

Use of restrictive interventions policy (including reasonable force and seclusion)

BIRMINGHAM INDEPENDENT COLLEGE

Approved by:	H McIntosh	Date:	24/06/2026
Last reviewed on:	24/06/2026		
Next review due by:	23/06/2027		

Contents

1. Aims and scope.....	2
2. Legislation and guidance	3
3. Definitions.....	4
4. Roles and responsibilities	6
5. Acceptable uses of force	10
6. Unacceptable uses of force	10
7. Using reasonable force to search students.....	11
8. Prevention and de-escalation strategies	11
9. Deciding when the use of restrictive interventions is appropriate	12
10. Considerations for students with SEND	15
11. Training and risk assessments	16
12. Recording and reporting arrangements	16
13. Complaints and allegations.....	20
14. Monitoring and review.....	20
15. Links with other policies.....	21

1. Aims and scope

This policy is underpinned by a trauma-informed, rights-respecting and restorative approach. The College recognises that restrictive interventions may cause physical and psychological harm and will therefore only use them when necessary, proportionate, lawful and in the best interests of the student and others. The dignity, voice, welfare and safeguarding needs of the student will remain central before, during and after any intervention.

Leaders will use incidents as opportunities for organisational learning. This includes reviewing patterns, triggers, staff practice, individual support plans, equality implications and whether reasonable adjustments or additional support could reduce the likelihood of recurrence.

At Birmingham Independent College we strive to create a safe, secure and supportive environment for all our students and staff.

There are times when the use of restrictive interventions, including reasonable force and seclusion, is lawful and necessary to keep people safe. However, we understand that the use of restrictive interventions can have a significant impact on students, staff and parents/carers. In our college, they are only ever considered as a last resort, once all other prevention and de-escalation strategies have been exhausted.

This policy aims to:

- › Minimise the need to use restrictive interventions, through early support, prevention and de-escalation strategies
- › Help college staff feel confident in knowing how to use restrictive interventions safely, appropriately and lawfully, when they are necessary
- › Clearly set out the steps for recording and reporting incidents of reasonable force, seclusion and restraint
- › Protect the safety, wellbeing and dignity of all students and staff, and help create a positive and safe place for everyone at college.

2. Legislation and guidance

This policy should be read alongside Ofsted's current non-association independent school inspection toolkit and evaluation areas, including safeguarding, inclusion, behaviour and attitudes, attendance, personal development, and leadership and governance. Leaders will use this policy to evidence that the Independent School Standards are met consistently and that safeguarding is effective.

This policy is based on the Department for Education (DfE) [guidance on restrictive interventions, including the use of reasonable force, in colleges](#). It should be read alongside Ofsted's current non-association independent school inspection toolkit and evaluation areas, including safeguarding, inclusion, behaviour and attitudes, attendance, personal development, and leadership and governance. Leaders will use this policy to evidence that the Independent School Standards are met consistently and that safeguarding is effective. The College will keep this policy under review against Keeping Children Safe in Education, Working Together to Safeguard Children, the Education Inspection Framework and the DfE guidance Restrictive interventions, including the use of reasonable force, in schools, effective from 1 April 2026.

It also meets the requirements of:

- › [Section 93 of the Education and Inspections Act 2006](#)
- › Section 93A of the Education and Inspections Act 2006, inserted by the [Apprenticeships, Skills, Children and Learning Act 2009](#)
- › [Section 550ZA](#) and [section 550ZB](#) of the Education Act 1996

- › [Equality Act 2010](#)
- › [Health and Safety at Work etc. Act 1974](#) and associated regulations
- › [Human Rights Act 1998](#)
- › [Keeping Children Safe in Education](#)
- › [The Colleges \(Recording and Reporting of Seclusion and Restraint\) \(No. 2\) \(England\) Regulations 2025](#)
- › Department for Education guidance on [searching, screening and confiscation](#)

3. Definitions

The terms we use in this policy are defined as follows. These definitions are based on the Department for Education's guidance on restrictive interventions (linked to in section 2 of this policy). Staff training continues to address and distinguish between appropriate physical contact, restrictive intervention, restraint, seclusion and reasonable force. Where there is any uncertainty, the incident must be recorded and referred to the DSL/DDSL and Head of College for review.

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

Examples of restrictive interventions could include:

- Supervised seclusion of a student in an area away from others, where the student is prevented from leaving for their own safety and/or the safety of others
 - Passive physical contact, such as a staff member blocking a student's path if they're running towards danger (like a busy road), or staff standing between students to prevent a fight
- › Reasonable force refers to the broad range of actions used by staff that involve a degree of physical contact to restrain children, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.

Examples of the use of reasonable force could include:

- A staff member guiding a student to safety by the arm
 - Staff breaking up a fight between students
 - A staff member restraining a student to prevent injury to the student, or others
- › Restraint is a form of non-disciplinary intervention which immobilises a student or limits their movement. This may or may not include direct physical contact.

Examples could include:

- A staff member holding a student's arms to their sides when the student is attempting to harm themselves or others
- Removing a student's crutches
- › Seclusion is a non-disciplinary intervention that keeps a student confined to a place away from others and prevents them from leaving, for the safety of that student and/or others. This could be through physical obstruction or by making the student believe that they will be punished if they leave. For example, putting a student into a 'holding' room until they calm down is a form of seclusion.

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

- › A significant incident is any incident where the use of force goes beyond appropriate physical contact between a member of staff and a student. This includes when physical force is used to implement a non-physical restrictive intervention.

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

3.1 Appropriate physical contact with students

Our college does not have a 'no contact' policy. We do not grant any requests by parents/carers or staff members not to use reasonable force and/or other restrictive interventions. Appropriate physical contact must always take account of the student's age, SEND, communication needs, trauma history, cultural background, consent where possible, and any known sensory or medical needs. Staff must be able to explain why physical contact was appropriate and in the student's best interests.

There are circumstances when it is appropriate for staff to have some physical contact with students which does not give rise to any question over the use of reasonable force or other restrictive interventions.

Examples include:

- › Providing first aid to a student
- › Guiding or escorting a student through the college building or on a college trip by holding their hand
- › Comforting a student who is upset
- › Offering congratulations or praise, such as with a pat on the back or handshake
- › To demonstrate how to use a musical instrument
- › When demonstrating exercises or techniques during PE lessons or sports coaching

In assessing whether physical contact is appropriate in any given situation, staff should use their professional judgement, and have regard to:

- › Our college's child protection and safeguarding policy
- › The specific circumstances, such as whether there are other adults present
- › Factors including, but not limited to:
 - The student's age
 - Any known vulnerabilities, including whether the student has special educational needs and/or disabilities (SEND)
 - Whether any alternative strategies that don't involve physical contact can be used

3.2 Seclusion

Any space used for supervised seclusion must be safe, appropriately lit, ventilated, free from hazards, not locked, and not used in a way that is degrading, frightening or punitive. Staff must continuously monitor the student's welfare and end seclusion as soon as the immediate risk has reduced.

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

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

During seclusion:

- › The student will be secluded in a safe place that does not feel threatening or intimidating to them
- › The student will be supervised at all times, by at 2 members of staff.

As soon as the immediate risk of harm has reduced, the student will be allowed to leave.

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

4. Roles and responsibilities

All staff are responsible for entering incidents onto the college's CPOMs system as soon as reasonably possible after an incident has occurred.

All staff are responsible for reporting incidents to the Designated Safeguarding Lead, or the Deputy Designated Safeguarding Lead who is then responsible for reporting these to parents/carers.

Our DSL is Ms McIntosh and DDSL is Ms Lambert.

4.1 The Proprietorship

The Proprietorship are expected to regularly review restrictive intervention reports. This will include the number and type of incidents, duration, injuries, students involved, SEND/EHCP status, protected characteristics where known, use of seclusion, staff training status, parent/carer notification, patterns/trends, actions taken and evidence that learning has reduced risk. Proprietors will challenge leaders where data indicates repeat incidents, disproportionate impact on any group, gaps in staff training, concerns about policy implementation or insufficient evidence that list restrictive approaches are being used.

The Proprietors is responsible for:

- › Reviewing and approving this policy
- › Ensuring that a procedure is in place for recording and reporting each:
 - Significant incident involving force
 - Seclusion incident
 - Restraint incident
- › Taking all reasonable steps to ensure that the procedures for recording and reporting the use of force, seclusion and restraint are followed
- › Regularly reviewing and interrogating data on the use of restrictive interventions in our college
- › Supporting and challenging college leaders to identify where changes may be needed to practice. For example:
 - If approaches have been used for some time but haven't been effective
 - If there is any disproportionate use of restrictive interventions, including in relation to students who share protected characteristics or have SEND or other types of vulnerabilities

4.2 The Head of College

The Head of College/Operations Manager will maintain an inspection-ready evidence file demonstrating how this policy is implemented. This will include training records, risk assessments, behaviour support plans, CPOMS audit samples, incident reviews, parent/carer communications, student voice, staff debrief records, and proprietor monitoring minutes.

Head of College will ensure that staff workload and wellbeing are considered after significant incidents and that staff receive appropriate support, supervision and reflective debriefing.

The Head of College is responsible for:

- › Overall implementation and oversight of this policy
- › Making sure that appropriate and high-quality training on preventative strategies and the safe and lawful use of restrictive interventions is provided for staff who need it, based on our college's individual context and needs
- › Ensuring adequate staffing levels to support positive behaviour management
- › Monitoring incidents involving restrictive interventions, including regular review of incidents to refine and improve processes
- › Ensuring compliance with recording and reporting requirements
- › Authorising staff to search a student or their belongings if they have good reason to think the student has a prohibited or banned item
- › Following the procedures set out in our complaints policy to deal with any complaint about the use of restrictive interventions
- › Following the statutory safeguarding guidance [Keeping Children Safe in Education](#) if an allegation regarding inappropriate use of force and/or other restrictive intervention is made against a member of staff

4.3 All staff

Staff must use the least restrictive response for the shortest possible time and must continually reassess whether the intervention remains necessary and proportionate. If the intervention is escalating distress or risk, staff must seek to reduce, change or stop the intervention as soon as it is safe to do so. Staff must record the student's voice or presentation after the incident wherever possible, including how the student says they felt, what they believe triggered the incident, and what support they believe would help prevent recurrence.

All members of staff are responsible for:

- › Making sure they have read and understood the principles of this policy and any other linked policies
- › Using de-escalation techniques and positive behaviour management strategies to try to minimise and prevent the need for restrictive interventions
- › Accurately recording every seclusion incident, restraint incident and significant incident involving force that they are involved in

- › Reporting these incidents to the designated safeguarding lead (DSL) or deputy designated safeguarding lead (DDSL)
- › Recording any injuries that occur as part of an incident involving restrictive intervention, and following our health and safety policy to ensure these are reported to the Health and Safety Executive where necessary
- › Taking part in training on preventative strategies and the safe and lawful use of restrictive interventions, if relevant to their role (this may include additional training appropriate to their responsibilities)
- › Engaging in follow-up conversation(s) to debrief and reflect on incidents involving restrictive intervention that they were involved in, to help us understand what happened and why

4.4 Designated safeguarding lead (DSL)

The DSL/DDSL will consider whether any restrictive intervention indicates a safeguarding concern, unmet need, peer-on-peer risk, staff conduct concern, environmental risk, or requirement for referral to external agencies. Repeat incidents will be reviewed within the student's safeguarding chronology where appropriate.

The DSL is responsible for:

- › Reporting every seclusion incident, restraint incident and significant incident involving force to each parent/carer of the student involved
- › Making sure records are kept securely and in accordance with safeguarding and data protection procedures
- › Contacting the local authority in cases where informing a student's parent/carer of the use of reasonable force, seclusion or restraint on their child would put that child at risk of significant harm (see sections 12.2 and 12.3 of this policy)

4.5 Special educational needs co-ordinator (SENCO)

For students with SEND or an EHCP, the SENCO will ensure that Positive Behaviour Support principles are used to understand the function of behaviour, reduce triggers, adapt communication, meet sensory needs and promote skills for emotional regulation. Behaviour support plans will be reviewed after any significant incident and after repeated lower-level incidents.

Where appropriate, the SENCO will coordinate input from parents/carers, social workers, therapists, educational psychologists, health professionals, the local authority and other agencies to ensure that support is multi-disciplinary and responsive.

The SENCO is responsible for:

- › Working with students, parents/carers and relevant college staff to develop and review behaviour support plans and risk assessments for any students with SEND where it's been identified that there is an increased likelihood of the need to use restrictive interventions
- › Ensuring staff are aware of individual student needs and associated behaviour support strategies
- › Working with staff who know students well, to identify and manage risk (such as trigger points when challenging behaviour is more likely to occur)
- › Working with students, parents/carers, staff and other relevant professionals to develop prevention and de-escalation strategies
- › Advising on reasonable adjustments for any students with disabilities when considering prevention and de-escalation strategies
- › Participating in the review of restrictive intervention incidents involving any student with SEND
- › Providing advice and support on the application of this policy for students with SEND
- › Contributing to staff training on SEND and behaviour management, including the use of restrictive interventions

5. Acceptable uses of force

All our college staff have a legal power to use reasonable force in certain situations.

Staff can use reasonable force to prevent or stop a student from:

- › Hurting themselves or others
- › Committing a criminal offence
- › Damaging property
- › Causing disorder among students, in or out of lessons

While all staff have this power, some staff, especially those who work closely with students who might show challenging behaviour, are more likely to need to use it than others.

We will ensure staff are adequately trained and that risk assessments are carried out where necessary. See section 11 of this policy for information on training and risk assessments.

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

6. Unacceptable uses of force

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

Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

The following uses of force are never acceptable:

- › Staff using force for the purpose of punishment
- › Staff restraining a student in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
- › Staff using force on the ground. If a student is unintentionally held on the ground, staff should release their hold or move into a safer position as quickly as possible

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

7. Using reasonable force to search students

The Head of College and any member of staff authorised by the Head of College have a statutory power to search a student or their belongings if they have reasonable grounds to suspect that the student may have a prohibited item (as listed in the DfE's [searching, screening and confiscation guidance](#)) or an item banned under our college rules.

They can use reasonable force to search for prohibited items (as listed in the DfE's searching, screening and confiscation guidance), such as knives, weapons, stolen items or illegal drugs. They cannot use reasonable force to search for items that are banned under our college rules only, such as chewing gum, cigarettes, vapes.

The decision to use reasonable force to carry out a search should be made carefully, on a case-by-case basis and taking into consideration the level of risk to students and staff. Please see our behaviour policy for more information on how we conduct searches.

8. Prevention and de-escalation strategies

The College will prioritise prevention through relationship-based practice, predictable routines, communication passports, sensory adjustments, individual risk assessments, Positive Behaviour Support, staff consistency and early identification of distress. De-escalation must be adapted to the student's communication, SEND, sensory and trauma-related needs.

Preventative planning will consider whether behaviour may indicate unmet communication, health, mental health, safeguarding, environmental, sensory or relational needs.

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

Our whole-college approach includes:

- › Training staff in effective communication strategies, such as using appropriate tone of voice and empathy to aid de-escalation
- › Development of working staff-student relationships and trust
- › Recording and analysing data on the use of restrictive interventions to inform improvement planning

The individual approaches we use include:

- › Working closely with parents/carers to support individual students
- › Strategies to support individual students based on their identified needs, including:
 - The development of behaviour support plans
 - Strategies to help students calm down before their behaviour escalates
 - Making 'reasonable adjustments' where a student has a disability, to help them participate in college life as fully as possible

8.1 De-escalation when a situation arises

Staff should avoid crowding, shouting, unnecessary touch, public confrontation, sarcasm or demands that reduce the student's ability to process information. Staff should use clear language, reduced verbal input, time to respond, calm tone, choices, co-regulation and familiar trusted adults where this is safe and appropriate.

When a staff member is faced with a situation where a restrictive intervention may need to be used, they should consider using de-escalation techniques first, wherever possible.

Techniques that could be used in these situations include:

- › Having open body language and being aware of a student's personal space
- › Taking a student away from an 'audience' – speaking to them on their own rather than in front of a group of other students or staff
- › Using empathy – asking the student to help you understand their feelings
- › Distraction techniques
- › Offering a calm space for the student to go to so they can self-regulate
- › Verbal warnings – calmly reminding the student of the consequences of their behaviour

9. Deciding when the use of restrictive interventions is appropriate

9.1 Necessity and proportionality

The decision to use or continue a restrictive intervention must be dynamic. Staff must continually review whether the risk remains immediate and significant, whether the intervention is still reducing risk, and whether a less restrictive option is now available.

The decision on whether to use restrictive interventions is down to the professional judgment of the staff member and will always depend on the individual circumstances of each situation.

Staff should always consider whether there are other ways to manage the situation, such as the de-escalation techniques outlined in section 8.1 of this policy and/or seeking assistance from a colleague. However, there may be times when staff have no other choice but to use restrictive interventions, to reduce the risk of harm to the student and/or others.

When assessing whether a restrictive intervention is required, staff should always consider:

- > Is it necessary?
 - Are there other more effective, less restrictive ways to manage the situation?
 - Is a restrictive intervention likely to successfully reduce the risks, or could its use escalate the situation further or cause more harm than the behaviour itself?
- > Is it proportionate?
 - Staff should use the least amount of force or the least restrictive intervention for the least amount of time required to reduce the risks
 - If the intervention itself is escalating the situation, staff should reconsider their approach and attempt an alternative strategy
 - Staff should consider the individual circumstances of the student, such as their age, size and any medical conditions, SEND or other vulnerabilities

9.2 Student and staff welfare

Post-incident support must include consideration of physical injury, emotional distress, trauma response, safeguarding concerns, loss of trust, staff wellbeing and the needs of witnesses. Medical assistance must be sought where injury, pain, breathing difficulty, head injury or other health concerns are suspected.

A wellness follow-up check should be offered where appropriate. This should focus on understanding, repairing relationships and agreeing practical prevention strategies rather than blame or punishment.

Student welfare

The most important consideration when using a restrictive intervention is the safety and wellbeing of the student involved, as well as the safety of other students and staff. Staff should always consider the potential impact on the student's welfare balanced against any actions taken. For example, staff should bear in mind that students who have experienced adverse life events, trauma or neglect, or who have diagnosed or undiagnosed medical conditions or sensory impairments, communication difficulties or other needs, may find the use of restrictive interventions particularly distressing.

If a restrictive intervention is needed, staff should always aim to maintain respect for a student's dignity. This includes consideration of the location and environment where any intervention is used, such as in front of their peers.

Staff should, wherever possible, clearly and calmly communicate to the student what is happening, why, and what the student needs to do, including using verbal and non-verbal strategies where needed, and giving time for the student to process information and respond where appropriate.

Staff should seek to understand how the student is feeling and use this information to determine whether the restrictive intervention should be, or continue to be, applied, reduced or stopped.

Support following an incident

As soon as possible after any use of restrictive intervention, our college will evaluate the incident to understand why restrictive intervention was used, the impact on students and staff, any patterns and trends, and how another incident could be avoided in the future.

Our college will make sure each student and staff member involved get the right support, including a medical assessment and treatment if needed, and an opportunity to reflect on and talk through the incident.

This follow-up conversation(s) will be part of the overall debriefing process to understand what happened during the incident and why, based on separate reflections from all parties involved. Conversations should also aim to repair and rebuild relationships through dialogue.

Wherever possible, this process will be facilitated by a staff member who was not involved in the incident. It may also include the presence of an additional person to ensure impartiality and support. The college will continue to monitor student and staff wellbeing and provide additional support if needed.

Depending on the circumstances, support may also be offered to those who witnessed the incident.

10. Considerations for students with SEND

For autistic students, students with communication needs, sensory processing differences, mental health needs or trauma histories, restrictive interventions may be particularly distressing. Staff must use known communication strategies, sensory profiles, reasonable adjustments and individual plans before considering restrictive intervention unless there is immediate risk of harm. Where a student has repeated incidents, leaders will consider whether an urgent review of the EHCP, behaviour support plan, risk assessment, timetable, environment, staffing or external professional input is required.

We understand that students with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Students who have difficulty communicating verbally might show their needs and discomfort through their actions.

Our college is committed to understanding what might trigger challenging behaviour in students with SEND, and to providing the right support and an inclusive environment.

We will carry out risk assessments for students with SEND, where we identify that there is an increased likelihood of needing to use reasonable force and/or other restrictive interventions. Our college is aware of its duty under the Equality Act 2010 to make reasonable adjustments for students with disabilities to avoid disadvantage and ensure they can take part in college life as fully as possible.

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

These strategies might include:

- › Removing stimuli that may be causing distress to the student
- › Staff members changing how they communicate with the student, such as being more mindful of body language, facial expressions and/or tone of voice
- › Helping the student express their emotions before getting overwhelmed
- › Engaging the student in activities to help them regulate their emotions
- › Distracting the student with familiar objects or activities to redirect their attention

Where appropriate, we will create individual behaviour support plans for students with SEND. The plan will be reviewed regularly, and following any significant incident, with the student and parents/carers to make sure it's still working well. The plan will:

- › Outline any adjustments, such as to address aspects of the college environment which the student finds challenging
- › Explain the best ways to communicate with the student
- › In some cases, specify when increased physical contact with staff might be appropriate. These situations will be discussed with everyone involved and clearly written down in the plan

11. Training and risk assessments

Training will include prevention, de-escalation, SEND and autism awareness, trauma-informed practice, safeguarding, equality duties, recording/reporting, safe use of restrictive interventions, staff conduct, post-incident review and learning from incidents. Training will be refreshed at least annually and more frequently where staff role, risk profile or incident data indicates a need.

Leaders will maintain a training matrix showing which staff are trained, when training was completed, when refresher training is due, and whether staff have been assessed as competent for any intervention they may be expected to use.

Our college will make sure that all staff who are likely to need to use reasonable force and/or other restrictive interventions are adequately trained in their safe and lawful use and in preventative strategies.

We also have a duty to ensure the health, safety and welfare of our staff. Therefore, we carry out risk assessments to ensure that staff who regularly work alongside students where the use of reasonable force and/or other restrictive interventions may be required can do so as safely as possible.

12. Recording and reporting arrangements

CPOMS records will be subject to regular quality assurance by the DSL/DDSL and Head of College to ensure that records are factual, timely, complete, proportionate and focused on learning. Any incomplete record will be returned for clarification as soon as possible.

Incident records will be analysed at least termly to identify trends by student, staff member, location, time of day, activity, trigger, intervention type, duration, injury, SEND/EHCP status and protected characteristics where known.

We have a legal duty to record and report all:

- › Significant incidents involving force (see section 3 of this policy for a definition of 'significant incident')
- › Seclusion incidents

- › Restraint incidents

12.1 Recording incidents

Records should avoid emotive or judgmental language and should distinguish clearly between observed facts, staff professional judgement, student voice and follow-up actions. Records must include whether less restrictive strategies were attempted and why they were insufficient in the circumstances.

Our college has a clear process in place for recording the incidents listed above. All staff are trained on recording incidents on the college's safeguarding system called CPOMS. Remember IF IT IS NOT ON CPOMS – IT DID NOT HAPPEN!

Staff must record incidents in writing, as soon as possible after the event, and should endeavour to do this on the same day. Staff should do this even if the use of restrictive interventions is agreed as part of a student's behaviour support plan.

For significant incidents involving force, we will record:

- › The names of the student and staff members 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
- › The time, date, location and approximate duration of the intervention
- › A clear and brief description of what happened, including:
 - What led up to the incident
 - Any known or potential triggers for the behaviour
 - Any preventative or de-escalation strategies used
 - The type and degree of reasonable force used
 - Details of any physical injuries sustained, if applicable
- › A brief explanation of why using force was assessed as necessary in that situation
- › Details of any support given after the incident, such as medical help or emotional support
- › Details of witness' accounts
- › Details of how parents/carers were notified
- › Details of follow up actions taken

For seclusion incidents and restraint incidents, we will record:

- › The names of the student and staff members 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
- › The time, date, location and approximate duration of the intervention
- › A brief explanation of why the intervention was assessed as necessary in that situation
- › Details of any physical injuries sustained, if applicable
- › Details of any support given after the incident, such as medical help or emotional support
- › Details of witness' accounts
- › Details of how parents/carers were notified
- › Details of follow up actions taken

Note: if a seclusion or restraint incident also constitutes a significant incident involving force, we will record it in line with our procedure for recording significant incidents involving force. It does not need to be recorded twice.

Completed reports will be kept securely and retained in line with our data protection procedures.

12.2 Reporting incidents to parents/carers

Parents/carers should normally receive written information as soon as practicable, and the College will endeavour to do this no later than the same day. The report will be shared in a way that complies with data protection requirements and does not identify other students

Where a student is aged 20 or over, or where informing a parent/carer would be likely to result in significant harm to the student, leaders will follow the statutory exception process and record the rationale clearly. Where the local authority must be informed, this will be completed promptly and recorded.

When reporting an incident to parents/carers, we will take the following steps:

- › The DSL/DDSL will receive a CPOMs alert advising them of an incident being reported
- › The DSL/DDSL will review the incident
- › The DSL/DDSL will ask staff involved to verify the incident
- › The DSL/DDSL will seek out the student involved and ascertain if they require any additional assistance
- › The DSL/DDSL will then call parents/carers and explain what happened using the CPOMs report and observations/contact with staff and students as a guide for reporting back the incident

- › The DSL/DDSL will ask parents/carers if they would like a copy of the incident which will could be emailed or posted to them.
- › The DSL/DDSL will update the incident report recording the conversation with parents/carers including agreed actions.

We will inform parents/carers about an incident as soon as we can after it happens and will endeavour to do this on the same day. We will do this even if the use of restrictive interventions is agreed as part of a student's behaviour support plan.

There are 1 exceptions to this:

- › If a member of staff thinks that telling the student's parents/carers would likely result in significant harm to that student. In these cases, we will report the incident to any parent(s)/carer(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority where the student ordinarily resides (see section 12.3 of this policy)

When we report significant incidents involving force to parents/carers, we will include the following details:

- › The time, date, location and approximate duration of the intervention
- › A brief explanation of why the intervention was assessed as necessary in that situation
- › A short description of the type and degree of force that was used
- › Details of any physical injuries sustained, if applicable

Note: if a seclusion or restraint incident also constitutes a significant incident involving force, we will report it in line with our procedure for reporting significant incidents involving force. It does not need to be reported twice.

When reporting to parents/carers, we will have regard to data protection requirements when deciding what information to share. For example, we will not include any identifying details of any other student.

Following up with parents/carers after an incident

Parents/carers will be invited to have a follow-up discussion about the incident, where appropriate. The discussion might include:

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

- › What might be done differently in the future

12.3 Reporting incidents to the local authority

Where the local authority is notified, the DSL/DDSL will record the date, time, person contacted, information shared, advice received and any follow-up actions required.

In cases where we have assessed that an incident needs to be reported to the local authority where the student ordinarily resides (as outlined in section 12.2), this report will include all the information that we would normally share with the student's parents/carers, as well as the reasons why we thought it was unsafe to tell the student's parents/carers directly.

In cases where a student has parents/carers and is the subject of a care order under section 31 of the Children Act 1989 or is being accommodated under section 20 of the Children Act 1989, we will report the incident to the relevant local authority in addition to the parents/carers (unless we deem it unsafe to inform the parents/carers, as set out in section 12.2 of this policy).

13. Complaints and allegations

Any concern that the use of force, restraint or seclusion was unnecessary, disproportionate, unsafe, discriminatory, punitive or otherwise inappropriate will be treated as a safeguarding concern and managed in line with KCSIE, the staff behaviour/code of conduct policy, the low-level concerns policy and local authority procedures as applicable.

Any complaints about the use of restrictive interventions will be handled through our college's complaints policy, which you can find on the college website/in the college office].

We take any allegation of inappropriate use of force and/or other restrictive interventions made against a member of staff very seriously. We will deal with allegations in line with the statutory safeguarding guidance [Keeping Children Safe in Education](#).

14. Monitoring and review

In addition to annual policy review, leaders and proprietors will review implementation termly through incident data, safeguarding reports, learner voice, parent/carer feedback, staff training records, complaints and quality assurance of CPOMS records. The purpose of monitoring is to reduce the use of restrictive interventions over time and improve safety, dignity and inclusion

This policy will be reviewed immediately following any serious incident, safeguarding concern, complaint, significant change in guidance or evidence that practice is not consistent with this policy.

This policy will be reviewed annually by the Head of College.

At every review, this policy will be approved by the Proprietorship.

15. Links with other policies

This policy links to the following policies and procedures:

- › Behaviour policy
- › Child protection and safeguarding policy
- › Complaints policy
- › Health and safety policy
- › SEND policy
- › Staff code of conduct
- › Low-level concerns policy
- › Safer Recruitment policy
- › Attendance policy
- › Anti-bullying policy
- › Risk Assessment procedures
- › Positive Behaviour Support Plans
- › EHCP review procedures
- › Individual Healthcare plans
- › Equality objectives
- › Data protection policy