



Use of Reasonable Force and Restrictive Interventions Policy

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To be read alongside all relevant BOA Digital Technologies Academy policies and procedures.

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Statement of intent

At **BOA Digital Technologies Academy** we believe that, in order to facilitate teaching and learning to the highest standard, students must be able to learn in a calm, safe and respectful environment. The Academy is committed to preventing situations from escalating wherever possible through strong relationships, clear routines, effective supervision, early support and de-escalation.

This policy sets out the Academy's approach to the use of reasonable force and other restrictive interventions. It explains when staff may use reasonable force, the safeguards that must be followed, and how incidents will be recorded, reported, reviewed and learned from.

The Academy is committed to:

- Safeguarding and promoting the welfare of all students
- Protecting the safety and wellbeing of staff, visitors and the wider Academy community
- Minimising the need for restrictive interventions through prevention, early support and de-escalation
- Using reasonable force only as a last resort and where delaying intervention would increase the risk of harm, never as a punishment.
- Maintaining the dignity, rights and welfare of students during and after any incident
- Ensuring that responses are necessary, proportionate and reasonable in the circumstances
- Ensuring that any significant incident is recorded and reported in line with statutory duties
- Reviewing incidents to improve practice and reduce the likelihood of recurrence

This policy should be read alongside the Academy Behaviour Policy. The Behaviour Policy sets out expectations, routines, sanctions and support. This policy provides the additional legal, safeguarding and professional framework for any situation where reasonable force or a restrictive intervention may be required to protect safety, prevent harm, prevent damage to property or restore good order and discipline.

Our Approach

Positive relationships are at the heart of all we do at BOA-Digital. We recognise that there may be times when students struggle to regulate emotion, experience conflict, or behave in a way that creates risk to themselves or others. Our approach is to prevent escalation wherever possible, respond calmly and professionally when risk occurs, and restore relationships after incidents through reflection, support and reintegration.

The Academy will not operate a "no contact" policy, as this could prevent staff from fulfilling their duty of care. However, any physical contact must be appropriate, lawful, necessary, proportionate and respectful of the student's dignity and welfare.

The Academy cannot agree to blanket requests from parents/carers or staff that reasonable force or restrictive interventions will never be used. This is because staff may need to act in order to fulfil their duty of care and keep students, staff or others safe. Any intervention must still meet the tests of necessity, proportionality and reasonableness.

Our restorative approach recognises the need and purpose behind behaviour as well as the importance of repairing relationships when conflict or harm has occurred. The four Rs remain central to our practice:

- Respect: listening to others' views and treating them with dignity

- Responsibility: supporting students to understand and take responsibility for their actions
- Repair: engaging in conversations that help students understand the impact of behaviour and rebuild trust
- Reintegration: supporting students to return to learning safely and successfully following incidents

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education and Inspections Act 2006, including sections 93 and 93A
- Education Act 1996
- Education Act 2011
- Equality Act 2010
- Human Rights Act 1998
- Health and Safety at Work etc. Act 1974
- Children Act 1989 and safeguarding duties
- The Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025
- DfE “Restrictive interventions, including use of reasonable force, in schools” guidance, effective from 1 April 2026
- DfE “Behaviour in schools: advice for headteachers and school staff”
- DfE “Searching, screening and confiscation: advice for schools”
- DfE “Keeping children safe in education”, as updated from time to time
- DfE “Special educational needs and disability code of practice: 0 to 25 years”

Under section 93 of the Education and Inspections Act 2006, all members of school staff have a legal power to use reasonable force where it is necessary, proportionate and reasonable in the circumstances. This power also applies to any person whom the Principal has authorised to have control or charge of students, such as adults supporting an Academy visit.

This policy operates in conjunction with the following Academy policies and procedures:

- Behaviour Policy
- Child Protection and Safeguarding Policy
- SEND Policy
- Health and Safety Policy
- Complaints Procedures Policy
- Suspension and Exclusion Policy
- Anti-bullying Policy

2. Roles and responsibilities

The governing board will have overall responsibility for:

- Ensuring that the Academy has a policy that reflects statutory duties and current DfE guidance.
- Ensuring that this policy does not discriminate on any grounds and that equality duties are considered.

- Promoting a whole-school culture where calm, dignity, safety and structure are evident in every space and activity.
- Receiving appropriate information about the use of reasonable force and restrictive interventions, including patterns, trends, disproportionality and training needs.
- Ensuring that complaints regarding this policy are handled in line with the Academy's Complaints Procedures Policy.
- Ensuring this policy is published and made available to staff, parents/carers and students as appropriate.

The Principal and Senior Leadership Team will be responsible for:

- The day-to-day implementation, monitoring and review of this policy.
- Ensuring staff understand the legal power to use reasonable force and the expectation that force is a last resort.
- Ensuring staff likely to be involved in incidents receive appropriate training, guidance and support.
- Ensuring recording and reporting systems are in place for significant incidents.
- Ensuring that post-incident support and review take place after any significant incident.
- Ensuring this policy is aligned with the Behaviour Policy, safeguarding procedures and SEND arrangements.
- Reporting relevant information to the governing board and identifying any actions required to improve practice.

The Designated Safeguarding Lead and safeguarding team will be responsible for:

- Considering whether an incident raises safeguarding concerns for the student, other students, staff or the wider community.
- Ensuring that CPOMS records are completed where safeguarding or significant incident recording is required.
- Liaising with external agencies where required, including children's social care or the police.
- Ensuring that any allegation against a member of staff is managed in line with safeguarding procedures and KCSIE.

The SENCO and Inclusion Team will be responsible for:

- Advising on reasonable adjustments and preventative planning for students with SEND or other vulnerabilities.
- Supporting the development and review of Behaviour Support Plans, student profiles and risk assessments where required.
- Ensuring relevant information is shared with staff on a need-to-know basis so that students can be supported safely and consistently.

All members of staff, including teaching and support staff, supply staff and authorised adults, will be responsible for:

- Adhering to this policy and applying it consistently, fairly and professionally.

- Using prevention and de-escalation strategies wherever possible before considering any restrictive intervention.
- Using reasonable force only where it is necessary, proportionate and reasonable in the circumstances.
- Maintaining the dignity and welfare of students during any incident.
- Seeking support from colleagues wherever possible and avoiding intervention alone unless immediate action is necessary to prevent harm.
- Recording and reporting any significant incident as soon as practicable.
- Participating in debrief and review processes after incidents.

Students will be responsible for following the Academy's expectations to be Ready, Respectful and Safe. Parents/carers will be responsible for supporting the Academy's Behaviour Policy and working in partnership with the Academy where individual planning or post-incident support is required.

3. Definitions

For the purposes of this policy, the Academy uses the following definitions. Where statutory guidance uses the word "pupil", BOA-Digital will use "student" in day-to-day documentation unless statutory terminology is required.

Term	Definition
Restrictive intervention	Any planned or reactive action that limits a student's movement, liberty or freedom to act independently. In plain English, it is an intervention where a person is prevented from doing what they appear to want to do.
Reasonable force	A legal test used to determine whether force, usually involving physical contact, used by staff to control or restrain a student's actions is justifiable under law. It must be necessary, proportionate and reasonable in the circumstances.
Restraint	A form of restrictive intervention involving direct physical contact intended to prevent, restrict or subdue movement.
Seclusion	The supervised confinement and isolation of a student away from other students, in an area from which the student is prevented from leaving of their own free will.
Significant incident	Any incident where the use of reasonable force goes beyond appropriate physical contact between students and staff.
Appropriate physical contact	Physical contact that is appropriate to the circumstances and does not amount to reasonable force, such as first aid, guiding or escorting, comforting a distressed student where appropriate, or demonstrating a technique in a practical lesson.
Risk assessment	A process for identifying hazards, considering likelihood and impact, and recording controls needed to reduce risk to a level that is reasonably practicable.

These categories are not mutually exclusive and may overlap depending on the circumstances. The decision about how an incident is recorded must be based on what happened in practice, not only on what staff intended at the time.

4. Staff induction, development and support

All new staff will be inducted into the Academy's behaviour culture, safeguarding expectations and the principles within this policy. Staff will be supported to understand the Academy's Behaviour Policy, the on-call system, Internal Reflection, pastoral routes of support, safeguarding escalation and how to respond to incidents safely and lawfully.

Staff who are likely to be involved in situations where reasonable force or restrictive interventions may be required will receive appropriate training and guidance in prevention, de-escalation, dynamic risk assessment and the safe and lawful use of restrictive interventions. Training will reflect the principles of necessity, proportionality, dignity, welfare and the least restrictive option.

Training and support may include:

- Prevention, relationship-based practice and de-escalation
- Understanding the legal framework for reasonable force and restrictive interventions
- Dynamic risk assessment and safe decision-making
- Supporting students with SEND, SEMH needs, trauma or other vulnerabilities
- Recording, reporting and parent/carers communication following significant incidents
- Post-incident debrief, restorative practice and reintegration

Staff are not expected to place themselves at unreasonable risk. Where possible, staff should seek support and aim to manage the wider environment so that any intervention is safer for all involved.

5. Behaviour curriculum and prevention

The Academy Behaviour Policy sets out the behaviour curriculum and the Academy's three golden rules: Ready at all times, Respectful in every action, and Keep everyone safe at all times. This policy supports those expectations by setting out how staff will prevent escalation and respond when behaviour creates an immediate risk.

Students are taught that keeping everyone safe includes following reasonable instructions, moving calmly around the Academy, not engaging in physical contact or aggression, not bringing dangerous or inappropriate items onto site, remaining in the right place at the right time, and reporting unsafe behaviour to staff.

Where students do not meet these expectations, the Academy will respond in line with the Behaviour Policy. Any sanction will be separate from the decision to use reasonable force. Reasonable force is not a sanction; it is a protective response to immediate risk.

6. Managing behaviour and reducing the need for restrictive interventions

The Academy's first response to unacceptable behaviour will be prevention, de-escalation and support where this is safe and appropriate. In line with the Behaviour Policy, staff may use reminders, strikes, removal from lesson through on-call, pastoral support, detention, Internal Reflection, behaviour stages, behaviour contracts and engagement with parents/carers or external agencies before any restrictive intervention is considered.

Where behaviour presents an immediate risk of injury, damage, criminal conduct or serious disorder, staff may need to act more quickly to keep people safe. Staff will consider whether behaviour may be linked to SEND, SEMH, safeguarding concerns, trauma, communication

needs or other vulnerabilities and whether reasonable adjustments or additional support are required alongside any sanction.

7. Effective classroom management and safe environments

Well-managed classrooms and shared spaces are key to preventing disruptive or unsafe behaviour. Staff will use clear routines, high expectations and positive relationships to reduce the likelihood of escalation.

Staff should consider the physical environment when managing risk. This may include removing other students from an area, positioning themselves safely, seeking support, moving potential weapons or hazards where safe to do so, or creating space to allow a student to regulate.

8. Prevention and de-escalation

The Academy prioritises preventing situations that may lead to the use of force. Staff should use de-escalation as the default approach unless immediate action is required to prevent harm.

8.1 Initial preventative interventions

Initial interventions may include frequent engagement with parents/carers, pastoral check-ins, mentoring, counselling, behaviour reports, behaviour contracts, stay-away contracts, specific safety plans, staff strategy meetings, SEND review, reasonable adjustments and external agency support where concerns are serious or persistent.

8.2 Positive teacher-student relationships

Positive teacher-student relationships are key to encouraging acceptable behaviour and reducing the likelihood of escalation. Staff should build trust through consistency, fairness, calm communication and follow-up conversations after incidents. The Academy will support staff to understand how trauma, adverse experiences, SEMH needs and communication barriers can affect behaviour and regulation.

8.3 Preventative measures for students with SEND

The Academy recognises that students with SEND may be disproportionately affected by restrictive interventions. Staff will consider whether a student's SEND may be a contributing factor to their behaviour and whether reasonable adjustments are required. Preventative measures may include identifying triggers and early warning signs, sharing Student Profiles and Inclusion Registers, providing planned movement breaks or safe regulation spaces, adjusting communication or routines, and co-producing Behaviour Support Plans where risk is foreseeable.

Behaviour Support Plans and risk assessments will be reviewed regularly and after any significant incident.

8.4 De-escalation strategies

Where negative behaviour or dysregulation is present, staff will implement de-escalation strategies or take a graduated approach to diffusing situations. This may include appearing calm, using a modulated tone of voice, using simple and direct language, allowing time to process, avoiding defensiveness, offering choices, reducing the audience effect, seeking support from on-call, pastoral staff or SLT, and withdrawing, waiting or containing the wider situation if this is safer than immediate physical intervention.

9. Safer Handling

BOA-Digital is committed to safeguarding students and staff. The Academy strives to achieve best practice where physical intervention is not necessary. We actively promote strategies that reduce the need for physical intervention and positively influence behaviour.

All staff and adults with responsibility for students' safety and welfare will deal professionally with incidents involving aggressive, unsafe or reckless behaviour. Reasonable force or restrictive practice will only be used as a last resort, unless immediate action is required to prevent harm. If used at all, it will be in the context of a respectful, supportive relationship with the student and with the aim of ensuring minimal risk of injury to students and staff.

Staff are advised that, unless absolutely necessary, they should avoid intervening alone. They should aim to win time, call for assistance and manage the wider environment. However, this does not prevent a member of staff taking immediate action in an emergency where delay would increase the risk of harm.

Decisions to restrain must be judged on whether it is reasonable, necessary and proportionate in the specific circumstances. Physical restraint will only be used in exceptional circumstances.

10. Use of reasonable force and restrictive practice

10.1 Key principles

Reasonable force and restrictive practice cover a range of interventions that may involve physical contact or other restrictions on movement. The following principles apply:

- Force must only be used as a last resort where it is necessary, proportionate and reasonable in the circumstances
- Force must never be used as a punishment or to secure compliance where there is no relevant risk
- The least restrictive option must always be used
- The intervention must last for the minimum amount of time possible
- The dignity, wellbeing and rights of the student must remain a priority
- Staff must continuously assess the situation and reduce or stop the intervention as soon as it is safe to do so
- Staff must consider specific vulnerabilities including SEND, mental health needs, medical conditions, trauma history, communication needs and safeguarding concerns

10.2 When reasonable force may be used

All members of school staff have a legal power to use reasonable force in the following circumstances, where it is necessary and proportionate, to prevent a student from:

- Causing injury to themselves or others
- Committing a criminal offence
- Damaging property
- Seriously disrupting good order and discipline
- Behaving in a way that creates a serious safeguarding risk
- Leaving a classroom or supervised area where allowing them to leave would risk their safety or the safety of others

Examples may include separating students who are fighting, preventing a student from attacking another person, preventing a student from running into a dangerous area, stopping

a student from causing serious damage where this creates risk, or preventing serious disorder that cannot safely be managed through other strategies.

10.3 The reasonableness test

Staff must apply professional judgement using the following framework:

Necessity

- Is there an imminent risk of harm, criminal offence, property damage or serious disorder?
- Can the situation be verbally de-escalated?
- Can staff wait, withdraw, contain the wider situation or seek additional support?
- Are there any other viable options rather than the use of force?

Proportionality

A proportionate amount of force prevents a greater harm from occurring. Staff should use no more force than is needed and for no longer than is needed.

Welfare and dignity

Staff must consider the student's welfare and dignity throughout the incident. This includes age, size, medical needs, SEND, communication needs, known history of trauma or distress, and whether the intervention is taking place in front of peers. Staff should explain what is happening and why, using simple and respectful language, and should continuously monitor the student's wellbeing.

10.4 Appropriate physical contact

There are circumstances when it is appropriate for staff to have physical contact with students that does not raise questions over the use of reasonable force. Examples include:

- Giving first aid
- Guiding or escorting students
- Comforting a distressed student where appropriate
- Congratulating or praising a student, such as a handshake or pat on the back where appropriate
- Demonstrating how to use equipment, a musical instrument or a practical tool
- Demonstrating exercises or techniques during PE or sports coaching

In assessing whether physical contact is appropriate, staff should use professional judgement and have regard to safeguarding, the student's age, SEND, vulnerabilities and the presence of other adults.

10.5 Prohibited practices and risk management

Staff must never:

- Use force as a punishment
- Use any technique that restricts breathing or circulation
- Cover the mouth or nose
- Apply pressure to the neck, chest, abdomen or ribcage
- Use prone restraint or deliberately place a student face-down
- Use ground restraint unless unavoidable in an emergency, and only for the shortest possible time while moving to a safer position

If a student is unintentionally on the ground during an incident, staff must release or reposition the student immediately to a safer position where possible, such as seated or standing, and

must continuously assess the student's condition. Staff must monitor for signs of distress, breathing difficulty, collapse, panic or injury, and act immediately to reduce or stop the intervention if risk is identified.

10.6 Use of force when searching students

Force may be used to search a student, or their possessions, for prohibited items only where there are reasonable grounds to suspect that the student has such an item and where the search is being carried out by the Principal or staff authorised by the Principal.

Staff must not use force to search for items that are banned under school rules only, for example mobile phones or non-uniform items. Where a search is required, staff must follow the Academy's Searching, Screening and Confiscation Policy and safeguarding procedures. The Behaviour Policy states that student searches are carried out with consent and two members of staff present wherever possible, and that searches are recorded on CPOMS and parents/carers contacted.

11. Seclusion, non-force restraint and Internal Reflection

The Academy may use Internal Reflection, removal from lesson, or supervised intervention spaces in line with the Behaviour Policy. These are behaviour and support systems and should not amount to seclusion. Students placed in Internal Reflection or removal spaces must be supervised, receive appropriate work, and be able to access support, safeguarding routes, toilets, food and drink as appropriate.

Seclusion is different. Seclusion is the supervised confinement and isolation of a student away from other students, in an area from which the student is prevented from leaving of their own free will. Seclusion must not be used as a routine behaviour sanction. It may only be considered as a safety measure where a student is experiencing high levels of emotional or behavioural dysregulation and there is an immediate risk of harm that cannot be managed in a less restrictive way.

Any use of seclusion, non-force restraint or restriction of liberty beyond ordinary classroom management must be recorded and reported in line with this policy. If staff are unsure whether an incident meets the definition, they must seek advice from SLT/DSL and record the incident for review.

Examples of ordinary behaviour management that do not normally amount to seclusion include:

- A student being directed to work in Internal Reflection as a sanction with staff supervision and normal access arrangements
- A student choosing to use an agreed safe space or regulation area
- A student being asked to wait briefly with a member of staff while support arrives
- A class being moved away from a dysregulated student to reduce risk and audience effect

However, if a student is prevented from leaving, blocked, locked in, or made to believe they will be punished for trying to leave in circumstances that restrict liberty, the incident must be treated as a restrictive intervention and recorded accordingly.

12. Recording incidents

All significant incidents must be recorded as soon as practicable after the event by the staff member or members involved. This applies even if the use of reasonable force or other

restrictive intervention was anticipated or agreed with parents/carers as part of a Behaviour Support Plan.

As a minimum, records must include:

- Names of the student and staff directly involved
- Any relevant needs or circumstances of the student, including SEND status and known vulnerabilities
- Time, date, location and approximate duration of the intervention
- A brief account of the incident, including what led up to it and any identified or potential triggers
- Preventative and de-escalation strategies used before the intervention, where applicable
- The type of reasonable force or restrictive intervention used and the degree of force or restriction applied
- Why the use of force or restriction was assessed as necessary in that instance
- Any injuries, medical treatment or adverse impact on the student, staff or others
- The student's account and witness accounts where appropriate
- Parent/carer notification, including when and how this took place
- Post-incident support and any follow-up actions

Behaviour consequences should also be recorded on the Academy's behaviour system where relevant. Safeguarding concerns and significant incidents must be recorded on CPOMS. Injuries must be recorded in line with the Academy's accident/medical reporting procedures.

13. Reporting to parents/carers

Parents/carers must be informed as soon as practicable after a significant incident, unless doing so would risk significant harm to the student. The Academy should endeavour to report to parents/carers on the same day wherever possible.

Reports to parents/carers will include:

- The time, date, location and approximate duration of the incident
- The type of force or restrictive intervention used
- The reason the intervention was used
- Any injuries or medical treatment
- The support offered after the incident and any next steps

Where reporting to parents/carers is not appropriate because it would place the student at risk of significant harm, the incident will be reported to the Local Authority or other appropriate safeguarding agency in line with safeguarding procedures.

14. Post-incident support and review

Following any significant incident, the Academy will take prompt action to support the wellbeing of the student, any staff involved, witnesses and the wider Academy community. The purpose is to ensure immediate health needs are met, statutory duties are fulfilled, relationships are repaired where possible, and learning from the incident informs future practice.

As soon as practicable after the incident, staff must consider whether the student or any member of staff requires medical assessment or treatment. Any injuries must be recorded and escalated in line with Academy procedures.

Support will be offered to the student and staff involved. This may include reassurance, time and space to regulate, follow-up conversations, pastoral support, wellbeing support, safeguarding follow-up or external agency involvement where required.

A debrief should be completed to support reflection and learning. This should include separate opportunities for staff and the student to share their views. Where possible, the debrief should be facilitated by a member of staff who was not directly involved in the incident. The review should consider what happened, what contributed to escalation, what helped, what could be done differently and whether any plan, risk assessment, reasonable adjustment or staff briefing needs to be updated.

15. Local implementation details

Behaviour Support Plans, risk assessments and relevant student profiles will be stored and shared through the Academy's agreed pastoral, SEND and safeguarding systems. Significant incidents, safeguarding concerns and records of reasonable force or restrictive interventions will be recorded on CPOMS. Behaviour consequences will also be recorded on the Academy's behaviour management system where appropriate.

Designated leads for oversight of this policy are the Principal, Vice Principal, Designated Safeguarding Lead and SENCO. Staff training will be reviewed annually and following any significant incident where further staff support, briefing or training is identified. Authorised staff will be confirmed by the Principal in line with operational requirements, visits, supervision arrangements and Academy procedures.

16. Monitoring and review

The Academy will regularly review incident data to identify patterns and strengthen preventative practice. Monitoring will consider:

- Frequency and type of reasonable force or restrictive interventions used
- Locations, times, triggers and patterns
- Students or groups who may be disproportionately affected
- SEND, SEMH, safeguarding, race, sex, disability or other equality considerations
- Training needs and staff support needs
- Quality of recording and parent/carer reporting
- Effectiveness of Behaviour Support Plans and risk assessments

This policy will be reviewed by the Principal and Governing Body on an annual basis, or sooner where statutory guidance, legal duties or Academy procedures change.

17. Complaints and allegations

Any concerns or complaints about the use of reasonable force or restrictive interventions will be handled in line with the Academy's Complaints Procedures Policy. Any allegation against a member of staff will be managed in accordance with the Child Protection and Safeguarding Policy and Keeping Children Safe in Education.

The Academy will ensure that concerns are considered carefully and fairly, while also recognising that staff have a legal power to use reasonable force where necessary, proportionate and reasonable in the circumstances.

Appendix A: Significant incident recording checklist

This checklist supports staff and leaders to ensure statutory recording expectations are met after any significant incident involving reasonable force, restraint, seclusion or another restrictive intervention.

Area to record	Prompt
Student details	Name, year group, SEND status, medical needs, known vulnerabilities and any relevant plan or risk assessment.
Staff involved	Names and roles of staff directly involved and staff who witnessed or supported.
Incident details	Date, time, location, duration and what was happening immediately before the incident.
Risk identified	What harm, offence, damage or serious disorder was the intervention intended to prevent?
De-escalation used	What preventative or de-escalation strategies were attempted or considered?
Intervention used	What type of force, restraint, seclusion or restriction was used? For how long? What degree of force was used?
Necessity and proportionality	Why was the intervention considered necessary and proportionate at that time?
Injuries or medical needs	Record any injuries, first aid, medical assessment or refusal of treatment.
Student voice	Record the student's account where appropriate and safe to do so.
Parent/carers reporting	Record when and how parents/carers were informed, or why this was not appropriate.
Post-incident support	Record support offered to student, staff and witnesses.
Review actions	Record any changes to plans, risk assessments, strategies, sanctions or staff briefings.

Appendix B: Post-incident review prompts

The following questions should be considered after a significant incident to support learning, repair and preventative planning:

- What happened before the incident, and what were the early warning signs?
- What known triggers or environmental stressors were present?
- What de-escalation strategies were attempted, and what was the impact?
- Was the intervention necessary, proportionate and reasonable in the circumstances?
- Was the least restrictive option used for the shortest possible time?
- Were the student's SEND, SEMH, communication, medical or safeguarding needs considered?
- Were there any injuries, distress or adverse impacts that require follow-up?

- Was the incident recorded accurately and reported to parents/carers as soon as practicable?
- Does the student need a Behaviour Support Plan, risk assessment, reasonable adjustment or additional pastoral/SEND support?
- Do staff need further briefing, training or support?
- What repair or reintegration work is needed to rebuild relationships and support a safe return to learning?