unsafe to tell the student's parents directly.
- 15.9.2. In cases where a student has parents 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, the incident will be reported to the relevant local authority in addition to the parents (unless it is deemed unsafe to inform the parents).

15.10. Reporting to Local Committee and Trust Board

- 15.10.1. Records of restrictive interventions are recorded on the academy's safeguarding system (CPOMS). These records form part of the individual pupil's safeguarding and educational record.
- 15.10.2. Data from CPOMS will also be collated and anonymised at academy level to support monitoring, analysis and governance oversight. Anonymised information relating to the use of restrictive interventions will be reported to the Local Committee and Trust Board on a regular basis to enable oversight of compliance, identification of patterns or disproportionality, and evaluation of the effectiveness of behaviour, prevention, support strategies and staff training.

16. COMPLAINTS AND ALLEGATIONS

- 16.1. Any complaints about the use of restrictive interventions will be handled through our academy's complaints policy.

- 16.2. Any allegation of inappropriate use of force and/or other restrictive interventions made against a member of staff will be taken very seriously. Allegations will be dealt with in line with the statutory safeguarding guidance Keeping Children Safe in Education.

APPENDIX

Restrictive Intervention Recording Form

A means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. Used as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways. Examples include physical intervention, mechanical restraint and seclusion.

<p>Name of student <i>A separate form should be completed for each student directly involved</i></p>	
<p>SEN status <i>Including whether the pupil involved has an identified special education need or disability and their SEN status code</i></p>	
<p>Form group</p>	
<p>Date of incident</p>	
<p>Time of incident</p>	
<p>Location of incident</p>	
<p>Name(s) of staff who performed the physical intervention</p>	
<p>Name(s) of staff who were present during the incident <i>This includes witnesses, staff who provided verbal reassurance. All staff witnesses should add notes to the relevant section of this form</i></p>	
<p>Why was the intervention assessed as necessary?</p>	<p>To prevent or stop the continuation of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> A criminal offence <input type="checkbox"/> Injury to themselves <input type="checkbox"/> Injury to others <input type="checkbox"/> Damage to property <input type="checkbox"/> Serious disruption to good order and discipline

Details of the incident

This section should include a chronological narrative of the incident, including build-up / antecedents, identified or potential triggers, key de-escalation strategies used, names of physical interventions used, the degree of force used, any injuries sustained (if applicable), and post-incident / recovery details.

De-escalation Strategies

If a strategy was effective but is not in the student's PBSP, this should be added to the PBSP.

Strategy used <i>e.g. choices, distraction, reassurance, etc.</i>	Is this in the child's PBSP? Yes, No	Was this strategy effective? Yes, Somewhat, Not at all

Restrictive Physical Intervention (RPI)

A form of restrictive intervention involving direct physical contact and force where the intention is to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil.

Name of technique <i>Please delete any techniques for which you/your staff have not been trained</i>	Was this technique used? <i>Tick if yes</i>	How many times within this incident?	Duration of RPI <i>If used multiple times, record individual durations</i>
Help hug	<input type="checkbox"/>		
Single person double elbow	<input type="checkbox"/>		
Small child escort (single person)	<input type="checkbox"/>		
Small child escort (two person)	<input type="checkbox"/>		
Beanbag hold	<input type="checkbox"/>		
Friendly escort (two person only)	<input type="checkbox"/>		
Single elbow (two person only)	<input type="checkbox"/>		
Figure of four (two person only)	<input type="checkbox"/>		
Two-person double elbow	<input type="checkbox"/>		
Seated hold	<input type="checkbox"/>		
Half shield / arm waltz	<input type="checkbox"/>		
Total duration			

Were any RPIs used which are not listed above? If yes, please describe the technique used.	
Why was this technique used instead of one of the techniques listed above?	
Duration of this RPI <i>If used multiple times, individual duration</i>	

Other Uses of Force or Restrictive Interventions

This may include guides, escorts, personal safety techniques, and any other use of force which does not meet the definition of an RPI, but was used during a significant incident.

Name of technique <i>Please delete any techniques for which you/your staff have not been trained</i>	Was this technique used? <i>Tick if yes</i>	Duration of this technique <i>If used multiple times, record individual duration.</i>
Arm disengagement	<input type="checkbox"/>	
Bite response	<input type="checkbox"/>	
Body disengagement	<input type="checkbox"/>	
Clothing disengagement	<input type="checkbox"/>	
Hair response	<input type="checkbox"/>	
Neck response	<input type="checkbox"/>	
Shepherd	<input type="checkbox"/>	
Caring C guide	<input type="checkbox"/>	
Help hug (non-restrictive)	<input type="checkbox"/>	
Friendly escort (non-restrictive)	<input type="checkbox"/>	
Item used as weapon response	<input type="checkbox"/>	

Were any other uses of force or restrictive interventions used which are not listed above? <i>If yes, please describe the intervention. This may include the use of wheelchair brakes against the student's wishes, or the removal of a walking aid.</i>	
Why was this technique used instead of one of the techniques listed above?	
Duration of this technique <i>If used multiple times, record individual duration</i>	

Ground Holds

Ground Holds are only to be used by Team Teach Advanced Accredited staff.

Name of technique	Was this technique used? <i>Tick if yes</i>	Duration of this technique <i>If used multiple times, record individual duration.</i>
Front ground recovery	<input type="checkbox"/>	
Back ground recovery	<input type="checkbox"/>	
Total duration		

All incidents of ground holds should be reported to BIST; reportittobist@leeds.gov.uk

Seclusion

School staff seclude a pupil if they detain a student in a place apart from any other person, except the member or members of staff.

Was seclusion used? <i>Tick if yes</i>	Was a staff member in the room with the child? <i>Tick if yes</i>	How was the child prevented from leaving the space? <i>This may include locking the door, blocking the exit, or through fear of punishment</i>	Duration of seclusion <i>If used multiple times, record total duration.</i>
<input type="checkbox"/>	<input type="checkbox"/>		

All incidents of seclusion should be reported to BIST: reportittobist@leeds.gov.uk

Injuries

If necessary, the pupil and staff member involved should receive a medical assessment and treatment for any injuries as soon as possible.

Name of staff member who checked child for injuries after incident	
Did the child sustain any injuries? <i>If yes, please give details.</i>	
Did the child require any further treatment e.g. First Aid, hospital treatment, etc.? <i>If yes, please give details.</i>	
Did the child suffer any other adverse impacts? <i>Any emotional, behavioural, educational, or social effects experienced by the pupil following the incident.</i>	
Did any staff sustain an injury during the incident? <i>If yes, please give details, including any further treatment required.</i>	

A CF50/CF50a should **only** be completed if the injury sustained is notifiable or reportable (as per PG103.) Minor injuries, such as those requiring no more than on-site support (first aid, wellbeing breaks etc.) do **not** require a CF50/CF50a to be completed.

Reporting to Parent

Has a report been made to parent ? <i>Please refer to DfE Guidance for reporting requirements.</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No (please explain why):
Method of contact <i>eg telephone, email, in person, etc.</i>	
Summary of key information shared with the parent <i>Add here any information shared that is additional or different to that included elsewhere in this form.</i>	
Date of contact	

Post-Incident Support

What post-incident support is specified in student's Positive Behaviour Support Plan?	
How and when was this support provided?	
Were any other post-incident actions undertaken? <i>This may include a review of BIPRA/PBSP, referral to external services, fixed-term exclusions etc.</i>	

Student Voice

Please detail views of the student following the incident <i>For pre-verbal students, this may include observations.</i>	
How was Pupil Voice collected? <i>eg. Written statement, restorative conversation, observations.</i>	
Date collected	

Staff Witness Account

Name of staff witness	
Details of the incident <i>Each staff witness should share details of their involvement or observations prior to, during and after the incident.</i>	
Date collected	

Sign Off

Name(s) of staff completing the form	Date completed

Please add any internal procedures here, such as referral to the SLT.