



Brontë Academy Trust
Great schools. Inspirational people. Strong foundations.

**Bronte Academy Trust
Use of Restrictive
Interventions Policy
(including reasonable force and seclusion)**

Reviewed By	Approved By	Date of Approval	Version Approved	Next Review Date
AF	Trustees	UNDER REVIEW		???

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UNDER REVIEW

1 AIMS AND SCOPE

At Bronte Academy Trust 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

2 LEGISLATION AND GUIDANCE

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

- [Section 93 of the Education and Inspections Act 2006](#)
- Section 93A of the Education and Inspections Act 2006, inserted by the [Apprenticeships, Skills, Children and Learning Act 2009](#)
- [Section 550ZA](#) and [section 550ZB](#) of the Education Act 1996
- [Equality Act 2010](#)
- [Health and Safety at Work etc. Act 1974](#) and associated regulations
- [Human Rights Act 1998](#)
- [Keeping Children Safe in Education](#)
- [The Schools \(Recording and Reporting of Seclusion and Restraint\) \(No. 2\) \(England\) Regulations 2025](#)
- Department for Education guidance on [searching, screening and confiscation](#)
- Paragraph 16A of the schedule to The Education (Independent School Standards) Regulations 2014 (inserted by [The Schools \(Recording and Reporting of Seclusion and Restraint\) \(No. 2\) \(England\) Regulations 2025](#))

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

3 DEFINITIONS

The terms we use in this policy are defined as follows. These definitions are based on the Department for Education's guidance on restrictive interventions (linked to in section 2 of this policy).

Restrictive interventions are used to prevent, restrict or subdue movement of the body or part of the body. This policy uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

Examples of **restrictive interventions** could include:

- Supervised seclusion of a pupil in an area away from others, where the pupil is prevented from leaving for their own safety and/or the safety of others
- Passive physical contact, such as a 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 using 'caring cs'
- 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 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.

See section 3.2 of this policy for more information on **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.

See section 3.1 of this policy for more information on appropriate physical contact.

3.1 Appropriate physical contact with pupils

Our 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:

- Our Trust's child protection and safeguarding policy and other relevant policies, including the Intimate Care Policy, where contact involves personal care or support with toileting, washing, or dressing
- The specific circumstances, such as whether there are other adults present
- Factors including, but not limited to:
 - The pupil's age
 - Any known vulnerabilities, including whether the pupil has special educational needs and/or disabilities (SEND)
 - Whether any alternative strategies that don't involve physical contact can be used

3.2 Seclusion

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

We only use seclusion as a safety measure when a pupil is experiencing high levels of emotional or behavioural dysregulation. Seclusion is not used as a threat or punishment. Seclusion is not a disciplinary response to deliberate or wilful misbehaviour. Please see our behaviour policy for information on our response to misbehaviour.

During seclusion:

- The pupil will be secluded in a safe place that does not feel threatening or intimidating to them
- The pupil will be supervised at all times, by at least 1 member of staff, and supported to regulate
- Where possible staff should call on a second member of staff to be present

As soon as the immediate risk of harm has reduced, the pupil leaves the safe space.

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

4 ROLES AND RESPONSIBILITIES

4.1 The Trust Board

The Trust 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

4.2 The Executive 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

4.3 Behavioural Safety Leads

The Trust will designate Behavioural Safety Leads who will act as the setting's internal specialists in behaviour, physical intervention, and restrictive practices.

Their responsibilities include:

- Acting as the Trusts subject matter experts in behaviour regulation, de-escalation, and the safe use of reasonable force and restrictive interventions
- Completing enhanced “train the trainer” level training and leading the delivery of training to staff across the school
- Providing ongoing coaching, guidance, and support to staff to promote consistent, safe, and proportionate practice
- Offering professional challenge where practice does not meet expected standards, ensuring accountability and continuous improvement
- Working collaboratively with external partners, including national advisors and approved training providers, to ensure practice remains current and aligned with best practice guidance (e.g. UK Department for Education recommendations)
- Supporting the development, implementation, and review of behaviour support plans and risk assessments for individual pupils
- Undertaking a delegated role in the review of behaviour incidents, including those involving physical intervention, to identify patterns, learning, and areas for improvement
- Monitoring and quality assuring record keeping to ensure accuracy, consistency, and compliance with school policy and statutory expectations
- Contributing to reporting and evaluation processes, including sharing trends and insights with senior leaders and governors

Behavioural Safety Leads will work closely with senior leadership but will take a defined role in supporting oversight of incidents and record-keeping processes, helping to distribute leadership responsibility while strengthening expertise and consistency across the school.

4.4 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.
- Making sure, where possible, they have called on a second member of staff to be present when using any restrictive intervention.
- Accurately recording every seclusion incident, restraint incident and significant incident involving force that they are involved in
- Reporting these incidents to a designated/deputy 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

4.5 Designated safeguarding lead (DSL)

The DSL and DDSLs are responsible for:

- Supporting staff to report seclusion incidents, restraint incidents and significant incidents involving force to parent/carers 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 (see sections 12.2 and 12.3 of this policy)

4.6 Special educational needs co-ordinator (SENCO)

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

5 ACCEPTABLE USES OF FORCE

All our Trust 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. See section 11 of this policy for information on training and risk assessments.

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

6 UNACCEPTABLE USES OF FORCE

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

Our 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

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

7 USING REASONABLE FORCE TO SEARCH PUPILS

The Executive headteacher/head of school and any member of staff authorised by the Executive headteacher/head of school 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.

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.

8 PREVENTION AND DE-ESCALATION STRATEGIES

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

Our whole-school approach includes:

- Consideration of how our school and classroom environment can support all pupils to achieve and thrive
- Sharing best practice for whole-class behaviour management, and for managing communal spaces such as corridors and playgrounds
- Training 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 Emotional support plans
 - Strategies to help pupils calm down before their behaviour escalates
 - Making 'reasonable adjustments' where a pupil has a disability, to help them participate in school life as fully as possible

8.1 De-escalation when a situation arises

When a situation arises where a restrictive intervention may be considered, staff must prioritise de-escalation strategies wherever possible. Effective de-escalation is based on anticipation, early intervention, and consistent, informed practice.

8.1.1 Preventative Approaches

De-escalation begins before behaviour escalates. Staff should:

- Seek to understand potential triggers, including (but not limited to):
 - Sensory overload
 - Changes in routine
 - Communication frustration
 - Anxiety, fatigue, or hunger
 - External factors such as events at home
- Use proactive strategies, such as early removal to a safe or quiet space at the first signs of distress
- Be familiar with individual pupils' needs, behaviour support plans, and risk assessments
- Recognise early warning signs of dysregulation, which may include:
 - Withdrawal or shutdown
 - Repetitive behaviours
 - Raised voice
 - Refusal
 - Pacing
 - Disengagement

8.1.2 Core De-escalation Strategies

In responding to emerging behaviours, staff should:

- Regulate themselves first and model calm behaviour (e.g. low voice, slow movements, non-threatening body language) switching staff member if needed.
- Reduce demands and offer an exit strategy, such as a break or time in a calm space
- Use clear, simple communication (one instruction at a time, short sentences, allowing processing time)
- Avoid excessive questioning, particularly when a pupil is distressed
- Offer choices where appropriate, rather than issuing demands

- Adjust the environment (e.g. reduce noise, move peers away, guide the pupil to a quieter space). This must not be presented as a punishment
- Use reassurance and validating language to acknowledge the pupil's feelings
- Use distraction and redirection where appropriate
- Allow time and space; silence can be effective for overwhelmed pupils

Failure to use appropriate de-escalation strategies may increase the likelihood that restrictive intervention becomes necessary.

9 DECIDING WHEN THE USE OF RESTRICTIVE INTERVENTIONS IS APPROPRIATE

9.1 Necessity and proportionality

The decision on whether to use restrictive interventions is down to the professional judgment of the 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. Where possible staff should call on a second member of staff to be present during the use of a restrictive intervention

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

9.2 Pupil and staff welfare

Pupil welfare

The primary consideration when using any restrictive intervention is the safety and wellbeing of the pupil, alongside that of other pupils and staff.

Restrictive interventions can be experienced as distressing or traumatic. Staff must therefore approach all situations with care, compassion, and respect, recognising that pupils may have both known and unknown vulnerabilities.

Where an intervention is necessary, staff must:

- Preserve the pupil's dignity at all times, including careful consideration of the environment (avoiding, where possible, intervention in front of peers)
- Communicate calmly and clearly, using simple language and allowing processing time
- Remain attuned to the pupil's emotional state and respond accordingly, reducing or stopping the intervention as soon as it is safe to do so

In line with the school's de-escalation approach, staff should use the least restrictive option, for the shortest time possible, and view behaviour as communication. All actions must be proportionate, necessary, and guided by a trauma-informed, respectful approach.

Support following an incident

Following any use of restrictive intervention, the school will ensure a structured and supportive follow-up process is implemented as soon as possible. This process is essential to safeguard wellbeing, identify learning, and reduce the likelihood of future incidents.

A follow-up is not solely a conversation, but a coordinated response that supports both the pupil and staff, and informs future practice.

The school will:

- Undertake a structured debrief with staff involved, led where possible by a trained member of staff not directly involved in the incident. This will focus on:
 - Understanding how the incident escalated
 - Identifying any missed opportunities for earlier intervention
 - Reviewing the effectiveness of de-escalation strategies used
 - Identifying actions to prevent recurrence
- Provide a supportive, restorative discussion with the pupil, at an appropriate time when they are calm, to:
 - Help them process the incident
 - Identify triggers and feelings
 - Reinforce strategies to support future self-regulation
 - Repair relationships where needed
- Offer formal pastoral support to the pupil, focused on emotional wellbeing, identifying triggers, and developing a personalised toolkit of strategies to reduce future incidents
- Engage with parents/carers, including:
 - Informing them of the incident
 - Offering a meeting to discuss what happened and next steps
 - Considering whether additional support is required for the pupil and/or family, including early help or external services where appropriate
- Review or implement Behaviour Risk Assessments and Emotional Support Plans ensuring that:
 - Any existing plan is evaluated and updated if it has not been effective
 - Appropriate strategies, adjustments, and preventative measures are clearly identified#
 - Provide appropriate support for staff involved, recognising the potential emotional impact of the incident. This may include access to pastoral support, supervision, or a trained mental health first aider
- Offer support to other pupils or staff who witnessed the incident, where appropriate

Review records and identify patterns or trends, informing wider practice, training needs, and policy development

10 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 Emotional 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

11 TRAINING AND RISK ASSESSMENTS

Bronte Academy Trust 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.

12 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

12.1 Recording incidents

Our Trust has a clear process in place for recording the incidents listed above. These incidents are reported on a paper form and uploaded to the schools safeguarding system (CPOMS), which automatically alerts the DSL, Behaviour Safety Lead and SENDCO. - A copy of this report is provided to the parent/carer on the same day the incident has taken place.

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 pupils and staff members directly involved. It may all be appropriate to name any witnesses; however, the names of pupils must remain confidential.
- 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 on CPOMS and retained in line with our data protection procedures.

12.2 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. We will do this even if the use of restrictive interventions is agreed as part of a pupil's behaviour support plan.

There is 1 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 (see section 12.3 of this policy)

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 the original report form. Steps will be taken to anonymise any additional pupils involved. Parents will be asked to sign the form to evidence they have had an opportunity to read and discuss 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.

Following up with parents/carers after an incident

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

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

- What might be done differently in the future

12.3 Reporting incidents to the local authority

In cases where we have assessed that an incident needs to be reported to the local authority where the pupil ordinarily resides (as outlined in section 12.2), this report will include all the information that we would normally share with the pupil's parents/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).

13 COMPLAINTS AND ALLEGATIONS

Any complaints about the use of restrictive interventions will be handled through our Trust's complaints policy, which you can find on the Trust 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](#).

14 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
- Intimate Care Policy

15 MONITORING AND REVIEW

This policy will be reviewed on an annual basis by the Trustees.

Declaration of Responsibility

This Use of Restrictive Interventions Policy (including reasonable force and seclusion) was reviewed and formally adopted by Bronte Academy Trust on

.....UNDER REVIEW.....Date

.....Signed Chair of Trustees

.....Signed Chief Executive Officer