CAMBRIAN

Nurturing Growth - Inspiring Minds

Relational Behaviour Policy

Including Restrictive Interventions and the use of Reasonable Force

2026 - 2027

This document applies to all academies and operations of Cambrian Learning Trust.

www.cambrianlearningtrust.org

Document Control			
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In this document:

'The Trust', 'We' and 'Our' refers to the Cambrian Learning Trust.

Parent refers to:

- Any person who has parental responsibility for a child / young person
- Any person who has care of a child / young person (i.e. lives with and looks after the child/young person)

Trust Behaviour Principles

Cambrian Learning Trust adopts a relational and restorative approach to behaviour, grounded in the belief that humans thrive in safe, consistent and attuned relationships. These relationships create the security from which trust develops, enabling children to take risks in learning and engage positively with school life.

Behaviour is understood as communication of need. Staff are supported to understand what is driving behaviour and to respond in ways that meet need, reduce distress and build long-term capacity for self-regulation.

Trust schools use a connection-before-correction model:

- **Regulate** – ensuring emotional steadiness and physical safety
- **Relate** – building attuned, trusting connection
- **Reason** – engaging in restorative dialogue when appropriate

Consistency is essential, but flexibility ensures equity for children with SEND, vulnerabilities or mental health needs. Prevention is prioritised, with early identification of children needing additional support and collaboration with families and external agencies.

High-quality PSHE and RSE curricula support positive behaviour, mental health, resilience and achievement.

Each school's local procedures will detail:

- Environment, routines and modelled adult behaviour
- Inclusive classrooms rooted in High-Quality Adaptive Teaching
- Staff training and confidence
- Promotion of positive relationships
- Rules, expectations and core routines
- Consistency of response
- Recognition and celebration
- Proportionate stepped responses

- Flexible consistency for individual needs
- Adaptations for SEND and vulnerable children
- Suspension/exclusion as last resort
- Inclusion systems and personalised support plans

Introduction

Trust schools are committed to the emotional wellbeing of children, staff and families. Behaviour policies must work for all children, not just some. Challenging behaviour is viewed as communication, and staff are supported to understand underlying needs.

A relational, restorative and trauma-informed ethos underpins all behaviour work. Children must feel safe and connected before they can engage in repairing harm or discussing change.

Restrictive interventions, including physical contact, reasonable force, restraint and seclusion are used only when necessary to protect safety, never as sanction, coercion or compliance. Staff use dynamic risk assessment and Team Teach principles of safety, dignity and respect.

All schools ensure sufficient accredited training, with at least two trained staff available wherever possible

Aims

Trust schools aim:

- Promote relational, restorative and inclusive practice
- Teach and model positive, respectful relationships and behaviour
- Respond to distressed behaviour with curiosity, compassion and high expectations
- Maintain calm, orderly environments
- Support children to develop self-discipline, responsibility and empathy
- Embed rights, responsibilities and respect
- Use praise, recognition and positive role modelling
- Minimise restrictive interventions through prevention and de-escalation
- Ensure restrictive interventions are used only as a last resort
- Ensure staff know how to use interventions safely, appropriately and lawfully
- Record and report all significant incidents in line with statutory duties

- Protect the safety, wellbeing and dignity of children and staff
- Provide clear guidance on physical and non-physical restrictive measures
- Ensure interventions are reasonable, necessary, proportionate and time-limited
- Promote preventative, relational and trauma-informed practice

Principles

a) Prevention, early intervention, and de-escalation are the primary approaches to managing challenging behaviour.

b) Restrictive interventions - physical or non-physical - are used only when absolutely necessary to prevent significant harm or disruption.

c) Any intervention must uphold the safety, dignity, and rights of all involved

d) All significant incidents must be recorded and reported in line with statutory requirements.

e) Planned restrictive interventions may be appropriate and must be detailed in an Individual Support Plan (ISP) or Risk Reduction Plan, developed with parental involvement and reviewed regularly.

f) SEND, communication needs, trauma history and medical conditions must be considered

Legislation and statutory requirements

This policy aligns with:

- *Behaviour in Schools: Advice for Headteachers and School Staff (DfE, 2024/2026)*
- *Restrictive Interventions & Reasonable Force Guidance (DfE, April 2026)*
- *Seclusion & Restraint Regulations 2025*
- *Searching, Screening & Confiscation (DfE, 2022)*
- *Section 93 & 93A Education and Inspections Act 2006*
- *Equality Act 2010*
- *Health and Safety at Work Act 1974*
- *Human Rights Act 1998*
- *KCSIE 2026*
- *SEND Code of Practice*
- *Independent School Standards Regulations 2014*
- Trust funding agreement and articles of association

Definitions

Misbehaviour: disruption, non-completion of work, poor attitude, incorrect uniform

Serious Misbehaviour: repeated breaches, bullying, sexual harassment/violence, vandalism, theft, smoking/vaping, discriminatory behaviour, possession of prohibited items

Restrictive Interventions: actions preventing, restricting or subduing movement

Reasonable Force: minimal physical contact used only for the shortest time necessary

Restraint: immobilising or limiting movement Seclusion: confining a child and preventing them from leaving for safety reasons Significant Incident: any use of force beyond appropriate physical contact

Bullying: bullying is repetitive, intentional harm involving a power imbalance.

Schools follow the Trust Anti-Bullying Policy Cambrian Learning Trust - Policies and Procedures

Roles and Responsibilities

The Trust

The Trust Board has overall responsibility for approving this policy and reviewing its effectiveness.

The Local Governing Committee (LGC)

The LGC is responsible for monitoring the effectiveness of this policy and the school's procedures and holding the headteacher to account for its implementation.

The Headteacher

The headteacher is responsible for:

- Implementing this policy and the school's local procedures
- Ensuring that the school environment encourages positive relational practice
- Ensuring that staff deal effectively with behaviours not aligned to school expectations
- Monitoring how staff implement this policy and local procedures to ensure rewards, recognition and sanctions are applied consistently to all groups of children

- Ensuring that all staff understand relational behaviour expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's culture to ensure they understand how best to support all children
- Offering appropriate training in relational & restorative practice, the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer children both support and guidance as necessary
- Ensuring that the data around negative behaviours is reviewed regularly, to make sure that no groups of children are being disproportionately impacted by this policy

Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for children
- Establishing and maintaining clear boundaries of acceptable child behaviour
- Implementing the behaviour policy and local procedures consistently
- Communicating the school's expectations, routines, values and standards through teaching and modelling relational behaviour in interactions with children
- Modelling expected behaviours through relational and restorative approaches
- Providing a personalised approach to the specific needs of particular child
- Considering the impact of their own behaviour on the school culture and how they can uphold high expectations
- Recording behaviour incidents promptly using the appropriate recording system
- Challenging children to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to incidents of misbehaviour.

Designated Safeguarding Lead (DSL)

The DSL or member of the safeguarding team is responsible for:

- Reporting seclusion incidents, restraint incident and significant incident involving force to each parent/carer of the child 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 child's parent/carer of the use of reasonable force, seclusion or restraint on their child would put that child at risk of significant harm.

Special Educational Needs Co-Ordinator (SENDCo)

The SENDCo is responsible for:

- Working with children, parents/carers and relevant school staff to develop and review behaviour support plans and risk assessments for any children 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 child needs and associated behaviour support strategies
- Working with staff who know children well, to identify and manage risk (such as trigger points when challenging behaviour is more likely to occur)
- Working with children, parents/carers, staff and other relevant professionals to develop prevention and de-escalation strategies
- Advising on reasonable adjustments for any child with disabilities when considering prevention and de-escalation strategies.
- Participating in the review of restrictive intervention incidents involving any child with SEND
- Providing advice and support on the application of this policy for children with SEND
- Contributing to staff training on SEND and behaviour management, including the use of restrictive interventions

Parents and carers

Parents and carers, where possible, should:

- Get to know the school's policy/procedures, and reinforce this at home as appropriate
- Support their child in adhering to the expectations of the school
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: reviews of specific interventions, reintegration meetings, restorative conversations)

- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents by keeping them informed about developments in their child's presenting behaviours and working in collaboration with them to overcome barriers/issues.

Children will be made aware of the following during their induction into the school culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow this policy and school procedures
- The school's rules and routines
- The rewards/recognition they can achieve for meeting appropriate standards, and the consequences they may face if they don't meet the standard
- The pastoral support that is available to them to help them meet school expectations

Children will be supported to meet the school expectations and will be provided with repeated induction sessions wherever appropriate.

Children will be supported to develop an understanding of the school's relational culture.

Children will be asked to give feedback on their experience of the culture to support the evaluation, improvement and implementation of the relational behaviour policy and school procedures.

Extra support and induction will be provided for children who are mid-year arrivals.

School Behaviour Expectations

Trust schools are committed to creating a culture that promotes excellent behaviour through understanding behaviour as communication. We strive to build positive and respectful relationships across our school communities to ensure a sense of belonging and mattering is paramount.

The leadership team and staff within the school will establish and agree shared routines for teaching and learning to promote a calm, consistent and purposeful environment rooted in high-quality adaptive teaching. The local relational behaviour procedures at each school set out the specific routines, recognition and consequences. These are broadly outlined below (this list is not exhaustive).

Children are expected to:

- Arrive on time
- Wear the correct uniform, as defined by the uniform code
- Respect the school environment, equipment and resources
- Respect every member of the school community
- Transition between lessons in a calm manner
- Enter and exit classrooms quietly and calmly
- Follow adult instructions
- Be prepared for lessons
- Listen to others (both adults and peers) when they are talking - make it possible for all to learn
- Accept consequences when applied
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made.

Staff are expected to:

- Model calm, consistent and relational practice
- Model calm and consistent adult behaviours
- Teach repetitive routines
- Be aware of the needs and ‘triggers’ of identified children and share this information with those who need to know
- Promote a safe and purposeful environment in
- Consider child’s ages and stages of development when identifying and implementing strategies to manage negative behaviour
- Teach routines for transition, and be aware of those needing further support
- Encourage restorative conversations
- Encourage to feel safe to share their concerns and know they will be listened to
- Intervene when behaviour begins to cause concern or when behaviour is having a detrimental impact on the learning
- Use positive language when interacting with all persons, adults and children alike
- Give due consideration to the grouping of and seating arrangements

- Treat children as responsible and valued members of the school community
- Ensure lessons are well planned to address the needs of all learners

Responding to Behaviour

Staff restore calm, respond proportionately, use de-escalation, consider contributing factors, and pair sanctions with supportive strategies.

Sanctions may include reminders, time out, reflection, detentions, loss of privileges, senior leader referral, behaviour plans, removal, suspension or exclusion.

Personal circumstances will be considered.

Off-site misbehaviour

Sanctions may be applied where a child has misbehaved off-site when representing the school. This means misbehaviour when the child is:

- Taking part in any school-organised or school-related activity (e.g., school trips).
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a child of a Trust school

Sanctions may also be applied where a child has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another child
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the child is under the lawful control of a staff member (e.g., on a school-organised trip).

Online misbehaviour

Schools can issue behaviour sanctions to children for online misbehaviour when:

- It poses a threat or causes harm to another child
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The child is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the child is under the lawful control of a staff member.

Suspected criminal behaviour

If a child is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher, deputy/assistant head, member of SLT or pastoral lead will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to 's social care, if appropriate.

Zero-tolerance approach to sexual harassment and sexual violence

Trust schools will ensure that all incidents of sexual harassment and/or violence (or of a sexualised nature) are met with a suitable response and never ignored.

Children are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Each school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
    - Manage the incident internally
    - Refer to early help

- Refer to 's social care
- Report to the police

Please refer to the Safeguarding and Child Protection policy for more information. This can be found on school websites.

Malicious allegations

Where a child makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to sanction the child in accordance with this policy.

Where a child makes an allegation of sexual violence or sexual harassment against another child and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the child in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the child who made the allegation needs help, or the allegation may have been a cry for help. If so, a referral to 's social care may be appropriate.

The school will also consider the pastoral needs of staff and accused of misconduct.

Please refer to the Child Protection & Safeguarding Policy for more information on responding to allegations of abuse against staff or other children.

Restrictive Interventions and Reasonable Force

Acceptable Uses of Force

All school staff have a legal authority to use reasonable force in certain situations.

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

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

While all staff have this power, some staff, especially those who work closely with children 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 this policy.

Unacceptable use of force

It is illegal to use force on a child for the purpose of sanction. 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 sanction
- Staff restraining a child 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 child is unintentionally held on the ground, staff should release their hold or move into a safer position as quickly as possible

Prevention and De-escalation Strategies

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

Our whole-school approaches includes: (list is not exhaustive)

- Consideration of how our school and classroom environment can support all children to achieve and thrive
- Sharing best practice for whole-class behaviour management, and for managing communal spaces such as corridors and playgrounds
- Training staff in effective communication strategies, such as using appropriate tone of voice and empathy to aid de-escalation
- Development of positive and respectful staff-child relationships and trust
- Recording and analysing data on the use of restrictive interventions to inform improvement planning

The individual approaches we use may include: (list is not exhaustive)

- Working closely with parents/carers to support individual children
- Strategies to support individual children based on their identified needs, including:
    - The development of behaviour support plans
    - Strategies to help children calm before their behaviour escalates
    - Making ‘reasonable adjustments’ where a child has a disability, to help them participate in school life as fully as possible

De-escalation when a situation arises

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: (list is not exhaustive)

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

Deciding when the use of restrictive interventions is appropriate

Reasonable, Necessary, Proportionate and in the Best Interests of the child

The decision on whether to use restrictive interventions is down to the professional judgement 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 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 child and/or others.

When assessing whether a restrictive intervention is required, staff should always consider – Is it reasonable, necessary, proportionate and in the best interests of the child.

- 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 child, such as their age, size and any medical conditions, SEND or other vulnerabilities

Child and Staff Welfare

The most important consideration when using a restrictive intervention is the safety and wellbeing of the child involved, as well as the safety of other children and staff. Staff should always consider the potential impact on the child's welfare balanced against any actions taken. For example, staff should bear in mind that children 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 child'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 child what is happening, why, and what the child needs to do, including using verbal and non-verbal strategies where needed, and giving time for the child to process information and respond where appropriate.

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

Supporting following an incident

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

School will make sure each child 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. *Appendix 2 and 3 or similar may be used to support follow-up conversations, this will depend on local school procedures.*

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 school will continue to monitor child and staff wellbeing and provide additional support if needed.

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

Considerations for children with SEND

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

Trust schools are committed to understanding what might trigger challenging behaviour in children with SEND, and to providing the right support and an inclusive environment.

Schools will carry out risk assessments for children with SEND, where identified that there is an increased likelihood of needing to use reasonable force and/or other restrictive interventions. Trust schools are aware of their duty under the Equality Act 2010 to make reasonable adjustments for children with disabilities to avoid disadvantage and ensure they can take part in school life as fully as possible.

Schools will utilise staff who know individual children 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 child, 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 child
- Staff members changing how they communicate with the child, such as being more mindful of body language, facial expressions and/or tone of voice
- Helping the child express their emotions before getting overwhelmed
- Engaging the child in activities to help them regulate their emotions
- Distracting the child with familiar objects or activities to redirect their attention

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

- Outline any adjustments, such as to address aspects of the school environment which the child finds challenging
- Explain the best ways to communicate with the child
- 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

Reasonable Force

Used only to prevent:

- Serious disorder
- Harm
- Property damage
- Offences

Must be:

- Last resort
- Minimal force, minimal time
- Dignified
- Never punitive
- Recorded and reported within 24 hours

SEND, mental health and medical vulnerabilities must be considered.

Seclusion

Used only as a safety measure, never as sanction or threat. Must occur in a safe, non-intimidating space with continuous supervision. All incidents must be recorded, reported and reviewed.

Planned seclusion requires:

- Inclusion in a Risk Assessment/ISP
- Parental involvement
- Regular review

Appropriate physical contact with children

Trust schools do not have 'no contact' policies. We do not grant any requests by parents/carers or staff members not to use reasonable force and/or other restrictive interventions.

There are circumstances when it is appropriate for staff to have some physical contact with children 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 child
- Guiding or escorting a child through the school building or on a school trip by holding their hand
- Comforting a child 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:

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

Searching, Screening & Confiscation

Conducted in line with DfE guidance Searching, Screening and Confiscation

Key principles:

- Authorised staff only
- Same-sex search + witness unless urgent risk
- Clear explanation to child

- Reasonable force only for prohibited items
- All searches recorded in safeguarding system
- Parents always informed of prohibited-item searches
- Safeguarding considerations apply regardless of outcome

Strip searches may only be conducted by police.

Responding to Misbehaviour from Children with SEND

Schools consider:

- Whether the child understood the rule
- Whether SEND prevented different behaviour
- Whether SEND increases likelihood of aggression

Sanctions may be unlawful if behaviour is directly linked to SEND.

Schools anticipate triggers and remove barriers through:

- Movement breaks
- Adjusted seating
- Uniform adaptations
- Staff training
- Inclusion hubs/nurture spaces

SENDCo involvement ensures needs are identified and supported.

Training and risk assessments

Schools 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.

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

Supporting Children to Take Responsibility

Following incidents, schools use restorative and relational strategies to help a child's understand behaviour and improve. Reintegration meetings follow suspensions, with personalised support considered.

Recording and reporting arrangements

We have a legal duty to record and report all:

- Significant incidents involving force
- Seclusion incidents
- Restraint incidents

Recording incidents

Trust schools will have a clear process in place for recording the incidents listed above – use of Appendix 1 and uploaded to CPOMs.

Staff must record incidents, 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 child's support plan.

For significant incidents involving force, we will record:

- The names of the child and staff members directly involved
- Any relevant needs or circumstances of the child, 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
- When and how parents/carers were notified

- Witness accounts, as appropriate

For seclusion incidents and restraint incidents, we will record:

- The names of the child and staff members directly involved
- Any relevant needs or circumstances of the child, 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
- When and how parents/carers were notified
- Witness accounts, as appropriate

Note: if a seclusion or restraint incident also constitutes a significant incident involving force, schools 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 on CPOMs and retained in line with our data protection procedures.

Reporting incidents to parents/carers

Schools will inform parents/carers about an incident as soon as possible after it happens and will endeavour to do this on the same day. A written record will be given to parents/carers and parents/carers will be asked to sign to confirm they have received this and are aware of the incident. Schools will do this even if the use of restrictive interventions is agreed as part of a child's support plan.

There is one exception to this:

- If a member of staff thinks that telling the child's parents/carers would likely result in significant harm to that child. In these cases, school 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 child ordinarily resides

When a school reports significant incidents involving force to parents/carers, they 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

When schools report seclusion incidents and restraint incidents to parents/carers, this may involve a telephone call initially but all reports will be in writing.

Note: if a seclusion or restraint incident also constitutes a significant incident involving force, schools 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, schools 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 child.

Following up with parents/carers after an incident

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

Reporting incidents to the local authority

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

In cases where a child has parents/carers and is the subject of a care order under section 31 of the Act 1989 or is being accommodated under section 20 of the Act 1989, schools 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).

Transition

Induction supports new children to understand expectations. Safeguarding and behaviour information is transferred / shared to ensure continuity of support.

Links with Other Policies

This policy takes into consideration the DfE's statutory guidance *Restrictive interventions, including the use of reasonable force, in schools* and should be read alongside:

- Child Protection and Safeguarding
- Local School Behaviour policy/procedures
- Inclusion Policy
- Suspensions & Exclusions
- Supporting Children with Medical Conditions
- Complaints

Complaints and Allegations

Any complaints about the use of restrictive interventions will be handled through our Trust complaints policy, which you can find at Cambrian Learning Trust - Policies and Procedures

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 our Trust Child Protection and Safeguarding Policy and the statutory safeguarding guidance Keeping Safe in Education

Monitoring Arrangements

Schools collect and analyse data on. Heads report this data termly to their LGC.

- Behaviour incidents
- Attendance, suspension, exclusion
- Use of support units, alternative provision
- Searching, screening, confiscation
- Stakeholder surveys

Data is analysed termly by the Head of Inclusion and monitored by the Trust's Quality of Education Committee.

Appendix A: Reasonable Force/Restrictive Intervention Reporting Form

School Name:	
Date of Report:	
Name of Staff Member completing report:	
Role:	
1. Child Information	
Child Name:	
Year Group/Class:	
Date and Time of Incident:	
Location of Incident:	
2. Summary of Incident	
Provide a clear, factual description of what happened leading up to the use of reasonable force:	
What occurred before the intervention: *(Describe behaviour, triggers, context, and any de-escalation attempts).*	
Reason the intervention was necessary:	☐ Prevent harm to the child ☐ Prevent harm to others ☐ Prevent serious damage to property ☐ Prevent disruption to learning ☐ Other: (please specify):
3. Description of the Intervention	
Explain what type of reasonable force was used, keeping the description factual and proportionate:	
Type of intervention used: *(e.g., guiding by the arm, blocking movement, separating children, holding to prevent harm*	
Duration of intervention:	
Staff involved:	

4. **Child Response**	
Child's reaction during the incident:	
Any injuries observed or reported	• To child: ☐ Yes ☐ No • To staff: ☐ Yes ☐ No
If yes, provide details:	
First aid provided: *(If applicable, include who administered it.)*	
5. **Follow-up Actions**	
Support provided to the child after the incident:	
Restorative conversation held	☐ Yes ☐ No
Behaviour/Support/R/A plan updated:	☐ Yes ☐ No
Referral to DSL/SLT:	☐ Yes ☐ No
6. **Parent/Carer Notification**	
Date and time parents/carers were informed:	
Method of contact:	☐ Phone call ☐ Email ☐ In person ☐ Letter sent home
Name of staff member who informed parents/carers:	
7. **Parent/Carer Notification**	
(For return to school or signed in school presence)	
I have received and read the Reasonable Force Incident Report regarding my child	
Parent/Carer Name:	
Signature:	
Date:	

Appendix B: Example Child Debrief Form

(to be adapted/used by schools as appropriate to the schools' local procedures)

School Name:	
Child Name:	
Date of Birth:	
Year Group / Class:	
Date of Debrief:	
Staff Member Supporting Debrief:	
1. Helping you feel safe	
How are you feeling now:	☐ Calm ☐ Upset ☐ Angry ☐ Worried ☐ Tired ☐ Confused ☐ Other: (please specify):
Do you feel safe now:	☐ Yes ☐ No
If no, what would help you feel safe?	
2. Your voice about what happened	
Can you tell us what you remember about what happened? *(Use the child's own words. Avoid leading questions).*	
What were you trying to do or communicate at the time?	
Is there anything that made the situation harder for you? *(Noise, people, emotions, misunderstanding, sensory triggers, etc).*	
3. Understanding the Intervention	
Do you understand why adults had to step in to keep people safe?	☐ Yes ☐ No
If no, explain supportively: ***(Staff complete this section if needed.)***	

How did the intervention make you feel?	
4. **Moving Forward**	
What could help you next time you start to feel overwhelmed or unsafe? *(Strategies, safe spaces, trusted adults, regulation tools.)*	
Is there anything you want adults in school to reasonably do differently to help you?	
Do you want to talk to someone else about this?	☐ Yes ☐ No
If yes, who:	
5. **Child Confirmation**	
This form shows what you shared. You can add or change anything if you want	
Child Signature (if appropriate):	
Date:	

Appendix C: Example Staff Debrief Form

(to be adapted/used by schools as appropriate to the schools' local procedures)

School Name:	
Staff Member Name:	
Role:	
Date of Debrief:	
Debrief Facilitator:	
Other Staff Present:	
1. Immediate Reflection	
How are you feeling following the incident? *(Emotional check-in to support staff wellbeing.)*	
Were you physically injured?	☐ Yes ☐ No
If yes, details:	
2. Review of the Incident	
Brief summary of events from your perspective:	
What de-escalation strategies were attempted before physical intervention? *(List those used and reflect on their effectiveness.)*	
Was the intervention proportionate, necessary, and in line with the school's Positive Handling Policy?	☐ Yes ☐ No
Were there any environmental or contextual factors that contributed?	
3. Impact and Safeguarding Considerations	
Did the child show signs of distress, trauma, or dysregulation before, during, or after the incident?	
Were there any safeguarding concerns identified?	☐ Yes ☐ No
If yes, details and actions taken:	
Was the DSL informed?	☐ Yes ☐ No
4. Professional Reflection	

What went well in managing the situation?	
What could be improved next time?	
Are there any training needs identified?	☐ Positive handling ☐ De-escalation ☐ Trauma-informed practice ☐ Behaviour support ☐ Other: (please specify):
5. **Follow-up Actions**	
Does the child require additional support or adjustments? *(E.g., support plan/RA updates, pastoral support, SEND review, reasonable adjustments.)*	
Do staff require follow-up support or supervision?	
Any actions for SLT/DSL:	
6. **Staff Confirmation**	
I confirm that this debrief reflects my account and professional reflection	
Staff Signature:	
Date:	

Appendix D: Example Restorative Conversation Script (Post Incident)

(to be adapted/used by schools as appropriate to the schools' local procedures)

Purpose

To help the child feel safe, understand what happened, repair relationships, and plan for safer choices in the future.

1. Re-establish Safety and Regulation

Staff: "Before we talk about what happened, I want to check how you're feeling now." "Is there anything you need to feel calmer or safer before we start?" *(Offer water, time, sensory tools, quiet space.)*

If the child is still dysregulated: "That's okay. We can pause and come back to this when you're ready."

2. Invite the Child's Voice

Staff: "I want to understand what things felt like for you." "Can you tell me what you remember happening, in your own words?" *(Allow silence. Avoid correcting or challenging their version.)*

Follow-ups: "What were you trying to do or say at the time?" "What was going on for you inside your body or mind?" "Was anything making the situation harder for you?"

3. Acknowledge Feelings and Experiences

Staff: "Thank you for telling me that." "It sounds like you were feeling… [reflect their words: overwhelmed / angry / scared / confused]." "It's important that we understand what led up to this."

(This step validates without agreeing with unsafe behaviour.)

4. Explain the Safety Intervention (without blame)

Staff: "Adults stepped in because someone was at risk of getting hurt." "Our job is always to keep you and others safe." "The hold/guide/block was only used to stop harm and ended as soon as it was safe."

(Keep this factual, brief, and non-defensive.)

5. Repair and Relationship Building

Staff: “I’m sorry that the situation felt so difficult for you.” “I want us to move forward positively.” “Is there anything you want to say to me or anyone else involved?”

If appropriate: “Would you like help to talk with the other person?” “Would you like to write or draw how you felt?”

6. Problem-Solving Together

Staff: “Let’s think about what might help next time you start to feel like that.” “What could adults do that would help you sooner?” “What could you try that might keep you safe?” “Who are the adults you feel safest going to?”

Offer options if needed:

- “Would taking space help?”
- “Would a signal or card help you tell us you’re struggling?”
- “Would a quiet area or sensory tool help?”

7. Agree on a Plan

Staff: “So, next time you feel [their feeling], you can try [strategy].” “And adults will try to [agreed support].” “Does that feel fair and helpful to you?”

8. Close the Conversation

Staff: “Thank you for talking with me.” “I’m glad we could sort this out together.” “You’re safe, and we’re here to help you.”

Appendix E: Example Seclusion Plan

(to be adapted by schools as appropriate)

Child Details:	**Name:** **DOB:** **Year Group:** **Primary Needs / SEND:** **Communication Needs:** **Known Triggers / Trauma History:** **Parent/Carer Involvement:** Yes / No (details)
Rationale for Considering Seclusion:	Seclusion is a restrictive intervention where a child is supervised in a room or area they cannot leave. It is used only to prevent immediate and significant risk of harm when no safer alternative exists. **Why seclusion may be required:** • Nature of foreseeable risks • Evidence of previous high-risk incidents • Why less restrictive strategies may not always be sufficient
Risks Posed *By* the Child During High-Risk Incidents	**Identify specific risks:** • Harm to self • Harm to others • Serious damage to property • Absconding into danger • Other risks **Detail behaviours:**
Risks Posed *To* the Child if Seclusion Is Used	**Identify vulnerabilities:** • Emotional distress • Escalation of behaviour • Impact on trauma history • Communication barriers • Medical or sensory vulnerabilities **Detail vulnerabilities:**
Preventative & De-escalation Measures	**Strategies that must be attempted first:** • Verbal de-escalation • Sensory regulation • Change of adult • Offering time/space • Environmental adjustments • Distraction/redirection • Access to safe spaces the child can freely leave **Effectiveness:** Yes / Sometimes / No (details)

4A. Threshold for Seclusion Use	Seclusion may only be used when there is an **immediate and significant risk of harm** and no less restrictive option is viable. **Describe the threshold for this child:**
Location	**Designated Seclusion Space:** **Safety Checks Completed:** Yes / No **Environmental Risks Identified:** **Mitigations in Place:** Space must be safe, appropriate, hazard-free, ventilated, and unlocked.
Supervision Requirements	• Staff must monitor wellbeing, breathing, distress, and communication **Authorised staff:**
Duration and ending criteria	**Maximum duration before review:** (e.g., 5–10 minutes) **Seclusion must end when:** • Immediate risk has passed • Child is calm enough to move safely • A safer alternative becomes possible
Recording Requirements	All seclusion incidents must be recorded, including: • Antecedents • De-escalation attempted • Rationale for seclusion • Duration • Staff involved • Child presentation • Injuries or medical support • Post-incident actions
Reporting to Parents/Carers	Parents/carers must be informed as soon as practicable, normally the same day
Post-Incident Review	• Child debrief (adapted to communication needs) • Staff debrief • Review of triggers and strategies • Update to Risk Reduction Plan if needed
Monitoring by Leaders	Senior leaders must: • Review patterns • Check proportionality

	• Ensure seclusion reduces over time • Review training needs
Parent/Carer agreement	**Comments:** **Signature:** _____ **Date:** _____
Review Schedule	Must be reviewed: • After any seclusion incident • After significant behavioural changes • At least once per term **Next Review Date:**

Appendix F: Restrictive Intervention & Reasonable Force: Parent Summary

Our Commitment

Cambrian Learning Trust schools aim to create calm, safe, and predictable environments where feel secure, respected, and able to learn. We focus on positive relationships, early support, and de-escalation so that restrictive interventions are rarely needed.

Restrictive interventions are **only ever used to keep people safe**, never as a sanction or to force compliance.

What Is Reasonable Force?

Staff may use reasonable force **only when absolutely necessary** to prevent:

- A child hurting themselves or someone else
- Serious damage to property
- A criminal offence
- Serious disruption to the safety or order of the school

Reasonable force means using **the least amount of force for the shortest time** to keep everyone safe.

Everyday contact—like guiding a child by the hand or offering comfort—is **not** restrictive intervention.

What Are Restrictive Interventions?

These are actions that limit a child's movement or freedom. They include:

- **Physical interventions** (e.g., guiding or holding to prevent harm)
- **Non-physical interventions** (e.g., blocking a doorway, removing unsafe objects)
- **Environmental restrictions** (e.g., limiting access to unsafe areas)

Mechanical restraints are **not used** in CLT schools.

Restrictive interventions are always a **last resort.**

Seclusion

Seclusion means supervising a child in a room or area **they cannot leave**. It is a serious intervention and is used **only in exceptional circumstances** where there is an immediate risk of harm and no safer alternative.

Seclusion is **never** used as a sanction or to secure compliance.

If seclusion is ever used:

- A child is **continuously supervised**
- The space must be safe and appropriate
- It lasts **only as long as needed** to reduce immediate risk
- Parents/carers are informed

If a child may need planned seclusion due to predictable risks, this will be discussed with parents/carers and included in a personalised plan.

How We Keep Safe

Before any restrictive intervention, staff always try:

- Calming and de-escalation strategies
- Offering space, time, or sensory support
- Adjusting the environment
- Using trusted adults

Staff are trained in accredited approaches (e.g., Team Teach).

We consider each child's needs, including SEND, communication differences, trauma history, and medical needs.

Recording and Informing Parents/Carers

Schools must record and report all **significant incidents** involving reasonable force or restrictive interventions.

Parents/carers will be informed **as soon as possible**, normally the same day.

Records include what happened, why it was necessary, what was tried beforehand, and what support will follow.

Working Together

We want to work in partnership with families. If you have questions about this policy, your child's support plan, or how we keep safe, please speak to your child's school.