

Sherwood Primary School

Use of Restrictive Interventions Policy



June 2026

# Sherwood Primary School

## Use of Restrictive Interventions Policy



### **Sherwood Mission Statement**

We are Sherwood. Each of us unique. As one family, we thrive and excel together.

### **Sherwood Curriculum Vision**

At Sherwood, we aim to provide a creative, vocabulary-rich curriculum that inspires and challenges our children, in preparation for life in a culturally diverse and ever-changing world. High expectations, inclusive approaches and excellent teaching will form the basis of all our work. Our children will have the opportunity to read widely, explore, ask questions and become knowledgeable, independent learners. Our Curriculum will prepare our children for life-long learning.

Inspire • Explore • Achieve

### **Sherwood Values**

We have six core values that underpin life and learning at Sherwood Primary School. Our Core-Values are:

- Honesty
- Perseverance
- Respect
- Adventure
- Aspiration
- Independence

Alongside our core values, we also promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

### **Equality**

At Sherwood, we believe that equality should permeate every aspect of School life and is the responsibility of every member of our School Community.

Every member of our School Community should feel safe, secure, valued and of equal worth. We are committed to ensuring equality of education and opportunity for all pupils; irrespective of race, gender, gender variance, disability, belief, religion, socio-economic background or sexual orientation.

It is our aim to understand and tackle the different barriers which could lead to unequal outcomes for different groups of pupils in School. The Equality Act provides a framework to

support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It is our aim to celebrate and value the equal opportunity achievements and strengths of all members of our School Community.

## **Aims and scope**

At Sherwood Primary School, we strive to create a safe, secure and supportive environment for all our pupils and staff.

There are times when the use of restrictive interventions, including reasonable force and seclusion, is lawful and necessary to keep people safe. However, we understand that the use of restrictive interventions can have a significant impact on pupils, staff and parents/carers. In our school, they are only ever considered as a last resort, once all other prevention and de-escalation strategies have been exhausted.

This policy aims to:

- Minimise the need to use restrictive interventions, through early support, prevention and de-escalation strategies
- Help school staff feel confident in knowing how to use restrictive interventions safely, appropriately and lawfully, when they are necessary
- Clearly set out the steps for recording and reporting incidents of reasonable force, seclusion and restraint
- Protect the safety, wellbeing and dignity of all pupils and staff, and help create a positive and safe place for everyone at school

## **Legislation and guidance**

This policy is based on the Department for Education (DfE) guidance on restrictive interventions, including the use of reasonable force, in schools. It also meets the requirements of:

Section 93 of the Education and Inspections Act 2006

Section 93A of the Education and Inspections Act 2006, inserted by the Apprenticeships, Skills, Children and Learning Act 2009

Section 550ZA and section 550ZB of the Education Act 1996  
Equality Act 2010

Health and Safety at Work etc. Act 1974 and associated regulations

Human Rights Act 1998

Keeping Children Safe in Education

The Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025

Department for Education guidance on searching, screening and confiscation

Paragraph 16A of the schedule to The Education (Independent School Standards) Regulations 2014 (inserted by The

Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025) This policy also complies with our funding agreement and articles of association.

## Definitions

The terms we use in this policy are defined as follows. These definitions are based on the Department for Education's guidance on restrictive interventions.

**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 or a member of 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 could include:

- A staff member holding a pupil's arms to their sides when the pupil is attempting to harm themselves
- 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.

A **significant incident** is any incident where the use of force goes beyond appropriate physical contact between a member of staff and a pupil. This includes when physical force is used to implement a non-physical restrictive intervention.

## Appropriate physical contact with pupils

Our school 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:

- Our school's child protection and safeguarding policy
- Staff Code of Conduct, and any other relevant school policies
- 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

## Seclusion

As defined above, seclusion is a non-disciplinary intervention that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others. This could be through physical obstruction or by making the pupil believe that they will be punished if they leave. For example, putting a pupil into a 'holding' room until they calm down is a form of seclusion.

We only use seclusion as a safety measure when a pupil is experiencing high levels of emotional or behavioural dysregulation.

Seclusion is not used as a threat or punishment. Seclusion is not a disciplinary response to deliberate or wilful misbehaviour.

During seclusion:

- The pupil will be secluded in a safe place that does not feel threatening or intimidating to them
- The pupil will be supervised at all times, by at least 1 member of staff
- As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave.

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

## 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.

## 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

## 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 or behaviour policy.

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.

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 our behaviour policy for more information on how we conduct searches.

## **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 deescalation
- 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 implementation of Emotion Coaching (Please see our Behaviour Policy)
- The development of behaviour support plans
- Strategies to help pupils calm down before their behaviour escalates
- Making 'reasonable adjustments' where a pupil has a disability, to help them participate in school life as fully as possible

## **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:

Recognising, acknowledging and labelling the emotion of the child

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

## Deciding when the use of restrictive interventions is appropriate

### 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 section 8.1 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 pupil and/or others.

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

### Is it necessary?

- Are there other more effective, less restrictive ways to manage the situation?
- Is a restrictive intervention likely to successfully reduce the risks, or could its use escalate the situation further or cause more harm than the behaviour itself?

### Is it proportionate?

- 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

## Pupil and staff welfare

### Pupil welfare

The most important consideration when using a restrictive intervention is the safety and wellbeing of the pupil involved, as well as the safety of other pupils and 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.

### **Support following an incident**

As soon as possible after any use of restrictive intervention, our 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.

Our 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.

This follow-up conversation(s) will be part of the overall debriefing process to understand what happened during the incident and why, based on separate reflections from all parties involved. Conversations should also aim to repair and rebuild relationships through dialogue.

Wherever possible, this process will be facilitated by a 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.

### **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.

Our school is 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. Our school is aware of its 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 behaviour 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.

## Roles and responsibilities

### The Governing Body

The governing board is responsible for:

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

### The Headteacher

The headteacher is responsible for:

- Overall implementation and oversight of this policy
- Making sure that appropriate and high-quality training on preventative strategies and the safe and lawful use of restrictive interventions is provided for staff who need it, based on our school's individual context and needs
- Ensuring adequate staffing levels to support positive behaviour management
- Monitoring incidents involving restrictive interventions, including regular review of incidents to refine and improve processes
- Ensuring compliance with recording and reporting requirements

- Authorising staff to search a pupil or their belongings if they have good reason to think the pupil has a prohibited or banned item
- Following the procedures set out in our complaints policy to deal with any complaint about the use of restrictive interventions
- Following the statutory safeguarding guidance Keeping Children Safe in Education if an allegation regarding inappropriate use of force and/or other restrictive intervention is made against a member of staff

### All staff

All members of staff are responsible for:

- Making sure they have read and understood the principles of this policy and any other linked policies
- Using de-escalation techniques and positive behaviour management strategies to try to minimise and prevent the need for restrictive interventions
- Accurately recording every seclusion incident, restraint incident and significant incident involving force that they are involved in
- Reporting these incidents to the designated safeguarding lead (DSL)
- Recording any injuries that occur as part of an incident involving restrictive intervention, and following our health and safety policy to ensure these are reported to the Health and Safety Executive where necessary
- Taking part in training on preventative strategies and the safe and lawful use of restrictive interventions, if relevant to their role (this may include additional training appropriate to their responsibilities)
- Engaging in follow-up conversation(s) to debrief and reflect on incidents involving restrictive intervention that they were involved in, to help us understand what happened and why

### Designated safeguarding lead (DSL)

The DSL is responsible for:

Reporting every seclusion incident, restraint incident and significant incident involving force to each parent/carer of the pupil involved

Making sure records are kept securely and in accordance with safeguarding and data protection procedures

Contacting the local authority in cases where informing a pupil's parent/carer of the use of reasonable force, seclusion or restraint on their child would put that child at risk of significant harm.

### Special educational needs and disability co-ordinator (SENDCO)

The SENCO is responsible for:

- Working with pupils, parents/carers and relevant school staff to develop and review behaviour support plans and risk assessments for any pupils with SEND where it's been identified that there is an increased likelihood of the need to use restrictive interventions
- Ensuring staff are aware of individual pupil needs and associated behaviour support strategies
- Working with staff who know pupils well, to identify and manage risk (such as trigger points when challenging behaviour is more likely to occur)

- Working with pupils, parents/carers, staff and other relevant professionals to develop prevention and de-escalation strategies
- Advising on reasonable adjustments for any pupils with disabilities when considering prevention and de-escalation strategies
- Participating in the review of restrictive intervention incidents involving any pupil with SEND
- Providing advice and support on the application of this policy for pupils with SEND
- Contributing to staff training on SEND and behaviour management, including the use of restrictive interventions

## **Training and risk assessments**

Our school 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.

## **Recording and reporting arrangements**

We have a legal duty to record and report all:

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

## **Recording incidents**

Our school has a clear process in place for recording the incidents listed above.

Immediately following the incident, staff should verbally inform senior leaders that the event has taken place to allow for appropriate post-incident support for all involved. All incidents involving the use of reasonable force, seclusion and non-force related restraint (e.g. remove of a walking aid), must be recorded in writing, as soon as is practicable after the event, and staff should endeavour to complete the report no later than the same day. This duty applies even if restrictive interventions have been agreed with families as part of a child'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.

### **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 in writing as soon as we can after it happens and will endeavour to do this on the same day. We will do this even if the use of restrictive interventions is agreed as part of a pupil's behaviour support plan. In addition to informing families in writing, where possible, schools will invite parents/carers to discuss the incident including any relevant triggers, the effectiveness of preventative strategies, and whether the child requires a regulation plan or risk assessment or where pre-existing, require review.

There is one exception to this:

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 a copy of our written record of the incident.

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

When reporting to parents/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.

### **Reporting incidents to the local authority**

In cases where we have assessed that an incident needs to be reported to the local authority where the pupil ordinarily resides, 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 section 12.2 of this policy).

### **Complaints and allegations**

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

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

### **Monitoring and review**

This policy will be reviewed annually, in line with our Safeguarding and Child Protection Policy, by the Designated Safeguarding Lead.

At every review, this policy will be approved by the full governing board.

### **Links with other policies**

This policy links to the following policies and procedures:

- Behaviour policy

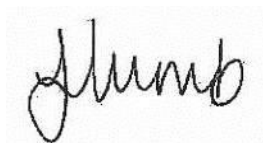
- Child protection and safeguarding policy
- Complaints policy
- Health and safety policy
- SEND policy

## Approval and Review

Approval date: June 2026

Review date: September 2027

Signed (Headteacher)

A handwritten signature in black ink, appearing to read 'J Lumb', written on a light-colored background.

Mrs J Lumb  
Headteacher

Signed (On behalf of the Governing Body)

A handwritten signature in black ink, appearing to read 'E Cockburn Hyde', written in a cursive style.

Mrs E Cockburn Hyde  
Chair of Governors

## Recording significant incidents

Use of reasonable force/restrictive intervention/seclusion	
Pupil's Name	
SEND Status	Please complete the SEND Status of the child involved in the incident.
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	
Names of other pupils involved	
Date/Time	
Approximate duration of the intervention	Please complete the time the incident ended.
Location	Please describe the location of the incident.
Supported by inclusion Plan/Risk Assessment	Please complete if the child is supported by an individual inclusion plan or risk assessment is in place.
Triggers/ antecedents	Please describe the events that led up to the incident including any known or potential triggers.
Preventative/ de-escalation strategies used	Please complete strategies used.
Rationale for use of force/restrictive intervention	

	<p>Please outline the rationale for using reasonable force/restrictive intervention in this circumstance considering: the necessity, proportionality and demonstrate how the pupils welfare was considered.</p>
<p>Incident</p>	<p>When recording incidents of reasonable force/restrictive interventions MUST include type of force used and a detailed and accurate account of the full incident.</p>
<p>Description of any injuries sustained to pupil, staff member of others</p>	<p>For recording ALL incidents of reasonable force/Restrictive interventions. Please include details of any injuries sustained to either children or staff.</p>
<p>Post incident support</p>	<p>Please detail any post incident support that was implemented. This should include details of any medical assessment, including first aid, support for child following the incident.</p>
<p>Confirm SLT have been alerted</p>	<p>Yes <input type="checkbox"/>      No <input type="checkbox"/></p> <p>Please confirm that you have verbally alerted a SLT to this incident for necessary post incident support to take place.</p>

## Recording actions for significant incidents

### Use of reasonable force/restrictive Intervention/seclusion

Date/Time	
Childs Voice	Please record the child's voice and views on the incident, including their account of what happened. You may want to include any alternative communication methods the child may use e.g. pictures, voice notes etc.
Have parents been informed?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Details of parental call	Please outline what information was shared and response from parent.
Confirmation letter provided to parents	Yes <input type="checkbox"/> No <input type="checkbox"/>
Details of any medical assessment/ first aid	Please type N/A if not required.
Action taken	Please use this space to record any further actions required e.g. risk assessment reviewed, support from external agency, restorative conversation etc. Please include details on how the child was supported after the incident.
Inclusion Plan/risk assessment reviewed?	Please confirm if a review of the inclusion Plan or Risk Assessment has taken place. If not, please explain rationale for this below.
Confirm staff de-brief taken place	Yes <input type="checkbox"/> No <input type="checkbox"/>  Please confirm staff de-brief has taken place.
Agency Involved	



## Template letter to parents

Dear Parent/Carer,

I am writing to inform you about an incident involving your child, [Child's Name], that took place at Sherwood Primary School on [Date of Incident] at [Time] in [Location]. As part of our commitment to transparency and our duty of care, we want to ensure you have all the information about what happened, the actions taken, and the support we are putting in place for your child.

### What Happened

On [Date], at approximately [Time], your child was involved in an incident in [Location]. During this incident, staff needed to use a restrictive intervention to ensure the safety of your child and others. [Describe specific intervention, e.g., "a physical hold was used to prevent harm" or "your child was accompanied to a quiet room for seclusion."]

The intervention was used in response to [describe behaviour, e.g., "behaviour that posed an immediate risk of harm to themselves/others"]. Before the intervention, staff attempted the following de-escalation strategies: [List attempts, e.g., "verbal calming, offering time out, distraction techniques"]. When these were not successful, the intervention was implemented as a last resort.

The intervention was carried out by [Staff Member Names], with [Witness Names/Titles] present as witnesses. Throughout the intervention, staff followed established protocols to ensure the safety and dignity of your child and everyone involved.

[State if any injuries were sustained by your child or staff. If yes, detail injuries and any medical treatment provided/recommended. If no injuries, state: "No injuries were sustained."] and the intervention lasted approximately [Duration].

The incident has been fully recorded on an incident form, in line with our school's policy.

### Support Provided and Next Steps

Immediately following the incident, your child was provided with emotional support and monitored by [Staff Name/Title]. We will continue to check in with them and offer any further support needed.

We will review your child's existing behaviour support plan and make any necessary adjustments. We would like to invite you to a meeting to discuss what happened, review your child's support strategies, and work together on an updated positive behaviour plan.

Please contact us if you have any questions, would like to discuss this further, or wish to request a meeting.

### **Policies, Rights, and Further Information**

Our use of restrictive interventions is governed by the School's Restrictive Intervention policy, which is available to view on our website, or a copy can be requested from the school office.

All interventions are carried out in line with the Department for Education's guidance on the use of reasonable force and relevant safeguarding legislation. You have the right to be informed, raise concerns, and appeal decisions regarding your child's care.

### **Next Steps for Parents/Carers**

Please contact us to arrange a meeting or if you have any immediate concerns. If you wish to appeal or formally raise a concern, please refer to our Complaints Policy, available on our website, or contact the school office for guidance.

### **Confidentiality and Record-Keeping**

Please be assured that all records relating to this incident are kept confidential and stored securely, in line with data protection laws and our school's record-keeping policy.

We are committed to working closely with you to ensure your child feels safe, supported, and able to succeed at Sherwood Primary School. Your input is valued and essential as we move forward together.

Thank you for your understanding and ongoing support.

Yours Sincerely,

Headteacher