



Behaviour Policy

including restrictive interventions,
reasonable force and seclusion

2026 – 2027

This redraft aligns the policy with Restrictive interventions, including use of reasonable force, in schools (DfE, in force 1 April 2026), the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025, and current DfE behaviour and exclusions terminology.

Version control

Version	Author	Purpose / change	Date
1.0	SLT	Initial draft policy	01.07.2020
1.1	SLT	Addition of section on unacceptable behaviour, including low-level concerns (KCSIE 2021) and derogatory language	01.12.2021
1.2	DSL	Link to child-on-child abuse in Safeguarding & CP policy; sanctions detail; reasonable force recording; Restraint Recording Form added	Sept 2023
2.0	SLT	Full redraft. Restrictive interventions section rewritten for DfE April 2026 guidance and the 2025 Regulations. New sections on seclusion, behaviour support plans, post-incident support, and statutory recording and reporting. Terminology updated "fixed-term exclusion" to "suspension" and other minor adjustments. Recording forms revised to capture the statutory minimum dataset.	Summer 2026

Approved by: Proprietor

Date of approval: 17 August 2026

Ratification: to be ratified by the Advisory Board at its next meeting.

Next review date: Summer 2027

Related policies: Safeguarding and Child Protection · Anti-Bullying · Online Safety · Mobile and Smart Technology · SEND · Complaints · Health and Safety · Staff Code of Conduct

Policy statement

At Pledge2Learn we value each and every young person and work with parents and carers, schools, professionals and the wider community to offer the best support we can in a welcoming, nurturing and safe environment. We want our students to be confident, caring, compassionate and respectful members of their communities and the wider world.

Many of our students arrive having found school difficult. Some have been excluded, some have been out of education for a long time, and many have experienced significant anxiety or trauma. Our approach to behaviour starts from that understanding.

Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their difficult time.

1. Aims

This policy aims to:

- provide a consistent approach to behaviour across the school
- set out how students are expected to behave, and how staff will support them to do so
- define what we consider to be unacceptable behaviour
- set out our system of recognition and consequences
- set out clearly and transparently when and how staff may use restrictive interventions, including reasonable force and seclusion, and how these are recorded and reported to parents
- explain how we minimise the need for restrictive interventions through prevention and de-escalation

2. Rationale

We believe the most powerful tool in supporting behaviour is an environment where students feel valued, safe and secure. We build this through positive relationships and a sense of connection between students and staff.

Strong relationships between students and staff are vital. All staff are fair and consistent, while taking account of individual needs. Students need to know that staff are present, predictable and available at all times; this is what allows them to feel safe. These relationships and interactions are built on our values.

3. Our values

Our expectations are built on our values, summarised as GRIT:

G	Gratitude Being thankful; readiness to show appreciation and to return kindness.
R	Respect Regard for the feelings, wishes and rights of others and of yourself.
I	Integrity Doing what is right even when no one else is watching.
T	Teamwork Working together to achieve a goal.

4. Expectations

We expect students to behave in a way that reflects GRIT. This includes:

- treating everyone with respect

- arriving on time and engaging positively with activities
- wearing the agreed uniform; no hoodies other than school-issued, and no caps
- working hard and allowing others to do the same
- following instructions from staff
- looking after your own and other people's property
- having an "I can" attitude
- not using mobile phones on site (see our Mobile and Smart Technology policy)

Staff support students with clear and consistent boundaries throughout the school day. These are established at welcome meetings and reinforced through everyday interaction. It is everyone's responsibility to challenge respectfully where expectations are not met, and equally to comment positively when they are.

5. What staff will do

All staff support good behaviour through a consistent daily approach:

- greet students on arrival and welcome them into school
- have tasks ready and waiting, differentiated to individual need
- remind students of expectations calmly and early
- create an environment that is friendly, warm and engaging
- keep routines, structure and support consistently in place
- notice and praise positive behaviour
- keep in regular contact with parents, carers and relevant professionals

6. Promoting positive behaviour

All staff share responsibility for behaviour at all times. Our values and ethos are displayed around school. Our approach is based on positive recognition: praising and rewarding the behaviour we want emphasises how much we value behaviour that reflects GRIT.

We recognise positive behaviour by:

- frequent, specific and genuine praise
- opportunities to attend reward trips
- individual recognition from the leadership team
- feedback to parents and carers about good behaviour and learning
- opportunities for students to show their learning to parents and carers

7. Preventative and de-escalation strategies

In many cases behaviour concerns can be prevented. Staff use the following:

- **Listen.** Being listened to has a direct effect on behaviour and motivation.
- **Stay calm.** Remaining seated and speaking softly often prevents escalation.
- **Give clear directions.** Check understanding; pay attention to body language and signals.
- **Positive reinforcement.** Notice those who are following instructions.
- **Keep students on task.** Consistent, specific praise and positive repetition.
- **Manage anger.** Keep it brief. Address the behaviour, not the young person. Use "I" statements. Repair the relationship as soon as possible.
- **Avoid confrontation.** Do not create an audience.
- **Give time and space.** Allow students to calm before behaviour escalates.
- **Remove stimuli** that may be causing distress; change tone, facial expression or body language.
- **Redirect** through an activity or interest familiar to the student.

Because all of our students have identified special educational needs, these strategies are the primary approach, not the exception.

8. Restrictive interventions, including reasonable force and seclusion

This section follows Restrictive interventions, including use of reasonable force, in schools (DfE, April 2026). Page 14 of that document is statutory guidance issued under section 93A of the Education and Inspections Act 2006, and the proprietor must have regard to it.

Our position. The best way to use restrictive interventions is not to need them. Our first response is always prevention, relationship and de-escalation. Restrictive interventions are used only where necessary and proportionate to keep people safe, for the shortest time possible. They are never used as a punishment.

8.1 Definitions

- **Restrictive intervention** — a means to prevent, restrict or subdue the movement of a student's body or part of their body. This is the umbrella term covering both physical and non-physical actions.
- **Reasonable force** — a legal term covering physical restrictive interventions. "Reasonable" means no more force than is necessary, for the least time necessary, depending on the circumstances.
- **Restraint** — a non-disciplinary intervention that immobilises a student or limits their movement. This may or may not involve direct physical contact; for example, holding a student's arms to their sides, or removing a student's crutches.
- **Seclusion** — a non-disciplinary intervention involving keeping a student confined to a place away from others and preventing them from leaving, either by physical obstruction, blocking, or by making them believe they will be punished if they try to leave.
- **Significant incident** — any incident where the use of force goes beyond the appropriate physical contact described at 8.4, including where physical force is used to implement a non-physical restrictive intervention.

8.2 Who can use reasonable force

All members of school staff have a legal power to use reasonable force to prevent or stop a student from:

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

The decision to intervene rests on the professional judgement of the staff member concerned, based on the individual circumstances.

Staff who are likely to need to use reasonable force or other restrictive interventions are trained in their safe and lawful use and in preventative strategies.

All staff are trained in Team Teach, which *reflects the principles of the 2026 guidance*. All staff undertake refresher training on Monday 2 November 2026, and thereafter on a rolling cycle.

The school carries out risk assessments so that staff who regularly work alongside students where restrictive interventions may be needed can do so as safely as possible.

8.3 Unacceptable uses of force

- **It is illegal to use force on a student for the purpose of punishment.**
- Students must not be restrained in a way that affects their airway, breathing or circulation — for example, by covering the mouth or nose, or applying pressure to the neck or abdomen.

- The use of force is particularly dangerous on the ground. If a student is unintentionally held on the ground, staff must release their hold or reposition to a safer seated or standing alternative as quickly as possible.
- All forms of restraint, including seated and standing, carry a risk of physical and psychological harm and should be avoided where possible.
- Where appropriate, the student must receive a medical assessment and treatment for any injuries as soon as possible.

8.4 Other physical contact

We do not operate a "no contact" policy, and we cannot agree to requests from parents or staff that reasonable force or other restrictive interventions will never be used. A "no contact" approach can leave staff unable to act to protect students.

There are circumstances where physical contact is appropriate and does not raise any question of reasonable force, including:

- giving first aid
- guiding or escorting a student, such as walking with them around the site, on a trip, or helping them to a space they have chosen to use to self-regulate
- comforting a distressed student
- congratulating or praising a student, for example a pat on the back or a handshake
- demonstrating exercises or techniques in PE or sports coaching

In judging whether contact is appropriate, staff have regard to our Safeguarding and Child Protection policy, whether other adults are present, the student's age, and other material factors including SEND, other vulnerabilities, and whether a non-contact strategy could be used instead.

8.5 Seclusion

Pledge2Learn does not use seclusion. We do not confine a student to a place away from others and prevent them from leaving. Where a student needs time and space to regulate, they are supported to use an agreed calm space which they are free to leave at any time, with staff supervision and support. Any incident that met the definition of seclusion would be recorded and reported to parents in line with section 9.

Seclusion is not the same as disciplinary removal from a learning area. Removal is covered by section 11 of this policy.

Blocking a student from reaching another person is not seclusion. Seclusion has two limbs: the student is confined to a place away from others, and they are prevented from leaving. Both must be present. Where a member of staff stands between a student and another person, or blocks a doorway, in order to prevent an assault, the student is not being isolated away from others — they are being prevented from reaching someone. That is not seclusion.

It is, however, a restrictive intervention, and it is recorded. If staff make physical contact beyond the everyday contact described at 8.4, it is a significant use of force and is recorded and reported under 9.1 and 9.2. If no physical contact is made and the student's movement is nonetheless restricted, it is recorded and parents informed under 9.3. The lawful ground in either case is preventing injury to another person.

A short intervention is still recorded. Duration does not create or remove the duty. Brevity is strong evidence that an intervention was proportionate, and the approximate duration is recorded for that reason — but there is no minimum length below which recording is not required.

This can become seclusion if the situation changes. If other students are moved away and the student is then left alone in a space they are not free to leave, both limbs of the definition are met. Staff must recognise that point and, consistent with our position above, allow the student to leave once the immediate risk to others has passed.

8.6 Deciding whether a restrictive intervention is appropriate

Before intervening, staff consider:

Is it necessary?

- Are there other, less restrictive ways to manage this situation?
- Is the intervention likely to reduce the risk, or could it escalate the situation or cause more harm than the behaviour itself?
- Where possible, communicate with other staff to understand broader risks in the environment.

Is it proportionate?

- Use the least force or least restrictive intervention necessary, for the least time necessary.
- If the intervention is itself escalating the situation, reconsider and try an alternative.
- Consider the student's medical conditions, special educational needs, other vulnerabilities, age and size, and equality implications under the Equality Act 2010.

Have you considered the student's welfare?

- Consider the impact on the student's overall welfare. Students who have experienced adverse life events, trauma, neglect, sensory impairments or communication difficulties may find restrictive interventions particularly distressing. This applies to many of our students.
- Maintain respect for the student's dignity, including considering where the intervention takes place and whether it is in front of peers.
- Where possible, clearly and calmly explain what is happening, why, and what the student needs to do.
- For students with speech, language or communication needs, use verbal and non-verbal strategies and allow time to process and respond.
- Seek to understand how the student is feeling, and use that to judge whether the intervention should continue, reduce or stop.

Staff who make a reasonable assessment to use a restrictive intervention will be supported in their decision-making.

8.7 Students with SEND

All of our students have identified needs, and students with SEND are disproportionately likely to be subject to restrictive interventions nationally. We take active steps to prevent that here.

- We seek to understand the underlying triggers of distressed behaviour and provide proactive support.
- We consider how our environment and routines may be experienced differently by individual students.
- We use staff who know students well to identify and manage risk, including trigger points, and to develop strategies that reduce the likelihood of restrictive interventions being needed.
- We work with the student, their parents and other professionals to develop prevention and de-escalation strategies.

Behaviour support plans. Where a student is identified as being at risk of needing a restrictive intervention, we co-produce a behaviour support plan with the student and their parents, alongside relevant staff and professionals. The plan sets out:

- known triggers and early warning signs
- agreed prevention and de-escalation strategies
- adjustments to the environment or routine
- how the student can communicate their needs
- any circumstances where increased physical contact may be appropriate, with clear parameters

Where there is an identified risk, a risk assessment is in place and risks are mitigated through training and prevention strategies. Plans are reviewed with the student and parent periodically and after any significant incident.

Agreement in a behaviour support plan does not make an intervention automatically appropriate — the decision always depends on the circumstances at the time. It also does not remove the duty to record and report (see section 9).

8.8 Support after an incident

We evaluate every incident involving a restrictive intervention as soon as practicable, to understand why it was used, its impact on students and staff, any patterns, and how it might be avoided in future.

- Where appropriate, the student and staff member receive a medical assessment and treatment for injuries as soon as possible. Injuries are recorded and reported as appropriate to the Health and Safety Executive.
- We hold a follow-up conversation to support reflection, learning and wellbeing, drawing on separate reflections from the staff and student involved, and to repair and rebuild the relationship. Wherever possible this is facilitated by a staff member not involved in the incident.
- We continue to monitor student and staff wellbeing and provide further support where needed.
- Any student who witnessed an incident in which a peer may have been injured or distressed is also offered support.

9. Recording and reporting

9.1 Recording the use of force (statutory)

The proprietor must ensure a procedure is in place for recording each significant incident in which a member of staff uses force on a student, under section 93A of the Education and Inspections Act 2006.

- Records are made in writing as soon as practicable after the incident, by the staff member(s) involved, and no later than the same day.
- This applies even where the use of the intervention was agreed with parents as part of a behaviour support plan.

The record captures as a minimum:

- names of the student and staff directly involved
- any relevant needs or circumstances of the student, including whether they have an identified special educational need or disability, and their SEN status code
- time, date, location and approximate duration of the intervention
- a brief account of the incident, including what led up to it, identified or potential triggers, any preventative or de-escalation strategies used, and where relevant the type of force applied, the degree of force, and details of any physical injuries
- a brief account of why the use of force was assessed as necessary
- any post-incident support, including medical treatment

We also record students' and witnesses' accounts, when and how parents were notified, and what follow-up took place.

9.2 Reporting the use of force to parents (statutory)

The proprietor must ensure a procedure is in place for reporting each significant use of force to the student's parents as soon as practicable, and no later than the same day.

Reports are made in writing and are sent by school email by the Associate Head of School. Staff involved in the incident complete the Appendix A record and pass it to the Associate Head of School, who prepares and sends the report to parents the same day. Where the Associate Head of School is not available, the report is sent by a Head of School.

The report includes as a minimum:

- time, date, location and approximate duration of the intervention
- a brief account of why the intervention was assessed as necessary
- a brief account of the type and degree of force applied
- details of any physical injuries

The only exceptions to reporting are where it appears to the staff member that reporting would be likely to result in serious harm to the student. In that case the incident must be reported to any parent it can safely be reported to, or, if there are none, to the local authority in whose area the student ordinarily resides.

We invite parents to a follow-up discussion where appropriate, covering triggers and warning signs, whether the behaviour support plan was followed, which de-escalation strategies were used and how effective they were, and what might be done differently. We use this to amend behaviour support plans as needed.

9.3 Recording and reporting seclusion and non-force restraint (statutory)

Under the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025, the proprietor must ensure a procedure is in place for recording each seclusion or restraint incident - including restraint that involves no direct physical contact, such as removing a walking aid.

Records are made in writing as soon as practicable, no later than the same day, and capture as a minimum: names of student and staff involved; time, date, location and approximate duration; any relevant needs or circumstances including SEND and SEN status code; why the intervention was assessed as necessary; any physical injuries; and any post-incident support.

As an independent school, Pledge2Learn must ensure there is a procedure for providing information about the seclusion or restraint incident in writing to parents, as soon as practicable and no later than the same day. The same exceptions as 9.2 apply.

Where a restraint incident also amounts to a significant use of force, we follow the reporting procedure at 9.2 only — the same information does not need to be reported twice.

9.4 Oversight by the proprietor and Advisory Board

The proprietor must take all reasonable steps to ensure these recording and reporting procedures are complied with.

The proprietor and Advisory Board review data on restrictive interventions in order to:

- identify and implement improvements to policy and practice, particularly where an approach has been used for some time without being effective
- identify learning and development needs for staff
- understand repeat patterns and triggers for individual students, share this with staff who work with them, and establish or revise behaviour support plans
- identify any disproportionate use of restrictive interventions among students sharing protected characteristics, with SEN, or with other vulnerabilities

Analysis is proportionate and avoids over-interpreting small numbers.

An update on these incidents will be presented at *Advisory Board meetings*.

9.5 Recording behaviour generally

Behaviour is recorded on the school's information management system, and safeguarding concerns on MyConcern, allowing us to track incidents, monitor individual students and identify trends. All levels of behaviour can be logged, including suspensions.

10. Unacceptable behaviour

Students understand our expectations and the consequences of not meeting them. The following are not acceptable:

- using mobile phones without permission from staff
- leaving a learning area without a member of staff or without permission
- leaving the site without permission
- smoking or vaping on site, or in uniform on the way to/ from school
- persistently refusing to engage with activities
- persistently refusing to follow requests or instructions
- swearing or the use of inappropriate language
- physical aggression
- verbal threats towards peers or staff
- any form of child-on-child abuse
- any form of racism, sexism, homophobia or other derogatory language or behaviour
- drugs or alcohol

Students who continue to breach these expectations may be subject to consequences aimed at preventing impact on others. These may range from limiting activities, to a reduced timetable, to suspension. Ongoing dialogue is always maintained with the student, parents and carers, and where applicable the host school/ Virtual School.

10.1 Child-on-child abuse

Child-on-child abuse is dealt with in full in our Safeguarding and Child Protection policy. Any form of child-on-child abuse will not be tolerated. Any form of sexual violence, sexual harassment or sexual bullying is taken extremely seriously.

It may include, but is not limited to: bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse in intimate personal relationships between peers; physical abuse; sexual violence; sexual harassment; causing someone to engage in sexual activity without consent; consensual and non-consensual sharing of nude or semi-nude images; upskirting; and initiation or hazing violence and rituals.

Incidents are reported to the DSL or DDSL and recorded on MyConcern - the school's safeguarding log, including the student's name or initials, the reason for the report, the time, who it was reported to, and the actions taken.

Victims will be: taken seriously and kept safe, and never given the impression they are creating a problem; listened to non-judgementally; told clearly that confidentiality cannot be promised; supported with a written record of the disclosure as reported; supported by two staff where possible, one being the DSL, or reported to the DSL as soon as possible; sensitively informed about any referral to other agencies. Where a victim does not consent to information being shared, staff may still lawfully share it to protect a child from harm and promote welfare. Parents of the victim are informed unless this would put the victim at greater risk.

Anonymity. In cases of sexual violence there is legal protection of the victim's identity. This includes sharing on social media and discussion among students.

We will consider: the wishes of the victim; the nature of the alleged incident; the ages and developmental stages of the children; any power imbalance; whether this is a one-off or part of a pattern; ongoing risks to the victim or others; and wider context such as child sexual or criminal exploitation.

We liaise with the host school where applicable, put support plans and risk assessments in place, and offer the victim increased one-to-one support and work on relationships and safety. The student responsible is also supported to understand relationships; they may themselves have experienced abuse and may need support for this. Matters may be managed internally, supported through early help, or referred to children's social care or the police.

10.2 Power to search

A Head of School, and staff they authorise, may use such force as is reasonable in the circumstances to search a student or their possessions where they have reasonable grounds to suspect the student has a prohibited item:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, cigarette papers and vapes
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage property

Force cannot be used to search for items banned only under school rules. We follow the DfE's Searching, Screening and Confiscation in Schools guidance.

11. Staged response to behaviour

Stage 1

Reminders of expectations and warnings from staff. If behaviours become persistent, staff escalate to Stage 2.

Examples of behaviour	Examples of response
• Disruption • Disengagement • Refusal of instructions • Swearing • Inappropriate language • Use of mobile phone	• Increased time with key worker • Revisit pledges made • Focus on ambition and career aspiration • Regular communication with home, host school and relevant professionals • Ensure work is relevant and differentiated • Consider completion of SDQ (strengths and difficulties questionnaire) https://sdqinfo.org/

Stage 2

Warnings given. Contact made with parents and carers, relevant professionals and the student's host school where applicable. If behaviours become persistent, staff escalate to Stage 3.

Examples of behaviour	Examples of response
• Persistent Stage 1 behaviours • Smoking or vaping on site or in uniform • Defiance • Serious disruption • Non-participation • Being out of bounds • Leaving site without permission • Dangerous behaviour	• Increased communication with home, host school and professionals • Revisit pledges made • Work on understanding and managing emotions • Team discussion about referral for third-party support • Coping strategies • Review meeting • Consider a behaviour support plan

Stage 3

The student may be suspended for a fixed period. They are invited to a reintegration meeting with their parent or carer and a Head of School, or a member of the Senior Leadership Team as appropriate, to discuss the behaviour, with risk assessments completed where necessary. Where behaviour is assessed as presenting too great a risk, the student may not be invited back and the placement may cease.

Examples of behaviour	Examples of response
• Violence • Aggression • Child-on-child abuse • Drugs or alcohol • Bringing a knife, sharp or harmful object on site • Damage to property • Theft • Offensive or racially motivated materials • Discrimination • Filming and posting on social media • Photographing other students • Verbal abuse or threats towards peers or staff • Serious breach of health and safety	• Contact parents, carers, professionals and host school with as much information as possible • Full investigation into the incident • Escalate to relevant agencies as appropriate (police, YOS, DELTA, children's services) • Arrange a formal meeting with all relevant parties • Provide the student the opportunity to give their account and reflect on their actions

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| • Extreme or persistent Stage 2 behaviours | |
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Note on terminology: in line with DfE guidance, suspension means removal from school for a fixed period; permanent exclusion means the student is removed permanently. We follow the DfE's Suspension and Permanent Exclusion guidance.

A decision to suspend a student is not taken lightly. When a child is suspended from school this will be for the shortest possible time and support will be put in place to enable a child's successful return to school. Parents are always consulted and their views are considered in this. The decision to suspend a student is taken by a Head of School, together with the Senior Leadership Team. Parents have a right to make representation to the Head of School.

12. Complaints and allegations

Any student, parent or carer who has grounds for complaint should raise it in the first instance with the Head of School, or a member of the Senior Leadership Team as appropriate, after which the school's Complaints Procedure will be followed. Complaints regarding the use of restrictive interventions are dealt with under that same procedure.

If an allegation of inappropriate use of force or other restrictive intervention is made against a member of staff, we follow the procedures in Keeping Children Safe in Education, including the provisions on suspension of staff, and the procedures in our Safeguarding and Child Protection policy. This includes referral to the Local Authority Designated Officer where the harm threshold may be met.



Appendix A: Use of force / restrictive intervention recording form

Complete in writing as soon as practicable after the incident, no later than the same day. This form captures the statutory minimum dataset.

Name of student	
Date, time and approximate duration of the intervention	
Location	
Relevant needs or circumstances of the student, including SEND and SEN status code	
Names of staff directly involved	
Staff witness	
Other students present as witnesses, including whether any are vulnerable for SEND, medical or safeguarding reasons	
Account of the incident: what led up to it	
Identified or potential triggers, if known	
Preventative and de-escalation strategies attempted	
Was a warning given that a restrictive intervention may be used?	
Type of intervention used (reasonable force / restraint / seclusion / non-force restraint)	
Degree of force applied	
Why the intervention was assessed as necessary	
Was this intervention anticipated in a behaviour support plan? (This does not remove the duty to record and report)	
Physical injuries to the student	
Physical injuries to staff	
Medical assessment or treatment given, and by whom	

Post-incident support provided to the student	
Post-incident support provided to staff	
Support offered to any student who witnessed the incident	
Student's account of what happened	
Date and time parents were informed, by whom, and by what method	
Was a follow-up discussion offered to parents?	
Strategies agreed with the student to avoid repetition	
Follow-up action, including any change to the behaviour support plan	
Any complaint lodged by the parent or carer	
Training held by staff involved, including dates	
Reported to HSE? (where applicable)	

Completed by: Name _____ Signature _____ Date _____

Debrief facilitated by (not involved in incident): Name _____ Signature _____
Date _____

Reviewed by Associate Head of School or DSL: Name _____ Signature _____
Date _____

Appendix B: Report to parents — required content

A written report must be sent to parents as soon as practicable, no later than the same day.

The report must include:

1. time, date, location and approximate duration of the intervention
2. a brief account of why the intervention was assessed as necessary
3. a brief account of what type of force was applied, and the degree of force
4. details of any physical injuries sustained

We also offer parents a follow-up discussion covering triggers and warning signs, whether the behaviour support plan was followed, which de-escalation strategies were used and how effective they were, and what might be done differently.

Standard wording templates for these reports are held on the school's Shared Drive and are accessible to all staff. They should be used for every report, so that staff are not drafting under pressure and the tone is consistent. Once completed, a copy of the report is placed in the student's file alongside the Appendix A record.

Appendix C: Related guidance

- Restrictive interventions, including use of reasonable force, in schools (DfE, April 2026)
- Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025
- Education and Inspections Act 2006, sections 93 and 93A
- Behaviour in Schools (DfE)
- Suspension and Permanent Exclusion (DfE)
- Searching, Screening and Confiscation in Schools (DfE)
- Keeping Children Safe in Education
- Reducing the need for restraint and restrictive interventions
- Equality Act 2010: advice for schools
- Mental Health and Behaviour in Schools
- Mobile Phones in Schools (DfE)