

Connect Academy Trust

Restrictive Intervention Policy



This policy was approved by the ELT in Sept 2026

This policy will next be reviewed by the ELT in Sept 2027.

Version	Date	Detail
1	September 2026	Policy updated in line with DfE Redtrictive Intervention guidance (April 2026), replacing 'physical' with 'restrictive'
2		
3		
4		

Contents:

Statement of intent

1. Legal framework
2. Research
3. Roles and responsibilities
4. Definitions
5. Safe touch
6. De-escalation
7. [Seclusion](#)
8. Reasonable force
9. Pupils with SEND
10. Post-incident support
11. [Recording and](#) Reporting incidents
12. Complaints
13. Monitoring and review

Statement of intent

Connect Academy Trust is committed to establishing safe physical and emotional environments where basic needs are met; safety measures are in place; and staff responses are consistent, predictable and respectful. Connect Academy Trust adopts a trauma-informed and trauma-responsive approach: creating predictable environments; prioritising psychological and physical safety; maximising choice and collaboration; and avoiding re-traumatisation. To achieve this, the school recognises that, in certain circumstances, restrictive intervention, including safe touch and the use of reasonable force, is necessary.

The Trust understands that behaviour is often a means of communication which may signal that a pupil is in need of support but does not know how to express this; therefore, the school takes a proactive approach to anticipating, managing and minimising potential triggers of distressed behaviour that may cause harm.

This policy acknowledges that situations may arise in which staff members will be required to use restrictive intervention, and in some cases reasonable force, to handle pupils' emotions or aggressive behaviour when other measures have failed to do so.

The aim of this policy is to ensure that restrictive interventions are used in a correct and safe manner, which is in accordance with the relevant legislation and national guidance. This policy sets out how safe, appropriate physical contact "safe touch" is understood and used across the Trust in a way that safeguards children, is trauma-informed, developmentally attuned and compliant with current law and Department for Education (DfE) guidance. It aims to:

- promote children's safety, dignity and wellbeing;
- support inclusion, regulation and learning;
- prevent harm and reduce the need for restrictive practices; and
- give clear procedures for when and how touch may be used, recorded and overseen.

1. Legal framework

The principal legislation to which this guidance relates are:

- the Education and Inspections Act 2006, especially sections 93 and 93A
- the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025
- the Health and Safety at Work etc. Act 1974 and associated regulations
- the Human Rights Act 1998
- the Equality Act 2010

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Education Act 2011
- Children Act 1989
- Equality Act 2010
- DfE (2026) 'Restrictive interventions, including use reasonable force, in schools'
- DfE (2026) 'Working Together to Safeguard Children'
- DfE (2026) 'Keeping Children Safe in Education'
- HM Government (2019) 'Reducing the Need for Restraint and Restrictive Intervention'
- Cambian Policy and Procedure on Use of physical intervention featuring Safety Intervention (CPI) (2021)
- The Restraint Reduction Network. <https://restraintreductionnetwork.org/>

This policy operates in conjunction with the following school policies:

- Behaviour / Relationships Policy
- Special Educational Needs and Disabilities (SEND) Policy

and Trust policies:

- Disciplinary Policy and Procedure
- Complaints and concerns Policy
- Staff Code of Conduct
- Child Protection Policy

Use of Reasonable Force to Search Pupils

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item. A member of staff can use such force as is reasonable to search for legally prohibited items, but not to search for items banned under the school rules only. Staff should refer to the [Searching, Screening and Confiscation in Schools](#) guidance document for detailed advice on searching a pupil.

Unacceptable Use of Force

It is illegal to use force on a pupil for the purpose of punishment. Pupils nose or be restrained in a way that affects their airway, breathing or circulation, for example, by covering the mouth

and/or nose, or applying pressure to the neck region or abdomen. The use of force can be dangerous, particularly where it occurs on the ground. If a pupil is unintentionally held on the ground, staff should release their holds or re-position into a safer alternative or standing position as quickly as possible. Where appropriate, the pupil should receive a medical assessment and treatment for any injuries as soon as possible. For any form of restraint, including seated and standing, there is a risk of physical and psychological harm, and it should be avoided wherever possible. Also see section 8 below.

2. Research

Research shows clearly that healthy pro-social brain development requires access to safe touch as one of the means of calming, soothing and containing distress for a frightened, sad or angry child. It is essential for all children to learn the difference between safe and unsafe touch and to experience having their strongest emotions contained, validated, accepted and soothed by a significant adult. If children are behaving in unacceptable, threatening, dangerous, aggressive or out of control ways, they have not yet learned how their strongest emotional reactions can be contained, channelled and communicated safely. In recognition of this, under special, agreed and supervised conditions, staff will consider using safe touch as one of the means available to them, for example to calm a distressed child, to contain an angry child and/or encourage or affirm an anxious child or to support a child with low self-esteem.

Safe touch used to calm, soothe and regulate a child's emotions is a needed developmental experience. The brain does not develop neuronal pathways to initiate calming and self-soothing unless and until this safe emotional regulation has been experienced within a positive relationship with a significant adult. Where children have had insufficient experience of safe touch and calming regulation, this may be a priority to help their brains to develop access to thinking, judging, evaluating and choosing mechanisms. These are sometimes known as 'higher executive skills' and they are an intrinsic part of cognitive regulation.

3. Roles and responsibilities

The ELT is responsible for:

- Monitoring the overall implementation of this policy.
- Evaluating, on an annual basis, instances of restrictive intervention to analyse how and when restrictive interventions are used and identify any trends.
- Reviewing this policy on an annual basis.
- Responding to any complaints, in liaison with the headteacher, from pupils or parents regarding the use of restrictive interventions are used.

The Headteacher is responsible for:

- Monitoring the in-school implementation of this policy.
- Deciding whether members of staff require additional training to enable them to carry out their responsibilities, considering the needs of pupils.

- Ensuring all members of staff understand the correct conduct in terms of positive handling.
- Handling any allegations of abuse in line with the Allegations of Abuse Against Staff Policy.
- Maintaining the records of the use of reasonable force and evaluating on a termly basis how restrictive intervention is used.
- Ensuring that any member of staff who uses restrictive intervention completes a log on CPOMs.
- Ensuring that the Behaviour/Relationships Policy sets out the circumstances in which restrictive intervention might be used.
- Responding to any complaints, in liaison with the Headteacher, governing body where required, from pupils or parents regarding the use of restrictive interventions.

The SENDCo/Inclusion Lead is responsible for:

- Providing training to members of staff on how to handle the needs of pupils with SEND.
- Ensuring staff understand how pupils with SEND may react differently to restrictive intervention, this should be included within an individual's Inclusion Support Plan.
- Ensuring that staff understand the additional vulnerability of pupils with SEND or medical conditions.
- Developing individual risk assessments for pupils with SEND or medical conditions that are agreed with the pupil's parents and ensuring teaching staff are aware of these.
- Ensuring that staff understand how restrictive interventions principles may need to be adapted for pupils with medical conditions.
- Evaluating on a termly basis how restrictive intervention is used with regard to pupils with SEND, in collaboration with the headteacher.
- Ensuring individual inclusion support plans are updated to include learning from incident reviews
- Ensuring incident reports are included on the agenda of TAM, EHAT or similar meetings

4. Definitions

For the purposes of this policy, [restrictive intervention](#) is used to refer to any situation in which physical contact with a pupil is necessary – this includes reasonable force, e.g. to defuse a situation in which a pupil is at risk of harming themselves or others, and safe touch, including comforting a pupil in emotional distress.

For the purposes of this policy, [reasonable force](#) is considered to refer to a broad range of actions that may be used to hold a pupil to prevent that pupil from hurting themselves or others, from damaging property, or from causing disorder. Reasonable force covers force that is necessary and proportionate to the circumstances.

There are two key types of reasonable force:

- **'Keeping safe until regulated'** – actions used in an attempt to limit a pupil's movements; this includes passive physical contact, e.g. standing between pupils or

blocking a pupil's path, or active physical contact, e.g. leading a pupil out of a classroom by their arm.

- **'Holding'** – actions used in an attempt to keep a pupil or others safe. This type of force is typically used in more extreme circumstances where the pupil is a danger to themselves or others.

For the purposes of this policy, **'safe touch'** is defined as physical contact which is appropriate when a child needs comfort to co-regulate and reduce distress. It is non-coercive, time-limited, task-related or comfort-based physical contact used to support care, education, regulation or safety. Examples: hand on shoulder to orient; hand-over-hand support in early writing; guiding a child from danger; comforting a crying child who signals consent; applying first aid.

Terminology (from Restrictive interventions including use of reasonable force in schools DfE 2026)

Restrictive intervention: a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This guidance uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

Reasonable force: a term used in legislation which includes physical interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means assessing situations carefully, using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

Significant incident: any incident where the use of force goes beyond appropriate physical contact between pupils and staff as described in 'other physical contact with pupils' within this document. This includes when physical force is used to implement a non-physical restrictive intervention.

Seclusion: a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.

Restraint: a term used in legislation referring to a safe, non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides would be considered a form of restraint.

5. Safe Touch

The Trust understands that the following examples are instances of safe touch which may occur between staff and pupils:

- Comforting an upset or distressed pupil
- Congratulating or praising a pupil
- Holding the hand of a pupil to guide them, such as when crossing a road or walking to assembly

- Giving first aid to a pupil
- Administering medicine
- Using musical instruments

Trauma-informed safe-touch practice

- **Predictability:** narrate what you plan to do; use the child's name; approach side-on; ask permission (e.g., "Would it help if I put my hand on your shoulder?").
- **Atonement & consent:** read cues; accept "no/stop"; offer alternatives (object for squeezing; grounding exercise; space).
- **Co-regulation first:** use voice, breathing, posture and environment before physical prompts.
- **Choice and control:** give options ("hand-over-hand, or shall I show first?").
- **Sensory profiles:** follow OT-informed plans; avoid touch known to be triggering.
- **Privacy & dignity:** avoid public handling; use same-gender support for intimate care where reasonably practicable, respecting individual preference and safeguarding ratios.
- **Cultural competence:** check preferences with families; adapt respectfully.
- **Reflective practice:** debrief significant events with the child and staff; restore relationships.

The Trust understands that certain types of physical contact between staff and pupils are inappropriate, e.g. cuddling, lap-sitting and some instances of holding hands, and that safe touch should never be invasive, humiliating or flirtatious.

The Trust designates that the only appropriate places on a pupil's body to touch them are their shoulders, arms and upper back.

Staff employing touch for reward or comfort will use the 'school hug', rather than an embrace. The school hug is a sideways hug whereby the member of staff places their hands on the pupil's shoulders. This type of hug prevents the pupil from turning themselves towards the member of staff and thus engaging in a 'front' embrace.

The Trust recognises that staff will sometimes need to hold a pupil's hand, e.g. to guide them or prevent them from physical harm. Staff needing to hold a pupil's hand will use the 'school hand hold' to prevent any inappropriate exchange between staff and pupils. The school hand hold involves the member of staff holding their arm out and the pupil wrapping their hand around the staff's lower arm. If required, the member of staff can then place their free hand on top of the pupils for extra security.

The Trust understands that pupils are not always aware of the boundaries between staff and pupils and thus may try to engage in physical contact, such as lap-sitting or inappropriate handholding and hugging. Should a pupil try to engage in any inappropriate physical contact,

the member of staff will explain to the pupil why it is unacceptable and encourage them to engage in the school-hug or school-hand-hold instead. Staff should avoid any physical contact with children when they are alone and cannot be observed. Any behaviour that could be misinterpreted should be reported by the staff member to their line manager as soon as practicable and on the day of the incident.

Where it is reported that a staff member has engaged, or is suspected to have engaged, in touch that is not appropriate in line with this policy and the Staff Code of Conduct, this will be handled in line with the Child Protection Policy.

6. De-escalation

The principle of de-escalation means that the school expects staff to assess whether the incident requiring a response can be resolved without restrictive intervention.

Where possible, the school implements an approach of prevention, where staff will be trained in recognising warning signs of anxiety, severe pain or distress and/or aggressive behaviour, communicating empathetically with pupils displaying such signs to aid them in regulating their emotions, and altering their environment to minimise distressing stimuli.

Teaching staff will be aware of the behavioural patterns, medical conditions and levels of need of pupils in their class and will ensure that incidents of dysregulated behaviour in the classroom are handled in line with individual pupils' needs.

Staff will not resort to physical contact or reasonable force immediately without first questioning whether there is a need to use restrictive intervention. Staff should use the CPI decision-making matrix to determine the level of risk and likelihood of a behaviour according and whether:

- Verbal de-escalation can be attempted.
- There are actions that can be taken to remove triggers from pupils, e.g. dimming the lights and encouraging quiet where a pupil is having a meltdown in response to sensory overstimulation.
- The pupil can be removed from the situation without restrictive intervention, e.g. if they will follow a member of teaching staff out of the classroom.
- The pupil has a condition or support needs that mean restrictive intervention would be inherently more dangerous, e.g. asthma which may be made worse by restrictive holds or sensory issues where physical touch would contribute to sensory overload and may provoke dysregulated behaviour.
- They have the ability, training and adequate support to physically intervene safely without causing unnecessary harm to the pupil or themselves.

Where there is no immediate risk of harm to themselves or others, destruction of property or serious disruption, reasonable force will not be used on the pupil. Any reasonable force used in situations that are non-urgent will only be used once all alternative options have been exhausted and where the staff member in charge deems that the situation is escalating.

The school understands that, in some cases, action may be required very quickly, eg in the event that a pupil attempts to run out into a busy road, or where pupils begin a violent fight with one another and staff are forced to pull the pupils apart. As staff have a duty of care to all pupils and other staff, they will not be penalised for resorting to the use of restrictive intervention or reasonable force in such situations where it is justified and perceived necessary to prevent harm to others or property in the circumstances.

De-escalation will be used with the intention of re-establishing regulation as soon as possible. Reasonable force is not used as a method of behaviour management or discipline – only as a last resort in situations that require de-escalation to prevent harm.

Connect Academy Trust has adopted the Crisis Prevention Institute's (CPI) Verbal and Safety Interventions programme which teaches management and intervention techniques to help staff manage escalating behaviour in a safe and professional manner.

Safety Interventions: Underpinning Values and Philosophy:

Care: Respect, dignity, empathy, person-centred

Welfare: Maintaining independence, choice and well-being

Safety: Protecting rights and minimising harm

Security: Safe, effective, harmonious and collaborative relationships

Safety Intervention Training

Staff who are identified as needing Safety interventions training undertake Initial training and annual refresher training

School safety (restrictive) interventions teams should be supported, by the headteacher or SENDCo, to regularly reflect on their practice and as teams to role play how they manage crisis situations.

Where the head teacher or SENDCo identifies learning from incidents or where the needs of the school are changing additional training can be arranged.

7. Seclusion

Seclusion, where a child needs to be confined in a place away from others, should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behaviour dysregulation. In such circumstances, the pupil is not acting with intent. The place of confinement should be safe and not feel threatening or intimidating to the pupil. The pupil should be supervised at all times. As soon as the immediate risk of harm has reduced, the pupil should be supported to leave. If it appears a different person or alternative space may help the person to calm the alternative will be offered as soon as practical.

Seclusions will always be recorded and reported to parents/carers. The restorative conversation should include discussions with the pupil and parents about planning to avoid seclusion in the future.

Connect schools may use internal suspension as a disciplinary alternative to an external exclusion. This is a disciplinary measure not covered by this policy and not to be confused with internal seclusion in this policy.

8. Reasonable force

Restrictive Interventions will never be used routinely. Reasonable force will only ever be required in extreme circumstances where there is reason to believe a child is at significant risk of harm. Where reasonable force is required, staff members will use actions that are appropriate and in proportion to the circumstances. The following list is not exhaustive, but provides examples of situations where the school may decide to use reasonable force where other methods of defusing a situation have been exhausted or are not appropriate:

- Members of staff need to prevent pupils risking the safety of themselves or others outside of school premises where the same range of support options are not available, e.g. on school trips.
- Members of staff must prevent a pupil from leaving an area, e.g. the classroom or school grounds, where doing so would risk their safety or the safety of others.
- A pupil is targeting a member of staff or another pupil.
- A pupil is at serious risk of harming themselves and a member of staff must intervene to prevent this.
- Children who are dysregulated and whose behaviour is impacting upon the wellbeing and/or learning of others and are refusing instructions to leave must be removed from the classroom.

All CPI trained members of staff will be permitted to use reasonable force where they believe it to be appropriate in line with their training, as long as all necessary precautions are taken. The decision to physically intervene during a situation is down to the professional judgement of the member of staff and always depends on the circumstances and the pupil's individual needs.

Reasonable force techniques that involve holding will only be used where the CPI trained staff members feel it is necessary to prevent serious harm. In general, holding will only be used briefly and prolonged holding will not be used (maximum of 10 minutes as per CPI guidance).

Where staff determine restrictive intervention is necessary, they will calmly communicate the reasons for their actions to the pupil and explain why it is necessary in a non-threatening manner. In most cases, staff will communicate this to pupils before making physical contact to minimise distress and/or further dysregulated behaviour from the pupil; however, the Trust recognises that this is not possible in some emergency situations.

Staff members will always avoid acting in a way that could cause injury; however, the Trust understands that accidental injury may occur in emergency situations where there is not

sufficient time for a considered response, e.g. bruising on a child's wrist where a staff member has grabbed them to prevent them running onto a busy road.

Where a member of staff believes that they are at risk, e.g. where an injury is likely to occur, they will not intervene in an incident without the help and assistance of another trained staff member.

Staff will also be aware that, in some instances, it will cause more distress to a pupil and may increase the risk of harm to their peers, if they are prevented from leaving an area, e.g. their classroom, using restrictive intervention. Where it is not dangerous to allow them to leave, the staff member in charge of the situation should use their judgement in allowing a pupil to remove themselves from the area, as environmental factors in the area specifically may be provoking their behaviour.

9. Pupils with SEND

The Trust will have due consideration to the risks posed by the additional vulnerability of pupils with SEND in terms of restrictive intervention and reasonable force.

The SENDCo will ensure that the stipulations of the Equality Act 2010 are adhered to in relation to reasonable adjustments, non-discrimination and the Public Sector Equality Duty, and will ensure that staff that come into regular contact with pupils with SEND are aware of the ways in which their needs can be met without reasonable force.

The Trust is aware that pupils with SEND may sometimes experience dysregulation, which can sometimes manifest in behaviour which may be challenging or seem uncontrollable. Where it is known that a pupil is prone to dysregulation, the SENDCo will draft a risk assessment to determine planned strategies for managing the pupil's behaviours that are tailored to the pupil's specific needs, to avoid the use of reasonable force. These risk assessments will be conducted in collaboration with the pupil and their parents, where appropriate.

Some pupils with SEND may require restrictive intervention when they feel overwhelmed, e.g. a hug. However, this will be discussed as part of relevant risk assessments.

Staff members will not assume that a technique employed for one pupil with SEND will be applicable to other pupils with SEND.

Staff will also be aware that pupils with SEND may engage in frequent, repetitive self-stimulatory behaviour, known as 'stimming', and that some pupils may engage in self-injurious stimming, e.g. repeatedly hitting or scratching themselves. While this can be alarming, staff will be aware that stimming is often carried out as a means of emotional regulation or self-soothing in response to stressful or overwhelming stimuli. Staff members will aim to remove distressing stimuli from the environment, where possible, or will support pupils to engage in less harmful stimming methods, e.g. by providing them with something to play with or demonstrating a less harmful stim, such as hand flapping.

Staff will be aware that holding a pupil in a way that prevents them from stimming entirely can cause extreme distress and lead to further behaviours. Self-injurious stimming and tactics to support a pupil to engage in safer stims will be included as part of the pupil's risk assessment.

Individual schools will adhere to their Special Educational Needs and Disabilities (SEND) Policy at all times.

10. Post-incident support

Following an incident of [reasonable force or restrictive intervention being used](#), all pupils and staff members involved will be given any necessary first aid to treat injuries as soon as possible, and emotional support.

Wherever Restrictive Interventions are used, staff members and pupils involved in incidents will be given separate opportunities to reflect on what happened.

A restorative conversation will involve the reason that such intervention was used, and reassurance that the use of the intervention was not a punishment for their behaviour, but rather a method of deescalating the situation and preventing them from harming themselves or others. The pupil will be asked about the reasons for their behaviour, including:

- Why their environment was causing such distress for them, e.g. in an instance of sensory overstimulation leading to dysregulation.
- Whether they feel there was anything that could have been done to meet their needs before the situation escalated.
- Whether, and how, staff actions were helpful or unhelpful.

Staff will be encouraged to reflect on their actions and how they handled the situation, and will be reassured, where appropriate, that they have acted in what they perceived to be the best interests of pupils.

Restraint Reduction

The Crisis Prevention Institute (CPI) is certified by the British Institute of Learning Disabilities and the Restraint Reduction Network as a training service. The Restraint Reduction Network is a network of organisations and individuals committed to eliminating the unnecessary use of restrictive practices. They want services to be safe, dignified and rights-respecting. CPI encourages all organisations using their training to follow the restraint reduction networks six core principles of restraint reduction.

1. Leadership towards organisational change
2. Using data to inform practice
3. Workforce development
4. Use of restraint and seclusion reduction tools
5. Involving people with lived experience
6. Post incident support and post incident reviews

Details of practices can be found at

<https://restraintreductionnetwork.org/> and <https://www.crisisprevention.com/en-GB/>

Individual schools can complete CPI's Reducing Restrictive Practices Checklist.

CPI trained staff in school use the decision-making matrix, recording and the post crisis establishment of therapeutic rapport with individuals, to ensure learning from the incident contributes to the school's restraint reduction practices

11. Recording and Reporting incidents

A written report will be kept of all **significant** incidents where restrictive intervention or **reasonable force** has been used, distinguishing between planned interventions, i.e. those in line with approved strategies for the behaviour of specific pupils, and unplanned or emergency interventions. Immediately following an incident, the member(s) of staff involved will verbally report the incident to the Headteacher and provide a comprehensive written record using CPOMs. **Incidents must be recorded as soon as practicable after the event. It should be recorded by the staff member(s) involved and must be on the same day.**

Staff must record the following details as a minimum:

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

Staff may also wish to record additional details to support their evaluation of incidents to identify best practices and areas for improvement. For example, the pupil's and/or witnesses' accounts of what happened, when and how parents were notified, and what follow-up has taken place

Records should be retained and analysed by the headteacher and SENDCO on a **regular** basis to ensure that such interventions are being used appropriately, and to identify patterns of behaviour and responses to that behaviour that may require changes to school practice, e.g. increased staff training or further behavioural or emotional support. Records **and data** should be regularly reported to the ELT and local governing body.

Where restrictive intervention or reasonable force has been used, the pupil's parents will be informed as soon as practicable after the incident and should be on the same day. This should first be discussed with the school's Headteacher/SLT. The only exception would be if it

appears to the staff member that doing so would be likely to result in serious harm to the pupil. In this instance, the staff member must report the incident to any parent(s) who it can be reported to without resulting in significant harm or, if there are none, a safeguarding referral will be made in line with the Child Protection Policy. The DSL will make the final decision as to whether it is appropriate to inform the pupil's parents of the details of an incident. Or, if not reported to any parent, to the local authority within whose area the pupil is ordinarily resident

The requirement to report applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan.

Schools should communicate this information to parents in writing. For example, via email or online messaging system.

Best practice would include inviting parents to have a follow-up discussion about the incident where appropriate. This could involve a discussion about:

- any behavioural triggers or warning signs of an impending incident
- whether any agreed behaviour support plans were followed • what de-escalation strategies were used and how effective they were
- what might be done differently in the future The school may use this information to amend any existing behaviour support plans, as needed.

If a member of staff witnesses or suspects the use of unreasonable force, where another member of staff is actively involved in restrictive intervention, they will report this to the headteacher immediately.

Any allegations against staff will be dealt with as a matter of urgency, and in accordance with the procedures outlined in the Trust's Staff Code of Conduct Policy.

The headteacher will be responsible for conducting a thorough investigation to find out the correct details of what occurred; this may include talking to other pupils about the incident, for instance those who witnessed the event.

12. Complaints

All members of staff will be made fully aware of the consequences and legal retributions that can occur following the incorrect use of restrictive intervention and force.

All complaints regarding the use of restrictive intervention or force will be investigated in a thorough and speedy manner, using the standard complaints procedure. The person making the complaint is responsible for providing evidence for their allegations, e.g. testimony of events or evidence of injury – it is not for the member of staff to prove that their actions were made reasonably.

Members of staff accused of using excessive force will not be automatically suspended as a response to the allegations. The following procedure will be adhered to:

- Careful consideration will be given to whether the case warrants a person being suspended until the allegation is resolved.

- The Headteacher and ELT will always take into account whether a staff member has acted within the law when considering whether or not to take disciplinary action against a staff member involved in an incident.
- Where a member of staff is suspended, the school will ensure that the staff member has access to a named contact that can provide support and guidance.
- The school will provide pastoral care to any member of staff who is subject to a formal allegation.

Where a safeguarding allegation is made against a member of staff that involves physical contact, e.g. holding, the strategy discussion or initial evaluation with the LADO will take into account that teachers and other school staff are entitled to use reasonable force to control or restrain pupils in certain circumstances, including dealing with dysregulated behaviour.