Staffordshire University Academies Trust Physical Intervention Policy

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Statement of intent

Staffordshire University Academies Trust believes that it is important to establish a safe, secure and stable environment to enable pupils to grow, develop and learn. To achieve this, the school recognises that, in certain circumstances, physical intervention, including safe touch and the use of reasonable force, is necessary.

The school understands that behaviour is often a means of communication which may signal that a pupil is in need of support but does not know how to express this; therefore, the school takes a proactive approach to anticipating, managing and minimising potential triggers of distressed behaviour that may cause harm.

This policy acknowledges that situations may arise in which staff members will be required to use physical intervention, and in some cases reasonable force, in order to handle pupils' emotions or aggressive behaviour when other measures have failed to do so.

The aim of this policy is to ensure that physical intervention is used in a correct and safe manner, which is in accordance with the relevant legislation and national guidance.

1. Legal framework

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

- Education Act 2011
- Children Act 1989
- Equality Act 2010
- DfE 'Restrictive interventions, including use of reasonable force, in schools'
- DfE 'Working Together to Safeguard Children'
- DfE 'Keeping children safe in education 2025'
- HM Government 'Reducing the Need for Restraint and Restrictive Intervention'

DfE 'Restrictive interventions, including use of reasonable force, in schools' (effective from 1 April 2026) — statutory guidance replacing 'Use of Reasonable Force in Schools' (2013).
Schools (Recording and Reporting of Seclusion and Restraint) (No.2) (England) Regulations 2025 — introduces new legal duties on incident recording and reporting from April 2026.

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Safeguarding Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Disciplinary Policy
- Complaints Policy
- Staff Code of Conduct
- Anti-Bullying Policy
- Child on Child Abuse Policy

2. Roles and responsibilities

The governing board is responsible for:

- Monitoring the overall implementation of this policy.
- Notifying the headteacher that the Behaviour Policy should include the power to use reasonable force.
- Evaluating, on an annual basis, instances of physical intervention to analyse how and when reasonable force is used and identify any trends.
- Reviewing this policy on an annual basis.
- Responding to any complaints, in liaison with the headteacher, from pupils or parents regarding the use of reasonable force.

The headteacher is responsible for:

- Deciding whether members of staff require additional training to enable them to carry out their responsibilities, considering the needs of pupils.
- Ensuring all members of staff understand the correct conduct in terms of positive handling.
- Handling any allegations of abuse in line with the Safeguarding Policy.

- Maintaining the records of the use of reasonable force and evaluating on a termly basis how reasonable force and physical intervention is used.
- Ensuring that any member of staff who uses reasonable force completes the Physical Intervention Report Form.
- Ensuring that the Behaviour Policy sets out the circumstances in which force might be used.
- Responding to any complaints, in liaison with the governing board, from pupils or parents regarding the use of reasonable force.
- Carrying out risk assessments to ensure that staff who regularly work alongside pupils can use reasonable force and other restrictive interventions as safely as possible, if and when required.

The SENCO is responsible for:

- Providing training to members of staff on how to handle the needs of pupils with SEND.
- Ensuring staff understand how pupils with SEND may react differently to reasonable force.
- Ensuring that staff understand the additional vulnerability of pupils with SEND or medical conditions. Developing individual behaviour risk assessment (IBRA) must be created (e.g., after two significant incidents).
- IBRA's to be reviewed every six weeks or after incidents.
- Risk assessments for pupils with SEND or medical conditions that are agreed with the pupil's parents and ensuring teaching staff are aware of these.
- Ensuring that staff understand how reasonable force principles may need to be adapted for pupils with medical conditions.
- Evaluating on a termly basis how reasonable force and physical intervention is used with regard to pupils with SEND, in collaboration with the headteacher.

The DSL is responsible for:

- Providing staff with annual reasonable force training where the headteacher deems it necessary.
- Ensuring all members of staff use reasonable force in accordance with this policy.
- Reviewing this policy in liaison with the headteacher and governing board.

All staff members will be responsible for:

- Avoiding restrictive interventions wherever possible and only using reasonable force as a last resort.
- Only using reasonable force in certain circumstances, including to prevent or stop a pupil from:
    - Causing injury to themselves or others.
    - Committing a criminal offence.
    - Damaging property.
    - Causing disorder among pupils, whether during a teaching session or otherwise.
- Understanding the unacceptable uses of force and the legal implications of using force in this way.

3. Definitions

Restrictive intervention: An action or measure used to prevent, limit, or control the movement of a pupil's body, or part of their body. Within this policy, restrictive intervention is used as an umbrella term encompassing both physical and non-physical interventions intended to restrict a pupil's movement or behaviour.

Reasonable force: A legal term used in legislation which includes physical restrictive interventions. All members of school staff have the statutory power to use reasonable force in limited circumstances. Reasonable force refers to the minimum level of force necessary, applied for the shortest possible duration, and proportionate to the specific circumstances of the incident.

Significant incident: Any incident in which the use of force exceeds appropriate physical contact between pupils and staff. This includes situations where physical force is used to carry out or support a non-physical restrictive intervention.

Seclusion: A non-disciplinary intervention involving the confinement of a pupil to a space away from others, with their freedom to leave restricted. This may be achieved through physical obstruction, blocking exits, or actions that lead the pupil to believe they will face negative consequences if they attempt to leave.

Restraint: A term used in legislation to describe a non-disciplinary intervention that immobilises a pupil or restricts their movement. Restraint may involve direct physical contact or indirect actions. Examples include holding a pupil's arms to their sides or removing an item that enables mobility, such as crutches.

Non-restrictive physical contact: Everyday, appropriate physical contact that does not restrict movement and is used for purposes such as first aid, guiding pupils, offering reassurance or demonstrating techniques. This type of contact is not considered restrictive under the April 2026 statutory guidance and should not be confused with restraint or seclusion.

Prohibited Techniques: In line with the April 2026 DfE guidance, staff must not use any restraint technique that restricts a pupil's breathing or circulation, applies pressure to the neck, nose, mouth, chest or abdomen, or intentionally forces a pupil onto the floor, due to the significant physical and psychological risks.

Staff must never use any technique that:
• Involves floor holds (other than life-preserving emergencies).
• Causes hyperextension, bending, or twisting of joints.
• Uses pain compliance or pressure point manipulation.
• Restricts pupils' ability to communicate distress.
• Relies on mechanical restraints or makeshift devices.

4. Mandatory Training and Competency Requirements.

To ensure that all restrictive interventions are carried out safely, lawfully and consistently, the Trust recognises the need for a clear, structured approach to staff training. Effective training not only safeguards pupils and staff but also ensures that interventions are used only when absolutely necessary and in the least restrictive manner. This section sets out the Trust's expectations regarding which staff members must be trained, the approved models of training to be used, the required frequency of refresher courses to maintain competency, and the system for recording, monitoring and reviewing staff training and certification. It aims to create a transparent, accountable framework that ensures every adult involved in managing challenging behaviour has the knowledge, skills and confidence to respond appropriately and in accordance with national guidance and Trust policy.

Staff Who Must Receive Training

The Trust requires that the following staff groups receive physical intervention and de-escalation training appropriate to their role:

- **All teaching staff**
- **All teaching assistants and learning support staff**
- **Pastoral staff**, including behaviour mentors and family support workers
- **Designated Safeguarding Leads and deputies**
- **SEND staff**, including those supporting pupils with complex needs
- **Midday supervisors** working regularly with pupils who may require intervention
- **Site staff** where they may be expected to assist during incidents
- **Any staff member identified through risk assessment** as working with pupils likely to require physical intervention

Approved Training Models

To ensure consistency and safety across all Trust academies, only accredited, reputable, and evidence-based training providers may be used. These include, but are not limited to:

- **Team Teach**
- **Teaching with Pride**
- **MAPA / CPI Safety Intervention**
- **Safer Handling**
- **Other DfE-recognised or nationally accredited programmes**

Training must cover:

- Legal frameworks and statutory guidance
- De-escalation and preventative approaches
- Judgement-based decision making
- Safe physical intervention techniques
- Restraint reduction and trauma-informed practice
- Reporting, monitoring and post-incident processes

No school may independently introduce training that has not been approved by the Trust.

Training Delivery and Competency Requirements

- Training must be delivered face-to-face by accredited instructors.
- Staff must demonstrate practical competency before being certified.

- All staff whose roles involve direct work with pupils who may require restrictive intervention must receive refresher training every three years. However, where regular termly reviews identify a need, refresher training may be provided more frequently at the discretion of the Academy/Trust.
- New staff who have not previously completed accredited training must receive training within their first term of employment, sooner if they work closely with high-risk pupils.

Staff must not use restrictive physical intervention until they have been appropriately trained, except in Monitoring and review an immediate emergency to prevent serious harm.

Recording and Monitoring of Training

Each school must maintain an up-to-date Training Matrix that includes:

- Staff name and role
- Type of physical intervention training completed
- Date of training and date of expiry
- Provider and accreditation
- Additional SEND-specific or advanced training
- Notes on competency concerns or adjusted duties

The register must be:

- Reviewed termly by the Headteacher and DSL
- Reported to the Trust as part of the safeguarding and behaviour audit
- Used to identify upcoming training expiration dates and plan refresher cycles

No staff member whose certification has expired may use physical intervention except in life-preserving emergency circumstances.

Training across the Trust must reflect the statutory duties introduced in the April 2026 DfE guidance, including the legal obligation to record and report significant incidents and seclusion, and to ensure staff use only lawful, proportionate and safe restrictive interventions.

5. Avoiding physical intervention and reducing risk

The school will expect staff to assess whether the incident requiring a response can be resolved without physical intervention.

Where possible, the school implements an approach of prevention, where staff will be trained in recognising warning signs of severe pain or distress and/or aggressive behaviour, communicating empathetically with pupils displaying such signs to aid them in regulating their emotions, and altering their environment to minimise distressing stimuli.

Teaching staff will be aware of the behavioural patterns, medical conditions and levels of need of pupils in their class and will ensure that incidents of disruptive or aggressive behaviour in the classroom are handled in line with individual pupils' needs.

Staff will not generally resort to physical contact or reasonable force immediately without first questioning whether there is a need to use physical intervention. Staff will question whether:

- **It is necessary:**

- Staff will consider whether there are other more effective, less restrictive ways to manage a situation.
- Staff will 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 will communicate with other staff members to understand any broader risks in the environment.

- **It is proportionate:**

  - Staff will use the least amount of force or least restrictive intervention necessary for the least amount of time required to reduce relevant risks.
  - If the intervention itself is escalating the situation, staff will reconsider their approach and attempt an alternative strategy.
  - Staff will consider the personal circumstances of the pupil, e.g. medical conditions, SEND or other vulnerabilities, their characteristics, e.g. age and size, and relevant equality implications under the Equality Act 2010.

- **The pupil's welfare:**

  - Staff will consider the impact on the pupil's overall welfare, balanced against any actions taken.
  - Staff will maintain respect for a pupil's dignity.
  - Where possible, staff will clearly and calmly communicate to the pupil what is happening, why, and explain what the pupil needs to do.
  - For pupils with communication difficulties or EAL, verbal and/or non-verbal strategies will be used to ensure the pupil understands what is happening and has adequate time to process information and respond.
  - Staff will seek to understand the pupil's feelings and use this information to determine whether the restrictive intervention should be, or continue to be, applied, reduced or stopped.

Reasonable force will only be used in situations where it is needed to stop a pupil from causing harm to themselves or others, committing a criminal offence, damaging property, or causing disorder among pupils. Any reasonable force used in situations that are non-urgent will only be used once all alternative options have been exhausted and where the staff member in charge deems that the situation is escalating.

The school understands that, in some cases, action may be required very quickly, e.g. in the event that a pupil attempts to run out into a busy road, or where pupils begin a violent fight with one another and staff are forced to pull the pupils apart. Staff will not be penalised for resorting to the use of physical intervention or reasonable force in such situations where it is justified and perceived necessary to prevent harm to others or property in the circumstances.

Positive handling will be applied with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control. Reasonable force is not used as a method of behaviour management or discipline only as a last resort in situations that require de-escalation to prevent harm.

In line with April 2026 statutory expectations, the Trust will implement a whole-school restrictive intervention reduction plan. Each school must evaluate patterns of restrictive interventions at least termly and identify

preventative strategies, environmental adjustments, early-help interventions and de-escalation measures to reduce future reliance on restrictive interventions. Reviews of each behaviour incident must occur as soon as practicable to identify triggers, patterns, and opportunities for earlier support.

6. Seclusion

The school will recognise seclusion as a non-disciplinary measure that may be used, in exceptional circumstances, to reduce risk and avoid the need for physical intervention when a pupil is experiencing high levels of emotional or behavioural dysregulation and is not acting with intent.

The school will ensure that seclusion is used only as a safety measure to protect the pupil or others from harm and will not use seclusion as a consequence or through the threat of punishment.

Where seclusion is used, the school will ensure that:

- The space used will be safe, suitable, and not intimidating or threatening to the pupil.
- The pupil will be appropriately supervised at all times.
- Seclusion must involve continuous, direct supervision. The pupil must be able to see and hear supervising staff at all times. The seclusion space must not lock, and pupils must not be led to believe they are being punished. The measure must last only as long as the immediate safety risk remains.
- The restriction will last only for as long as the immediate risk of harm remains.
- The pupil will be allowed to leave as soon as it is safe to do so.

The school will record and report any incident involving seclusion in accordance with the procedures set out in the recording and reporting incidents section of this policy.

Seclusion will not be used as a disciplinary response to deliberate or wilful misbehaviour. The school will use appropriate disciplinary measures, such as removal from the classroom, in line with the Behaviour Policy.

7. Pupils with SEND

The school will have due consideration to how pupils with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Staff members will be trained on understanding triggers and how pupils that find communication challenging may express their needs, discomfort or confusion through actions.

The school will seek to minimise the potential disproportionate use of restrictive interventions used on pupils with SEND by understanding underlying triggers of challenging behaviour and providing proactive support.

The SENCO will ensure that the stipulations of the Equality Act 2010 are adhered to in relation to reasonable adjustments, non-discrimination and the Public Sector Equality Duty, and will ensure that staff that come into regular contact with pupils with SEND are aware of the ways in which their needs can be met without reasonable force.

The school will utilise staff who know individual pupils well to help identify and manage risk such as trigger points when challenging behaviour is more likely to occur and develop proactive strategies to reduce the likelihood of restrictive interventions being used. The school will also work with the pupil, parents and other professionals to develop prevention and de-escalation strategies.

De-escalation strategies may include:

- Removing stimuli that may be causing distress.
- Changing body language, facial expression, or tone of voice.
- Supporting the pupil to express their emotions before they become 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.

Staff members will not assume that a technique employed for one pupil with SEND will be applicable to other pupils with SEND.

Where appropriate, staff will work with pupils with SEND and their parents in the co-production of behaviour support plans. These plans will outline any adjustments and methods to communicate their needs effectively. Behaviour support plans will also detail circumstances where it may be appropriate for staff to have increased physical contact with a pupil. Any behaviour support plan will be reviewed with the pupil and their parent periodically and following any significant incident.

Where there is an identified risk, e.g. an increased likelihood in the need to use reasonable force and other physical interventions, the school will put risk assessments in place and mitigate these risks through training and prevention strategies.

The school will adhere to its Special Educational Needs and Disabilities (SEND) Policy at all times.

8. Post-incident support

The school will evaluate all incidents involving the use of restrictive intervention as soon as practicable after the event to understand why it was used, the impact on pupils and staff, any patterns and trends, and how the use of restrictive interventions might be avoided in the future.

If appropriate, the pupil and staff member involved will receive a medical assessment and treatment for any injuries as soon as possible

Follow-up conversations will be used to facilitate reflection, learning and to support pupil and staff wellbeing. Such conversations will be framed as part of the overall debriefing process and seek to understand what happened during the incident and why, based on separate reflections from both the staff and pupils involved. This process will be facilitated by a staff member who was not involved in the incident, with input from an additional person to ensure impartiality and support.

The school will continue to monitor pupil and staff wellbeing and provide additional support if needed. Additionally, any pupil who witnesses an incident of restrictive intervention will also be provided with appropriate support where necessary.

9. Staff Wellbeing, Debriefing and Support

The Trust recognises that incidents involving the use of restrictive intervention can have a significant emotional, psychological and physical impact on the staff involved. Supporting staff wellbeing is an essential part of safeguarding practice and contributes to a calm, safe and trauma-informed school environment. This section sets out the expectations for structured debriefing, access to wellbeing and occupational health

services, leadership responsibilities, and procedures for making temporary adjustments where a staff member's health or emotional state may be affected following an incident.

This section aims to ensure that:

- Staff feel safe, supported and valued following any incident involving physical intervention.
- The school maintains a reflective culture in which staff wellbeing is actively prioritised.
- Leaders fulfil their duty of care and ensure that no member of staff continues working in circumstances that may compromise their wellbeing or decision-making capacity.
- The Trust meets safeguarding, HR and health and safety expectations.

Staff Wellbeing Following an Incident

Immediate Post-Incident Check-In, as soon as practicable after an incident:

- A member of SLT or another designated senior colleague must check in with each staff member involved.
- Staff should be asked about any injuries, pain, distress, or concerns they may have.
- Where required, first aid must be provided and injuries recorded.

If a staff member reports significant distress, physical discomfort or emotional impact, this must be escalated to the Headteacher or DSL immediately.

Structured Staff Debriefing

A formal debrief should take place as soon as reasonably possible, ideally within the same working day and no later than 48 hours after the incident. The debrief should:

- Be conducted by a staff member not involved in the incident to maintain neutrality.
- Provide a safe space for the staff member to express their thoughts and feelings.
- Explore any emotional impact, including anxiety, discomfort or concern about the intervention used.
- Identify whether additional support, rest breaks, or temporary adjustments to duties are required.
- Capture reflective feedback on what worked, what was challenging, and whether any contributory factors require review.

Debrief discussions should be recorded in a brief safeguarding compliant note but treated as confidential HR wellbeing information.

Access to Wellbeing and Occupational Health Support

Where concerns about staff wellbeing are identified, the following support options must be considered:

- Referral to Occupational Health to assess physical or emotional impact.
- Employee Assistance Programme (EAP) access, including counselling, if available.
- Supervision or reflective practice sessions, particularly for staff working regularly with pupils who present high levels of need.
- Additional training or coaching to rebuild confidence following a challenging incident.

School leaders must ensure that staff are aware of these support pathways and feel able to access them without stigma.

Monitoring of Staff Impact

Where staff members are repeatedly involved in physical interventions, this may indicate:

- A need for additional training
- A workload or deployment issue
- A developing wellbeing concern
- Emerging patterns of high-risk behaviour in a particular pupil

The Headteacher and DSL must review such patterns termly and take appropriate action, including reviewing risk assessments, staffing allocations, and training needs.

Confidentiality and Respect

All discussions relating to staff wellbeing:

- Must be handled sensitively and confidentially.
- Should not be included in pupil-focused incident logs.
- Must be stored securely in accordance with HR and data protection requirements.

Staff should never feel blamed or scrutinised for using necessary and proportionate restrictive intervention.

Leadership Responsibilities

The Headteacher, DSL and SENCO are jointly responsible for ensuring that:

- Staff are supported before, during and after any incident.
- Wellbeing concerns are identified early and responded to promptly.
- No staff member is expected to work in conditions that compromise their physical or emotional safety.
- Debriefing and support processes are followed consistently.

10. Recording and reporting incidents

The governing board will ensure that a procedure is in place for recording and reporting each significant event in which a staff member uses force on a pupil.

All incidents involving restrictive interventions must be recorded as soon as practicable and, wherever possible, on the same day. Records must be completed by the staff members directly involved and must not be delayed unless there is an unavoidable safeguarding reason. This requirement applies even when the use of restrictive interventions is included in a pupil's behaviour support plan.

All records must be factual, clear, contemporaneous, and contain all legally required information, including the reason the intervention was necessary, the de-escalation strategies used, the type and duration of the intervention, and any post-incident support provided.

All non-physical restrictive interventions (e.g., blocking exits, restricting movement without touch) must be recorded and reviewed in the same way as physical interventions, even where no physical force was used.

The school will record the following details as a minimum:

- Names of pupils and staff directly involved.

- Any relevant needs or circumstances of the pupil, including whether the pupil involved has SEND, and their SEN status code.
- The time, date, location, and approximate duration of the intervention.
- A brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained.
- A brief account of why the use of force was assessed as necessary in that instance.
- Any post-incident support, e.g. details of any medical treatment for injuries or other adverse impacts.

The school may also record details such as witness accounts, how and when parents were notified, and what follow-up action has taken place.

Records should be retained and analysed by the headteacher and SENCO where physical intervention was used on a pupil with SEND, on a termly basis to ensure that such interventions are being used appropriately, and to identify patterns of behaviour and responses to that behaviour that may require changes to school practice, e.g. increased staff training or further behavioural or emotional support. Records should also be sent to the governing board annually for evaluation.

A report of the incident made to parents will include the following details as a minimum:

- The time, date, location and approximate duration of the intervention.
- A brief account of why the intervention was assessed as necessary.
- A brief account of what type of force was applied, and the degree of force.
- The details of any physical injuries sustained, if applicable.

Parents will also be invited to have a follow-up discussion about the incident where appropriate. This may include a discussion about:

- 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 headteacher will be responsible for conducting a thorough investigation to find out the correct details of what occurred; this may include talking to other pupils about the incident, for instance those who witnessed the event.

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

The governing board will ensure that a procedure is also in place for recording and reporting any incident involving seclusion or non-physical restrictive intervention, whether or not physical force has been used. This duty applies even where such interventions are agreed with parents as part of a pupil's behaviour support plan.

Incidents involving seclusion or non-physical restrictive intervention will be recorded as soon as practicable after the event by the staff members involved and, wherever possible, no later than the same day.

For the purposes of this policy, non-physical restrictive interventions include actions that restrict a pupil's movement without direct physical contact, such as preventing a pupil from leaving a space or removing an item that enables mobility.

All non-physical restrictive interventions (e.g., blocking exits, restricting movement without touch) must be recorded and reviewed in the same way as physical interventions, even where no physical force was used.

The school will record the following details as a minimum:

- Names of the parents will be informed as soon as practicable
- Pupil and staff directly involved.
- The time, date, location, and approximate duration of the intervention.
- Any relevant needs or circumstances of the pupil, including SEND where applicable.
- A brief account of why the intervention was assessed as necessary in that instance.
- Any post-incident support provided, including medical or emotional support where relevant.

Parents will be notified as soon as practicable and always on the same day, unless doing so would place the pupil at risk. Where notifying parents increases risk, the school must inform the local authority instead.

Where an incident involving seclusion or non-physical restrictive intervention also constitutes a significant use of force, the school will follow the reporting procedure for significant use of force only, and information will not be duplicated.

Records of seclusion and non-physical restrictive interventions will be retained, monitored, and reviewed alongside records of physical intervention to support oversight, identify patterns or trends, and inform any necessary changes to school practice or pupil support.

11. Data Protection and Record Retention

The Trust processes all information relating to restrictive interventions under the lawful basis of legal obligation. Incident records will be stored securely, accessible only to authorised staff. Records must not include unnecessary personal data (e.g., information about other pupils). Retention periods will align with the Trust's Data Protection Policy, after which records will be securely destroyed.

12. Complaints

Any complaints regarding the use of restrictive interventions will be dealt with in accordance with the school's Complaints Policy.

If an allegation regarding inappropriate use of force or other restrictive interventions is made against a staff member, the procedures included in the Safeguarding policy will be followed, including the provisions regarding suspension of staff.

13. Monitoring and review

This policy will be reviewed on an annual basis by the headteacher, DSL, SENCO and governing board, who will consider any necessary changes and communicate the findings of the review to all members of staff.

In addition to annual reviews, the headteacher and DSL must carry out termly audits of all restrictive intervention records to identify trends, training needs, and safeguarding concerns. The Trust Board will receive an annual data summary analysing frequency, type, and context of interventions across the Trust.

The next scheduled review for this policy is March 2027.

Appendix A - Physical Intervention Report Form

We believe that reasonable force should only be used when absolutely necessary. With this in mind, this form has been created to ensure that all incidents of this type are recorded. Incidents must also be documented in the Physical Intervention Log. This has been made available in forms, the link will be provided to you by your Headteacher.

Physical Intervention Report Form

Headteachers MUST create a form using the template above for their own setting.

Appendix B – Template Parent Notification Form

Parent Notification Form

Physical Intervention / Seclusion Incident

Dear [Parent/Carer Name],

I am writing to inform you as required under the April 2026 statutory guidance on restrictive interventions in schools that an incident occurred today involving your child, [Child's Name], in which a physical intervention and/or seclusion was used.

This email contains only the necessary information to ensure transparency while maintaining GDPR compliance by avoiding unnecessary personal data.

All areas highlighted Yellow should be updated
All areas highlighted Blue should be removed before it is sent to the parent.

Summary of Incident

Date	
Time	
Location	

What Happened:
Brief, factual description of events leading to the intervention no opinions, no other pupils' names.

Why Intervention Was Necessary:
Explain the risk (e.g., safety, injury prevention, preventing serious damage), consistent with the lawful grounds for reasonable force.

De-escalation Attempts

Before any restrictive intervention is used, staff must attempt de-escalation where possible. The following strategies were attempted:

Type of Intervention Used

(Mandatory reporting includes reasonable force, restraint including non-force restraint and seclusion.)

Please note the intervention used during the incident:

Duration of Intervention:

Additional Details:

Wellbeing, Injuries and Support

Following the incident, your child was checked for injuries or distress.

**Please delete as appropriate.*

Injuries Noted	Yes / No	If yes, please provide details:
Medical Assessment	Complete / not required	
Emotional Check-In	Completed / Planned	

We will continue to monitor your child to ensure their wellbeing.

Next Steps / Opportunity to Discuss

You are welcome to discuss this incident further. If you would like to arrange a meeting or phone call, please respond to this email with your availability.

Thank you for your cooperation and understanding. Please let us know if you have any questions.