

Restrictive Interventions Policy

Key document details

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1. Policy Statement

This policy has been prepared in consultation with the staff, trustees and governors and sets out the arrangements for Pioneer Educational Trust. The trustees and governors regard the need for restrictive intervention of pupils as something they hope can be avoided but in extreme cases, especially to prevent a pupil harming themselves or others, including physically assaulting staff, then this policy is agreed as necessary. This policy seeks to fulfil responsibilities to the fullest extent, to ensure the provision of a safe environment for staff, pupils, parents and visitors.

This policy is to be read in conjunction with the following policies and guidance:

- Child Protection and Safeguarding Policy (inc. Allegations of Abuse Against Staff)
- Intimate Care Policy
- Health and Safety Policy
- Equality Information and Objectives
- Staff Code of Conduct
- E-safety and ICT Acceptable Use Policy
- Whistleblowing Policy
- Schools' Behaviour Policies
- DfE Restrictive Interventions, including use of reasonable force, in schools guidance
- DfE Searching, screening and confiscation guidance

2. Legislation and statutory guidance

This policy 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, in particular Article 3, which protects people from torture and from inhuman or degrading treatment or punishment.](#)
- [Keeping children safe in education 2025](#)
- [The Schools \(Recording and Reporting of Seclusion and Restraint\) \(No. 2\) \(England\) Regulations 2025](#)
- [Department for Education guidance on searching, screening and confiscation](#)
- [Department for Education Restrictive Interventions, including use of reasonable force, in schools guidance](#)

3. Underpinning Values and Principles

Everyone attending or working in a school within Pioneer Educational Trust has a right to:

- A recognition of their unique identity
- Be treated with respect and dignity
- Learn and work in a safe environment
- Be protected from harm, violence, assault and acts of verbal abuse

3.1 Aims

- To offer a secure, carefully structured environment, promoting positive behaviour, where pupils develop as confident and independent learners
- To provide all staff with the necessary support and information to enable them to understand their professional and legal responsibility in carrying out their duty of care which may, at times, involve the use of positive physical intervention
- To inform staff, pupils, parents, carers and outside agencies about the rationale and use of restrictive interventions in managing challenging behaviours warranting their use
- To establish consistent procedures for the use of all restrictive interventions ranging from seclusion to the reasonable force of pupils where necessary throughout the schools
- To clearly set out the steps for recording and reporting incidents of reasonable force, seclusion and restraint
- To protect the safety, wellbeing and dignity of all pupils and staff, and help create a positive and safe place for everyone at school
- To embed procedures in STEP practice that work towards minimal use of Restrictive Intervention (RI) and maximum use of non-intrusive intervention such as positive reinforcement, distraction and other de-escalation techniques

3.2 Underpinning Principles

- The use of force should, wherever possible, be avoided
- There are occasions when the use of force is appropriate
- When force is necessary, it must be used in ways that maintain the safety and dignity of all concerned

4. Legal Position

[Section 93 of the Education and Inspections Act 2006](#) enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
- Causing personal injury to, or damage to the property of, any person (including the pupil himself); prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise

There are occasions when restrictive intervention is an appropriate response to the risks presented in a particular situation. However, the scale and nature of any restrictive intervention must be proportionate to both the behaviour of the individual to be controlled, and the nature of the harm they might cause.

[DfE Restrictive Interventions, including the use of reasonable force, in schools guidance April 2026](#) is intended to provide clarity to help school staff feel more confident about using reasonable force where this is necessary. This DfE guidance states that no schools should have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.

[Reducing the need for Restraint and Restrictive Intervention, June 2019](#) is guidance from the Department for Education outlining how to support children and young people with learning disabilities, autistic spectrum conditions and mental health difficulties who are at risk of restrictive intervention.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder but force must never be used as punishment.

5. What do we mean by Restrictive Interventions?

5.1 Definitions

- Restrictive intervention: a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This policy 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 restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means 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 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 or removing a pupil's crutches would both be considered forms of restraint.

5.2 Examples of Restrictive Interventions:

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 staff member blocking a pupil's path if they're running towards danger (like a busy road), or staff standing between pupils to prevent a fight

Reasonable force refers to the broad range of actions used by staff that involve a degree of physical contact to restrain 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 staff member guiding a pupil to safety by the arm
- Staff breaking up a fight between pupils
- A staff member 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 of restraint could include:

- A staff member holding a pupil's arms to their sides when the pupil is attempting to harm themselves or others
- Removing a pupil's crutches

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.

6. Appropriate physical contact with pupils

Pioneer Educational Trust does not have a 'no contact' policy. We do not grant any requests by parents/carers or staff members not to use reasonable force and/or other restrictive interventions.

There are circumstances when it is appropriate for staff to have some physical contact with 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, staff should use their professional judgement, and have regard to:

- The Pioneer Educational Trust child protection and safeguarding policy and school policies, such as the behaviour 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

7. Positive behaviour management

We adopt positive behaviour management procedures to defuse and de-escalate, including:

- Requests to comply, partial agreement, negotiation
- Exposition of consequences or application of sanction
- Verbal advice and support, reassurance using calm talking, humour, distraction
- Options offered, stepping away, time out offered
- Holding without force

8. Acceptable uses of force

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

Staff can use reasonable force to prevent or stop a pupil from:

- Hurting themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils, in or out of lessons

While all staff have this power, some staff, especially those who work closely with pupils who might show challenging behaviour, are more likely to need to use it than others.

We will ensure staff are adequately trained and that risk assessments are carried out where necessary.

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

9. 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 staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

The following uses of force are never acceptable:

- Staff using force for the purpose of punishment
- Staff restraining a 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
- Staff using force on the ground. If a pupil is unintentionally held on the ground, staff should release their hold or move into a safer position as quickly as possible

10. Using reasonable force to search pupils

The headteacher and any member of staff 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 our school rules.

They can use reasonable force to search for prohibited items (as listed in the DfE's searching, screening and confiscation guidance), such as knives, weapons, stolen items or illegal drugs. They cannot use reasonable force to search for items that are banned under our school rules only, such as mobile phones. Restrictive interventions as part of a search include any action that is used to prevent, restrict or subdue movement of the body or part of the body, including

- 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 staff member blocking a pupil's path or staff standing between pupils to prevent a fight

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 staff. Please see your school's behaviour policy for more information on how we conduct searches.

11. 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 staff in effective communication strategies, such as using appropriate tone of voice and empathy to aid de-escalation
- Development of working staff-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 (See Appendix 1)
 - Strategies to help pupils calm down before their behaviour escalates
 - Making 'reasonable adjustments' where a pupil has a disability or need, to help them participate in school life as fully as possible

12. 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:

- 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 staff
- 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

13. Deciding when the use of restrictive interventions is appropriate

13.1 Necessity and proportionality

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.

Staff should always consider whether there are other ways to manage the situation, such as the de-escalation techniques outlined in 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 pupil and/or others.

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

13.2 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?

13.3 Is it proportionate?

- Staff should use the least amount of force or the least restrictive intervention for the least amount of time required to reduce the risks
- If the intervention itself is escalating the situation, staff should reconsider their approach and attempt an alternative strategy
- Staff should consider the individual circumstances of the pupil, such as their age, size and any medical conditions, SEND or other vulnerabilities

14. Pupil and staff 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 staff. Staff should always consider the potential impact on the pupil's welfare balanced against any actions taken. For example, staff 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, staff 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.

Staff 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.

Staff 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.

14.1 Support following an incident

The school will make sure each pupil 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.

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

Conversation(s) with pupils and/or staff to reflect on and talk through the incident will be part of the overall debriefing process to understand what happened during the incident and why, based on separate reflections from all parties involved. Conversations should also aim to repair and rebuild relationships through dialogue.

Wherever possible, this process will be facilitated by a staff member who was not involved in the incident. It may also include the presence of an additional person to ensure impartiality and support. The school will continue to monitor pupil and staff wellbeing and provide additional support if needed.

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

15. Considerations 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.

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

We will carry out risk assessments for pupils with SEND, where we identify that there is an increased likelihood of needing to use reasonable force and/or other restrictive interventions. We are aware of the 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.

We will utilise staff 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. We 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
- Staff members 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, we will create individual support plans for pupils with SEND. The plan will be reviewed regularly, and following any significant incident, with the pupil and parents/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 staff might be appropriate. These situations will be discussed with everyone involved and clearly written down in the plan.
- For pupils with sensory and other needs, individual support plans might need to contain specific sensory considerations, such as extreme sensitivity to touch, for example, and how this will be managed if and when restrictive interventions are required.

16. Training and risk assessments

We will make sure that all staff who are likely to need to use reasonable force and/or other restrictive interventions are adequately trained in their safe and lawful use and in preventative strategies.

We also have a duty to ensure the health, safety and welfare of our staff. Therefore, we carry out risk assessments to ensure that staff who regularly work alongside pupils where the use of reasonable force and/or other restrictive interventions may be required can do so as safely as possible. Where restrictive interventions are needed to be used for individual pupils on a regular basis, for instance, weekly or more frequently, the school should arrange for an individual risk assessment to be carried out in relation to this pupil in order to ensure the health, safety and welfare of both the pupil and staff involved.

17. Recording and reporting arrangements

We have a legal duty to record and report all:

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

17.1 Recording incidents

Our school has a clear process in place for recording the incidents listed above. All use of restrictive interventions should be recorded on CPOMS. The Restrictive Intervention Report form in the appendices should be completed and saved on CPOMS (see Appendix 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 pupil's behaviour support plan.

For significant incidents involving force, we will record:

- The names of the pupil and staff members 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

For seclusion incidents and restraint incidents, we will record:

- The names of the pupil and staff members 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

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.

17.2 Reporting incidents to parents/carers

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

We will inform parents/carers about an incident as soon as we can after it happens and will endeavour to do this on the same day. This will be undertaken by telephone, in person or in writing (e.g. by email). We 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 is:

- If a member of staff thinks that telling the pupil's parents/carers would likely result in significant harm to that pupil. In these cases, we will report the incident to any parent(s)/carer(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority where the pupil ordinarily resides.

When we report significant incidents involving force to parents/carers, we 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/carers, we will provide parents/carers with information about the incident in writing.

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/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/carers after an incident

In line with best practice, parents/carers will be invited 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

17.3 Reporting incidents to the Local Authority and Governors

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

In cases where a pupil has parents/carers and is the subject of a care order under section 31 of the Children Act 1989 or is being accommodated under section 20 of the Children Act 1989, we will report the incident to the relevant local authority in addition to the parents/carers (unless we deem it unsafe to inform the parents/carers, as set out in this policy).

Schools have a responsibility to regularly report the use of restrictive interventions to their local committee of governors. Local Committee Governors have the responsibility to track and monitor the use of restrictive interventions and ensure they are carried out in line with the requirements of this policy.

18. Complaints

Staff seek to involve parents/carers in the effective management of such situations because home involvement is frequently key to behavioural change.

Despite the care taken by staff to follow procedures and ensure that incidents are positively resolved, a small number of complaints following restrictive intervention may be expected for many reasons, e.g.:

- Pupils with severe emotional and behavioural needs may take time to accept responsibility for their actions and seek to transfer ownership of negative behaviour to others – often the staff who have ‘controlled’ them
- Some parents/carers have yet to accept that their child can behave in school in a manner dangerously violent or disruptive enough to have needed restrictive intervention
- Any act of restrictive intervention carries with it a risk of accidental harm which is difficult for the injured party (who could be either the child, member of staff or passing member of the public) to accept as such

18.1 Dealing with Complaints

Parents / carers should address complaints with schools directly in the first instance. If the situation cannot be resolved through informal discussion, the parent/carer may make an official complaint, which will be investigated according to [Pioneer Complaints Procedure](#).

Monitoring of the Policy and Practice of Procedures

Following any incident of restrictive intervention, the Headteacher will receive and read the detailed account of the incident, and interview those involved if necessary. Appropriate follow-up action may then be taken by the Headteacher and Leadership team. Any complaints will be recorded, including the nature of the complaint, the time taken to deal with them and the outcome. The executive team will be informed and can monitor that all processes were followed, patterns analysed and proactive decisions made.

18.2 Health and Safety

We will ensure that pupils are given support to understand the need for and respond to clearly defined limits, which govern behaviour in the school. Restrictive interventions are performed with due regard to ensuring the minimum risk to the safety of all concerned. Where either a pupil has a medical condition (which may make some methods of intervention inappropriate), or a history of aggressive/victim behaviour all staff should be informed of the circumstances so that an accurate risk assessment can be made.

On occasions, the decision to apply restrictive intervention procedures will be based on the need to prevent a child from harming themselves. A member of staff may request to be exempted from obligation to apply if it may endanger their own health and safety, e.g. someone who is pregnant, temporarily suffering from an injury, etc. In such a case, arrangements will be made to minimise the possibility of the member of staff becoming involved in a situation requiring the use of restrictive intervention.

APPENDIX 1

Behaviour Support Plan template for Pupils

BEHAVIOUR SUPPORT PLAN	
PUPIL NAME:	CLASS: YEAR GROUP:
Date of birth:	Medical conditions/needs:
Date plan starts:	Staff working with the pupil:
Date of next review:	
Challenging behaviour	Targets
Reasons for the behaviour	Any special educational needs (SEN) that may affect behaviour
Strategies for maintaining positive behaviour	Triggers and warning signs
Reactive strategies	Support after an incident
Skills and Talents	Achievements

BEHAVIOUR SUPPORT PLAN	
PUPIL NAME:	CLASS: YEAR GROUP:
Likes	Dislikes
Agreement: Parent/carer name Parent/carer signature Date	Staff name Staff signature Date
Support Plan evaluation and next steps:	

BEHAVIOUR PLAN - LOG OF INCIDENTS			
PUPIL NAME:		CLASS:	YEAR GROUP:
Log of incidents:			
Date	Description of behaviour	Trigger for incident	Action taken

APPENDIX 2

Restrictive intervention report

Use this form to record the details of restrictive intervention incidents and make sure you're meeting the statutory requirements.

Staff, pupil and incident details

STAFF DETAILS

Name of the member of staff who used a restrictive intervention, and who is writing this report	
Role of the member of staff who used a restrictive intervention, and who is writing this report	
Names and roles of any other staff involved	

PUPIL DETAILS

Name of pupil who a restrictive intervention was used on	
Names of any other pupils directly involved	
Any needs or circumstances of the pupil, e.g. if the pupil has SEND	
The pupil's SEN code, if they have SEN (ask your SENCO if you're not sure)	

INCIDENT DETAILS

Date of incident	
Time of incident	
Location of incident	
Approximate duration of the intervention	
Restrictive intervention(s) used	

INCIDENT DETAILS

If reasonable force was used: • What type of reasonable force was applied • The degree of force	
Were there any physical injuries to pupil and/or staff member(s)?	
Details of any physical injuries (if applicable)	
Any support provided after the incident, including any medical treatment for injuries to pupil and/or staff member(s)?	

Incident account

This should be a brief account of:

- What happened
- Why you assessed that it was necessary to use the intervention you used

You should include:

- What led up to the incident
- Any potential or identified triggers
- Any preventative or de-escalation strategies you used

You can find more support on how to write an incident report on page 2 of the accompanying staff guide.

WHAT HAPPENED

WHY I ASSESSED THAT IT WAS NECESSARY TO USE THE INTERVENTION I USED (IF NOT COVERED ABOVE)

I confirm that the information above is accurate to the best of my knowledge.

Signed: _____ Date: _____

This completed for will be stored on CPOMS in the secure pupil file

APPENDIX 3

Schools have named Safeguarding Governors who regularly review the application of policies, protocols and practice.

Trust School Details

Safeguarding Trustee: Lucy Hegarty

Safeguarding Governors

Desborough College – Mrs Marjorie Clementson

Foxborough Primary School – Mrs Jo Quinton

Trevelyan Middle School – Mrs Marjorie Clementson

Upton Court Grammar School – Mr Rajesh Sharma

Policy Monitoring and Evaluation

We are aware of the need to monitor and evaluate this policy regularly to ensure that the systems are in place to allow all of our pupils to achieve their full potential in a safe environment with appropriate and relevant support

To ensure competent, accountable and empowered practice, the focus of planned governor visits is to collect identified evidence, which may be carried out through:

- Interviews with pupils.
- Discussions with staff.
- Observations of classroom practice where this is deemed appropriate and useful.
- Reviews of documentary evidence which will show the following:
 - The identification of our strengths and weaknesses
 - The assurance that future actions are targeted to address any weaknesses
 - The recognition of our successes and the assurance that best practice is embedded
 - The cycle of school development planning
 - The allocation of resources in the most efficient and effective way to maximise their use
 - The assurance that there is consistency throughout the school/trust
 - The Identification of the needs of pupils, staff, parents and the wider community and the assurance that they are met
 - The assurance that policy and procedures meet the requirements of outside agencies