



## **Restrictive interventions, including use of reasonable force, in schools**

<b>Policy Creation &amp; Review</b>	
<b>Author(s)</b>	Safeguarding Team
<b>Last review date</b>	January 2022
<b>Ratified by Governing Body</b>	April 2026
<b>Next Review Date</b>	April 2027 (DfE updates)
	Previously known as Positive Handling & Restraint

**ELLEN WILKINSON PRIMARY SCHOOL**  
**Restrictive interventions, including use of reasonable force, in schools**

**This policy is based on the 2026 DFE Guidance on 'The use of Reasonable Force' for Headteachers, Staff and Governing Bodies in schools.**

## **1. Rationale**

### **What is the aim of the policy?**

The aim of this policy is to ensure that all pupils and adults at Ellen Wilkinson Primary School are kept as safe as possible and any risks of injury are kept to a minimum.

All adults have a duty of care to themselves and all other pupils and adults.

This means that restrictive interventions, including the use of reasonable force may be used if a pupil is hurting themselves or another pupil or adult or if damage is taking place to the school which could result in further injury e.g. breaking glass windows etc

### **Relevant legislation**

The principal legislation to which this guidance relates are:

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

## **2. Policy Statement**

The school takes seriously its duty of care to pupils, employees and visitors to the school. The first and paramount consideration is the welfare of the children in our care and the welfare and protection of the adults who look after them.

Section 550 of the Education and Inspections Act 2006 describes the circumstances in which teachers and others authorised by the Head Teacher may use reasonable force to control or restrain pupils. Further guidance is also outlined in DFE "Use of reasonable force, Advice for headteachers, staff and governing bodies" (2013 reviewed 2015).

This policy details how we implement this and is designed to help staff to ensure that any actions they take are reasonable, proportionate and absolutely necessary.

Staff at EWPS recognise that the use of reasonable force is one of the last in a range of strategies available to secure pupil safety / well-being and also to maintain good order and discipline. This also meets their duty to intervene in order to prevent pupils from hurting themselves or others.

## **3. Alternatives to Physical Controls**

Before physical intervention becomes necessary staff will take effective action to reduce risk. They can:

- Show care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiation, reason and distraction
- Have a calm and non-confrontational approach
- Give clear directions for pupils to stop
- Remind them about rules and likely outcomes
- Well-chosen language is used to de-escalate situations
- Remove an audience or take vulnerable pupils to a safer place
- Make the environment safer by moving furniture and removing objects which could be used as weapons
- Use positive touch to guide or escort pupils to somewhere less pressured
- Ensure that colleagues know what is happening and get help
- If staff feel their presence is counterproductive, they should withdraw to allow someone else to deal with the situation

## 4. Definition of terms

### 4.1 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.

### 4.2 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.

### 4.3 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.

### 4.4 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.

### 4.5 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. The various restrictive interventions above have been defined for completeness and should not be construed as an endorsement or otherwise for their use in schools. Some will not be relevant to most schools.

## 5. Understanding restrictive interventions

### 5.1 Who can use reasonable force?

All members of school staff have a legal power to use reasonable force in certain circumstances. To prevent or stop a pupil from:

1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property
4. causing disorder among pupils at the school, whether during a teaching session or otherwise

Staff who are likely to need to use reasonable force and/or other restrictive interventions **should** be adequately trained in its safe and lawful use and in preventative strategies. We trust school leaders to make decisions on training based on their school's individual contexts and needs.

When deciding what formal staff training is required, school leaders should ensure that the chosen training reflects the principles of this guidance. Employers have a duty to ensure, so far as is reasonably practicable, the health, safety and welfare of their employees. Therefore, schools should 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.

### 5.2 When can reasonable force be used?

- There is a power, not a duty, to use force so members of staff have discretion whether or not to use it. However, teachers and other school staff have a duty of care towards their pupils and it might be argued that failing to take action (including a failure to use reasonable force) may in some circumstances breach that duty.
- Whether the force used is reasonable will always depend on the particular circumstances of the case. The use of force is reasonable if it is proportionate to the consequences it is intended to prevent. This means the degree of force used **should be no more than is needed to achieve the desired result.**
- In school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- Staff at Ellen Wilkinson Primary School will always try to use a range of other strategies to minimise the risk of needing to use force or restraint such as distraction, time out or negotiation with the pupil.
- If a pupil is asked to leave an area, due to their aggressive behaviour, and they refuse to move away to calm down, the rest of the pupils will be moved away from the situation to try to maintain their safety.

### 5.3 Reasonable force may be used at Ellen Wilkinson Primary School in the following examples to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so and it is not possible to remove the other pupils safely.
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

### 5.4 Reasonable force will never be used at Ellen Wilkinson Primary School:

- as a punishment – it is always unlawful to use force as a punishment. The children's own liberty will not be restricted unless there is an immediate threat of risk to life and the staff member is on the phone to the Police.

## 6. Use of reasonable force to search pupils

Head teachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item. A member of staff can use such force as is reasonable to search for legally prohibited items, but not to search for items banned under the school rules only. Staff should refer to the Searching, Screening and Confiscation in Schools guidance document for detailed advice on searching a pupil. <https://www.gov.uk/government/publications/searching-screening-and-confiscation>

- In addition to the general power to use reasonable force described above, the headteacher and authorised staff (senior teachers as designated by the headteacher) can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items":
  - knives and weapons
  - alcohol
  - illegal drugs
  - stolen items
  - tobacco and cigarette papers
  - fireworks
  - pornographic images
  - any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.
- Force will not be used to search for items banned under the school rules, such as toys.
- The member of staff conducting a search must be the same sex as the pupil, and there must be another member of staff present to witness, unless:
  - The person doing the search believes there's a risk that serious harm will be caused if the search isn't urgently carried out, and
  - In the time available, it's not reasonably practicable to use a staff member who is the same sex as the pupil or for a witness to be present. If the above is the case, the person doing the search should report it immediately. Any searches for prohibited items will be recorded in our school's safeguarding reporting system.

## 7. Unacceptable uses of force

It is illegal to use force on a pupil for the purpose of punishment. Pupils should not be restrained in a way that affects their airway, breathing or circulation, for example, by covering the mouth and/or nose, or applying pressure to the neck region or abdomen. The use of force can be dangerous, particularly where it occurs on the ground. If a pupil is unintentionally held on the ground, staff should release their holds or re-position into a safer alternative or standing position as quickly as possible. Where appropriate, the pupil should receive a medical assessment and treatment for any injuries as soon as possible. For any form of restraint, including seated and standing, there is a risk of physical and psychological harm, and it should be avoided where possible.

## 8. Other physical contact with pupils

Schools should not have a 'no contact' policy. Additionally, schools should not grant any requests by parents or staff members not to use reasonable force and/or other restrictive interventions. The adoption of a 'no contact' policy at a school can leave staff unable to intervene where reasonable in the circumstances to fully protect pupils. School leaders should adopt sensible policies which allow and support their staff to make appropriate physical contact. 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 and other restrictive interventions. This will depend on the circumstance, but examples of occasions when physical contact is generally appropriate include:

- to give first aid

- to guide or escort pupils, such as holding the hand of a pupil at the front/back of the line when going to assembly, when walking together around the school or on a school trip, or when helping a pupil to a space they have chosen to access to self-regulate
- to comfort a distressed pupil
- to congratulate or praise a pupil, for example a pat on the back or a handshake
- to demonstrate how to use a musical instrument
- to demonstrate exercises or techniques during PE lessons or sports coaching

In assessing whether physical contact is appropriate in a given situation, the member of staff should use their judgement and have regard to:

- the school's child protection (or any other relevant) policy
- the applicable circumstances, such as whether there are other adults present
- the individual pupil's age
- any other material factors, including but not limited to whether:
  - o the pupil has SEND or other vulnerabilities
  - o any alternative strategies that do not include physical contact can be used

## 9. Seclusion

Seclusion - a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving - should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the pupil is not acting with intent. Seclusion should not be implemented by staff through threat of punishment.

The place to which the pupil is confined should be safe and not feel threatening or intimidating to the pupil. The pupil should be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil should be allowed to leave.

An incident involving the use of seclusion must be recorded and reported in accordance with the procedures outlined in the section on 'Recording and reporting duties'.

[https://assets.publishing.service.gov.uk/media/6943dad6501cdd438f4cf5aa/Restrictive\\_interventions\\_including\\_use\\_of\\_reasonable\\_force\\_in\\_schools.pdf](https://assets.publishing.service.gov.uk/media/6943dad6501cdd438f4cf5aa/Restrictive_interventions_including_use_of_reasonable_force_in_schools.pdf)

Seclusion, as defined in DfE guidance *Restrictive Interventions, including use of reasonable force in schools - April 2026*, is not a disciplinary response to deliberate or wilful misbehaviour. There are disciplinary measures that are similar, such as removal from the classroom. Schools should refer to the Behaviour in schools guidance for further information on these and other disciplinary measures.

<https://www.gov.uk/government/publications/behaviour-in-schools--2>

## 10. Determining when use of restrictive interventions is appropriate

There will be times when school staff may need to use restrictive interventions, and they should know this option may be available to them. The decision on whether it is reasonable to use a restrictive intervention depends on the individual circumstances of each situation. To make this assessment, the member of staff should consider the following:

### Is it necessary?

- Staff should consider whether there are other more effective, less restrictive ways to manage a situation.
- Staff should assess whether a restrictive intervention is likely to successfully reduce the relevant risks, or whether its use would escalate the situation further or cause more harm than the behaviour itself.
- Where possible, staff should communicate with other staff members to understand any broader risks in the environment.

### Is it proportionate?

- Staff should use the least amount of force or least restrictive intervention necessary for the least amount of time required to reduce the relevant risks.
- If the intervention itself is escalating the situation, staff should reconsider their approach and attempt an alternative strategy.
- Staff should consider the personal circumstances of the pupil such as medical conditions, special educational needs or other vulnerabilities, their characteristics such as age and size, and must consider relevant equality implications under the Equality Act 2010.<sup>14</sup>

### Have you considered the pupil's welfare?

- Staff should consider the impact on the pupil's overall welfare, balanced against any actions taken. For example, pupils who have experienced an adverse life event, with diagnosed or undiagnosed medical conditions or sensory impairments, past trauma or neglect, communication difficulties, or other needs, may find the use of restrictive interventions particularly distressing.

- Staff should seek to maintain respect for a pupil's dignity. This may include, where possible, considering the location and environment where any intervention is used, such as in front of their peers.
- Where possible, staff should clearly and calmly communicate to the pupil what is happening, why, and explain what the pupil needs to do.
- For pupils with difficulties with speech, language and communication, or with English as an additional language, verbal and/or non-verbal strategies should be used to ensure the pupil understands what is happening and has adequate time to process information and respond.
- 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.

This list of factors is not exhaustive, and staff should also take into account other relevant considerations. Training on the use of restrictive interventions should equip staff to judge when it is appropriate to use restrictive interventions, including in situations where quick decisions are needed. It should also help staff understand how to assess whether their response is reasonable under pressure.

If an assessment has been made to use restrictive interventions, staff should be supported in their decision making

## 11. Communicating our school's approach to the use of force

- Ellen Wilkinson Primary School has a clear behaviour policy and this policy is known to, and understood by, all staff. It is also shared with parents and pupils in school and on the school website.
- At Ellen Wilkinson, we take into account our legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEND).
- School staff have a duty of care to all pupils and other adults therefore we do not require parental consent to use force if required.
- By taking steps to ensure that staff, pupils and parents are clear about when force might be used, our school will reduce the likelihood of complaints being made when force has been used properly. The SLT will review the incidents of using reasonable force to identify any patterns of behaviour

## 12. Using force

- A panel of experts identified that certain restraint techniques presented an unacceptable risk when used on children and young people. The techniques in question are:
  - The 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
  - the 'double basket-hold' which involves holding a person's arms across their chest; and
  - the 'nose distraction technique' which involves a sharp upward jab under the nose.

## 13. Telling parents when force has been used on their child

- At Ellen Wilkinson Primary School, in the event of a serious incident involving the use of force or restraint, school staff would always notify parents/carers. Staff will show that restraint was used as a last resort.
- In deciding what is a serious incident, our teachers will use their professional judgement and consider the:
  - Pupil's behaviour and level of risk presented at the time of the incident.
  - Degree of force used.
  - Effect on the pupil or member of staff.
  - The child's age; and
  - whether the pupil has any special educational needs or disabilities.

## 14. What if a pupil complains when force is used on them?

- All complaints about the use of force will be thoroughly, speedily and appropriately investigated by the Headteacher / Governing Body.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- The DFE guidance states that when a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- It is recommended by the DFE that suspension must not be an automatic response if a member of staff has been accused of using excessive force. The Headteacher will refer to the "Dealing with Allegations of Abuse against Teachers and Other Staff" guidance where an allegation of using excessive force is made against a teacher. This

guidance makes clear that a person must not be suspended automatically, or without careful thought. As a school, we would seek further advice from the Local Authority in any such matter.

- The Headteacher / Governing Body will consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school will ensure that the teacher has access to a named contact who can provide support.
- The Governing Body will always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- As employers, schools and local authorities have a duty of care towards their employees. Our school will provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

## **15. Consideration for pupils with special educational needs and/or disabilities (SEND)**

Some children and young people with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Triggers may include pain, sensory overload, unfamiliar situations or environments or feelings of fear and anxiety. In particular, pupils who are non-verbal or find verbal communication challenging may express their needs, discomfort or confusion through actions. This can lead to pupils with SEND being disproportionately subject to the use of restrictive interventions. Schools should seek to understand the underlying triggers of challenging behaviour so that they can provide proactive support, create an inclusive environment and consider the impact of school policies on pupils with SEND. For example, schools should consider how the school culture and environment may be experienced differently by pupils with SEND and seek to support pupils to cope with situations that they may find distressing.

Schools should 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. They should also work with the pupil, parents and other professionals to develop prevention and de-escalation strategies.

Depending on the circumstances, examples of strategies may include:

- removing stimuli that may be causing distress
- changing body language, facial expression, and/or tone of voice
- supporting the pupil to express their emotions before getting overwhelmed
- engaging the pupil in an activity which can help them manage their feelings of anxiety
- distracting the pupil in something that interests them or by introducing familiar objects and activities to redirect their attention

Where appropriate, school staff should work with pupils with SEND and their parents in the co-production of any necessary behaviour support plans. Behaviour support plans should outline any adjustments, such as to address aspects of the school environment which the pupil finds challenging and ways for pupils to communicate their needs effectively.

Behaviour support plans should detail circumstances where it may be appropriate for staff to have increased physical contact with a pupil. This should be discussed in conjunction with the relevant people, such as teachers, parents, the pupil, pastoral staff or health professionals, and parameters around its use stated clearly in the plan. Where there is an identified risk, such as increased likelihood in the need to use reasonable force and/or other restrictive interventions, schools must have risk assessments in place and where possible, mitigate risks such as through training and prevention strategies. Whether the use of restrictive interventions is appropriate will depend on the circumstances, irrespective of whether it has been considered as part of a behaviour support plan.

Any behaviour support plans should be reviewed with the pupil and their parent periodically and following any significant incident, so that changes can be made based on evidence of what has worked and what has not worked in practice for the individual pupil. Where a pupil has a disability, the school has a duty under the Equality Act 2010 to take reasonable steps to avoid disadvantage so that the pupil can fully participate in the education provided by the school, and that they can enjoy the other benefits, facilities and services that the school provides for pupils.

## **16. What about the use of force or restraint while on a school trip or residential visit?**

- The power may be used where the member of staff is lawfully in charge of the pupils, and this includes while on school trips. In the cases of all trips and residentials, a detailed risk assessment is written by the trip leader. Part of this risk assessment will include the risk of particular pupils who may find it difficult to manage their behaviour in an appropriate and safe manner. A detailed plan will be put in place for such pupils and additional adults will attend to support these pupils. Telephone contacts for parents and carers are always taken on visits so that they can be contacted if needed.

## 17. Pupils With Known Behavioural Difficulties

Children with special educational needs are identified through the procedures outlined in the Special Educational Needs Policy. If a pupil is identified as having special needs which include social and emotional difficulties then a risk assessment will be carried out on the pupil. If a pupil begins to show a tendency towards disruptive behaviour or violent behaviour, even if they are not on the Inclusion register, then a risk assessment will also be carried out on that pupil. The risk assessment will be carried out by the Inclusion Leader in collaboration with the class teacher, and other relevant staff, the learning mentor, and the Headteacher or deputy head teacher. If a class teacher feels that a pupil needs a risk assessment then they should inform the Inclusion Leader and agree a time to prepare the risk assessment. The purpose of the risk assessment is to identify the potential hazards which the pupil presents and detail the action which needs to be taken to deal with the behaviour. The aim is to keep the use of restrictive physical intervention with the pupil to a minimum.

## 18. Risk Assessment

Informal risk assessments should be a routine part of life for staff working with pupils who may exhibit challenging behaviour. Responsible staff should think ahead to anticipate what might go wrong. If a proposed activity or course of action involves unacceptable risk the correct decision is to do something else.

Confidence and competence are often related to the level of staff training. Other than in an emergency, staff should only attempt physical controls when they are confident that such action will result in a reduction of risk. When faced by challenging behaviour, or even in a fight situation, the judgement may be that by becoming involved, the member of staff will increase the chance of somebody getting hurt. In this, the correct decision is to hold back from the physical controls.

## 19. Use of Reasonable Force Plans

Risk management is regarded as an integral part of behaviour management planning. All pupils who have been identified as presenting a risk should have a Reasonable Force Planshe plan details any strategies which have been found to be effective for that individual, along with any particular responses which are not recommended. If particular physical techniques have been found to be effective they should be named, along with alerts to any which have proved ineffective or which caused problems in the past. Reasonable Force Plans should be considered alongside the Statement and any other planning documents which relate to the pupil. They should take account of age, gender, level of physical, emotional and intellectual development, special needs and social context. Reasonable Force Plans should result from multi-professional collaboration and be included in a Pastoral Support Plan or EP.

## 20. Recording and reporting the use of seclusion and non-force related restraint

Governing bodies of maintained schools and the proprietors of other schools must ensure that a procedure is in place for recording each seclusion or restraint incident as part of the school's duty under the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025.

As outlined in this policy, an incident of restraint may occur with or without direct physical contact. For restraint incidents that occur without direct physical contact, for example, the removal of a walking aid, these must be recorded under the procedures outlined in this section. This should be done via the staff portal on the google drive and clicking on the relevant button.

Incidents must be recorded in writing as soon as practicable after the event. It should be recorded by the staff member(s) involved and they should endeavour to do this no later than the same day. Additional accounts including witness statements and action planning may be added to this log as needed. These documents should be put in the Safeguarding Folder on the Google Drive in Use of Reasonable Force (previously Positive Handling)

The procedure must require that a record of any such incident is made in writing as soon as practicable after the incident. The requirement to record applies even if the use of seclusion or restraint in certain circumstances is agreed with parents as part of a pupil's behaviour support plan.

Whenever force is used the incident must be reported to the Headteacher or Deputy as soon as possible (if they were not already involved) and subsequently recorded. Information recorded includes:

- The name of the pupil and the date of the incident
- The location and time of the incident
- The circumstances and significant factors leading up to the incident
- A description of the pupil's behaviour

- Strategies used to control the behaviour
- The reason for using physical intervention
- A description of the physical intervention used
- Whether the pupil, other pupils, or staff experienced any injury
- How and when the parent was informed and the response (they should also be provided with a copy of the log on request)

Governing bodies of schools maintained by local authorities must ensure there is a procedure for supplying a copy of the written record of the seclusion or restraint incident to parents..

Parents must be informed as soon as practicable after the incident and schools should endeavour to do this no later than the same day. Exceptions to the requirement to report are where:

- the pupil is aged 20 or over; or 17
- it appears to the staff member that doing so would be likely to result in serious harm to the pupil. In this instance, the staff member must report the incident to any parent(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority within whose area the pupil is ordinarily resident.

The requirement to inform parents applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan. Best practice would include inviting parents to have a follow-up discussion about the incident where appropriate. This could involve a discussion about:

- any behavioural triggers or warning signs of an impending incident
- whether any agreed behaviour support plans were followed
- what de-escalation strategies were used and how effective they were
- what might be done differently in the future

The school may use this information to amend any existing behaviour support plans, as needed. In circumstances where a restraint incident also constitutes a significant use of force, schools only need to follow the reporting procedure for significant use of force incidents under section 93A of the Education and Inspections Act 2006 as outlined above. The same information does not need to be reported twice. However, if a restraint incident does not constitute a significant incident of use of force, for example, the removal of a walking aid, this must be reported under the procedures outlined in this section.

## **21. Monitoring and Evaluation**

The SLT will ensure that each incident is reviewed and instigate further action as required. The school Restrictive Interventions, including use of reasonable force log is open to external monitoring and evaluation.

Following an incident, consideration may be given to conducting a further risk assessment, reviewing the Use of reasonable force plan, Behaviour Management Programme or this Policy. Any further action in relation to a member of staff, or an individual pupil, will follow the appropriate procedures.

This policy will be reviewed by the Curriculum Committee of the Governing Body every three years or when there is significant changes made by the Government

## **22. Guidance for governing bodies and proprietors on using data**

The governing body of a maintained school and the proprietor of other schools must take all reasonable steps to ensure that the school's procedures for recording and reporting the use of force and seclusion and restraint are complied with. Governing bodies and proprietors should regularly review and interrogate data on restrictive interventions to ensure school leaders:

- identify and implement improvements to policies and practices, particularly where approaches have been used for some time but have not been effective.
- identify areas of learning and development for school staff, supporting specific departments and teachers to improve understanding and practice.
- understand pupils' repeat patterns and triggers to interrogate the effectiveness of pupil support measures, share this information with teachers who work with those pupils to better support them and, where appropriate, their parents, to establish a behaviour support plan or revise an existing plan.
- identify any disproportionate use of restrictive interventions in relation to pupils who share protected characteristics, have SEN, or other types of vulnerability.

Governing bodies and proprietors should consider the limitations of data and what can be inferred from it. Analysis should be proportionate and avoid over-interpreting small subgroups of people.

### 23. Other relevant Policies

This policy should be read in conjunction with:

- Positive Behaviour Policy
- Health and Safety Policy
- Child Protection & Safeguarding Policy
- Break expectations
- Staff code of conduct
- Inclusion Policy
- Intimate Care Policy

