



Orange Tree School

Use of Reasonable Force and Physical Intervention Policy

Independent School Standards: paragraphs 7,9,11,16, 34



DOCUMENT DETAILS

Applies To:	• All Staff • External suppliers or visitors • Regulatory / Legal bodies/LEAs • Other (e.g. Parents) • Hospital Staff
Policy Author (Subject Matter Expert):	Zoe Ramshaw
Approval Body:	Advisory Board – Peter Curtis
Frequency of review:	Annually
Last Update:	01/08/2026
Next Review Date:	01/08/2027



Policy Summary

Purpose

Orange Tree School is committed to providing a safe, therapeutic and inclusive environment where positive relationships, de-escalation and emotional regulation minimise the need for physical intervention.

This policy sets out the school's approach to the use of reasonable force, physical intervention and positive touch. It explains the legal framework, the circumstances in which reasonable force may be used, and the expectations placed upon staff to ensure that any intervention is lawful, necessary, proportionate and used only as a last resort to prevent harm.

The policy reflects Orange Tree School's commitment to safeguarding, trauma-informed practice and respecting the dignity, rights and wellbeing of every pupil.

Scope

This policy applies to:

- Orange Tree School Main Site;
- Ridgeway Hospital Provision;
- all employees, including teaching and support staff;
- agency, temporary and supply staff;
- volunteers and students on placement where appropriate; and
- members of the Senior Leadership Team and Advisory Board responsible for oversight of safeguarding and pupil welfare.

Whilst the principles of this policy apply across both school sites, additional arrangements are in place for pupils attending the Ridgeway Hospital Provision in recognition of the shared responsibilities between education and clinical services.

Our Principles

Orange Tree School believes that:

- every pupil has the right to be treated with dignity, respect and compassion;
- behaviour is a form of communication and should be understood within the context of each pupil's individual needs;
- positive relationships, co-regulation and therapeutic approaches are the most effective means of supporting behaviour;
- physical intervention is not a behaviour management strategy and should only ever be used as a last resort to prevent immediate harm;
- any use of reasonable force must be lawful, necessary, proportionate and for the shortest possible time;



- restrictive practices should be minimised through effective planning, risk assessment and skilled de-escalation; and
- following any incident, the focus should be on learning, reflection and preventing future occurrences.

Key Expectations

At Orange Tree School:

- staff prioritise prevention, de-escalation and therapeutic support;
- positive touch is used only where appropriate, respectful and in the best interests of the pupil;
- reasonable force is used only where legally justified and no safer alternative exists;
- all incidents involving reasonable force are recorded, reviewed and, where appropriate, shared with parents/carers;
- pupils and staff receive appropriate support following any significant incident; and
- leaders monitor the use of reasonable force to ensure practice remains safe, lawful, proportionate and consistent with the school's values.

Review

This policy will be reviewed annually, or sooner if there are changes to legislation, statutory guidance or the operational needs of Orange Tree School.



Contents

Policy Summary.....	3
1. Introduction.....	6
2. Legal and Regulatory Framework.....	7
3. Definitions.....	7
4. Our Approach at Orange Tree School.....	9
5. When Reasonable Force May Be Used.....	10
6. Principles and Decision-Making.....	11
7. Absconding and Leaving Site.....	12
8. Positive Touch.....	14
9. Individual Needs, Risk Assessment and Therapeutic Support.....	15
10. Staff Training and Professional Expectations.....	16
11. Recording, Reporting and Parent Communication.....	18
12. Post-Incident Support and Review.....	19
13. Monitoring and Governance.....	19
14. Roles and Responsibilities.....	20
15. Related Policies.....	21



1. Introduction

Orange Tree School is committed to providing a safe, nurturing and therapeutic environment where pupils feel secure, respected and supported to regulate their emotions and behaviour. Positive relationships, effective communication and proactive planning are at the heart of the school's approach to behaviour support.

The school believes that behaviour is a form of communication and that pupils should be supported through therapeutic, relational and trauma-informed approaches that minimise distress and reduce the likelihood of crisis. Physical intervention is not a behaviour management strategy and is never used as a punishment or to secure compliance.

The school is not commissioned to provide education for pupils whose needs require the routine use of restrictive physical intervention to maintain safety. However, we recognise that, in rare and exceptional circumstances, staff may be required to use reasonable force to prevent immediate harm to a pupil or others, or where serious damage to property presents an immediate risk of harm.

This policy sets out the circumstances in which reasonable force may lawfully be used, the principles that govern its use, and the expectations placed upon staff before, during and after any physical intervention. It also explains Orange Tree School's approach to positive touch, recognising that appropriate, respectful physical contact may play an important role in supporting some pupils' emotional wellbeing and sense of safety.

The principles within this policy apply across both the Main Site and the Ridgeway Hospital Provision. Where pupils are educated within the hospital setting, the school works collaboratively with healthcare professionals to ensure that educational practice complements the wider clinical approach whilst maintaining pupil safety and dignity.

Staff are expected to exercise professional judgement at all times, taking account of the individual circumstances, the pupil's known needs, dynamic risk assessment and the principles set out in this policy.

1.1 Orange Tree's Approach

Orange Tree School is committed to providing a safe, calm and supportive environment in which all pupils can learn and thrive. We take a preventative, relational and trauma-informed approach to behaviour support and do not routinely use physical restraint.

Our priority is always to prevent situations from escalating through positive relationships, co-regulation, skilled de-escalation, predictable routines and individualised support. Any use of reasonable force will be exceptional, lawful and proportionate, and will always be guided by the principles of safeguarding, dignity and the best interests of the pupil.

2. Legal and Regulatory Framework

This policy has been developed with regard to the following legislation and statutory guidance:

- Education and Inspections Act 2006 (Sections 93 and 93A);
- Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025;
- Human Rights Act 1998;
- Equality Act 2010;
- Health and Safety at Work etc. Act 1974;
- Children Act 1989 and Children Act 2004;
- Keeping Children Safe in Education (current edition);
- Working Together to Safeguard Children (current edition);
- Department for Education: Restrictive Interventions, Including the Use of Reasonable Force, in Schools (April 2026);
- Education (Independent School Standards) Regulations 2014.

Orange Tree School recognises that all staff have a legal power to use reasonable force in specific circumstances. Any use of reasonable force must always be lawful, necessary, proportionate, reasonable in the circumstances, and used for the shortest time required to prevent harm. Staff are expected to exercise professional judgement, taking account of the individual circumstances, the pupil's known needs, any relevant risk assessments and the principles set out in this policy.

This policy should be read alongside the schools:

- Safeguarding and Child Protection Policy;
- Relationship and Behaviour Policy;
- Risk Assessment Policy;
- Health and Safety Policy;
- First Aid and Medical Policy;
- SEND Policy;
- Staff Code of Conduct; and
- Complaints Policy.

3. Definitions

For the purposes of this policy, the following definitions apply:



Reasonable Force

Reasonable force is the minimum degree of force necessary, used for the shortest possible time, to prevent immediate harm, serious damage to property, or serious disorder. Any use of reasonable force must be lawful, necessary, proportionate and reasonable in the circumstances.

Restrictive Intervention

A restrictive intervention is any intervention that intentionally restricts a pupil's movement, liberty or freedom of action.

Restrictive interventions may be physical or non-physical and should only ever be used where absolutely necessary to prevent harm and where no less restrictive alternative is available.

Orange Tree School is committed to minimising the use of restrictive interventions through proactive planning, therapeutic practice and effective de-escalation.

Physical Intervention

Physical intervention is a form of restrictive intervention involving direct physical contact with a pupil to prevent immediate harm, serious damage to property or serious disorder.

At Orange Tree School, physical intervention is not a behaviour management strategy and is only used in exceptional circumstances where it is lawful, necessary and proportionate.

Positive Touch

Positive touch refers to appropriate, non-restrictive physical contact used to provide reassurance, guidance, comfort or practical support.

Positive touch is:

- respectful and proportionate;
- appropriate to the pupil's age, needs and preferences;
- guided by professional judgement and, wherever possible, the pupil's consent; and
- intended to promote safety, emotional wellbeing and positive relationships.

Positive touch does not restrict a pupil's movement and is not a form of physical intervention or restraint.

Seclusion

Seclusion is the intentional confinement of a pupil in a space from which they are prevented from leaving.



Orange Tree School does not use seclusion.

There may be occasions where, following an incident or during a period of emotional dysregulation, a pupil is supported to work away from their peers with a trusted adult for an agreed period of time. The purpose of this is to promote emotional regulation, facilitate reflection, repair relationships, reduce further escalation and support a successful return to learning.

The duration of this support will be determined using professional judgement, taking account of the individual circumstances, the pupil's needs and the impact on others. Wherever possible, pupils will be supported to return to their class as soon as they are ready to do so safely and successfully.

These arrangements are therapeutic and educational in nature. They are not intended as a punishment and do not involve the use of force or the confinement of a pupil.

4. Our Approach at Orange Tree School

Orange Tree School is committed to creating a safe, calm and therapeutic environment where pupils are supported to develop emotional regulation, positive relationships and successful participation in learning.

The school believes that behaviour is a form of communication. Our approach focuses on understanding the reasons behind a pupil's behaviour, identifying unmet needs and responding in ways that promote safety, dignity and long-term positive outcomes.

Restrictive intervention is not used as a behaviour management strategy and is never used as a punishment or to secure compliance. Our priority is always to prevent situations from escalating through skilled relational practice, proactive planning and effective support.

To minimise the need for restrictive intervention, the school promotes:

- positive, trusting relationships between pupils and staff;
- consistent routines and predictable environments;
- therapeutic and trauma-informed practice;
- co-regulation and emotional coaching;
- adaptive teaching and reasonable adjustments;
- individual risk assessments and behaviour support planning;
- effective communication with parents, carers and other professionals;
- sensory regulation strategies and environmental adaptations;
- early intervention and skilled verbal de-escalation; and
- reflective practice following incidents to identify learning and reduce future risk.

Where a pupil's presentation suggests that restrictive intervention may become necessary on a regular basis, the school will review whether Orange Tree remains the most appropriate



educational provision. Such decisions will always be made in partnership with parents/carers, relevant professionals and commissioning bodies, taking account of the pupil's individual needs, safety and wellbeing.

The school is committed to the principle of least restrictive practice. Any decision to use reasonable force will only be made where it is lawful, necessary and proportionate, and where no less restrictive option is available to prevent immediate harm.

The success of this policy is measured not by how often restrictive intervention is used, but by how effectively the school prevents situations from reaching that point.

5. When Reasonable Force May Be Used

At Orange Tree School, situations requiring reasonable force are extremely rare. Most incidents are successfully resolved through therapeutic relationships, de-escalation, environmental adaptations and individual support strategies. However, there may be exceptional circumstances where immediate action is necessary to prevent serious harm.

Reasonable force may only be used in exceptional circumstances where it is lawful, necessary and proportionate to prevent immediate harm, and where no less restrictive alternative is available.

Before using reasonable force, staff should, wherever practicable:

- consider the immediate level of risk;
- use verbal de-escalation and other therapeutic strategies;
- consider the pupil's known needs, communication style and any reasonable adjustments;
- refer to relevant risk assessments or support plans where possible;
- seek assistance from another member of staff where it is safe to do so; and
- continually assess whether the use of force remains necessary.

Reasonable force may be used only to prevent a pupil from:

- causing injury to themselves;
- causing injury to another person;
- committing a criminal offence;
- causing serious damage to property where there is a risk of harm; or
- where the behaviour creates an immediate risk to the safety or wellbeing of the pupil or others.

Any decision to use reasonable force must be based on a dynamic risk assessment, taking account of the individual circumstances at that moment. Staff must continually reassess the situation throughout the intervention and stop using force as soon as it is safe to do so.

Reasonable force must never be used:

- as a punishment;
- to secure compliance with instructions where there is no immediate risk of harm;
- because a pupil refuses to follow a direction;
- as a response to low-level disruption;
- in a way that intentionally causes pain or distress; or
- in a manner that restricts a pupil's breathing, circulation or airway.

Where time and circumstances allow, staff should always seek the least restrictive option available and continue to prioritise de-escalation throughout the incident.

6. Principles and Decision-Making

Any decision to use reasonable force must be guided by the following principles:

Safeguarding

The welfare of the pupil and others is paramount. Any action taken must be in the best interests of those involved and intended to prevent immediate harm.

Least Restrictive Practice

Staff will always seek the least restrictive and most effective response available. Restrictive intervention should only be considered where no safer or less restrictive alternative is available.

Necessity

Reasonable force may only be used where it is necessary to prevent immediate harm or serious risk. It must never be used for convenience, punishment or to secure compliance.

Proportionality

Any intervention must use the minimum force required and continue only for the shortest time necessary to manage the immediate risk.

Respect and Dignity

Pupils will be treated with dignity and respect at all times. Staff will communicate calmly, explain what they are doing wherever possible and seek to reduce distress throughout the incident.

Professional Judgement

Staff are expected to exercise professional judgement, taking account of:

- the immediate risks;
- the pupil's age, understanding and communication needs;
- SEND, trauma history and any reasonable adjustments;
- known triggers and de-escalation strategies;
- consider whether the behaviour may be communicating an unmet need;
- individual risk assessments and support plans; and
- the likely impact of any intervention on the pupil and others.

Continuous Review

Any decision to use reasonable force must be continually reviewed throughout the incident. The intervention should stop as soon as the immediate risk has reduced, and it is safe to do so.

Following any incident involving reasonable force, staff will reflect on the circumstances, consider whether the situation could have been managed differently and identify any learning that may reduce the likelihood of future incidents. The school's approach is one of reflective practice and continuous improvement rather than blame.

Where an incident presents a level of risk beyond the training or competence of the staff present, staff should prioritise summoning assistance, contact emergency services or seeking support from appropriately trained professionals, whilst taking reasonable steps to protect themselves and others. Staff should never attempt techniques or interventions for which they have not received appropriate training.

7. Absconding and Leaving Site

At Orange Tree School, absconding from the school site is uncommon. Where a pupil leaves or attempts to leave the school site, this is understood as a potential safeguarding concern and, where appropriate, a communication of distress, anxiety or an unmet need, rather than behaviour to be controlled.

Each incident will be assessed according to the individual circumstances and the level of risk presented.

Key Principles

- The school site is secure, and gates are normally closed and locked.
- Staff will seek to prevent situations from escalating through calm communication, therapeutic support and de-escalation.
- Staff will not routinely chase, physically block or restrain a pupil who attempts to leave the site.

- Physical intervention to prevent a pupil leaving the site would only be considered where there is an immediate and serious risk of death or serious injury and no less restrictive option is available.
- Every situation will be subject to a dynamic risk assessment, taking account of the pupil's known needs, vulnerabilities, age, understanding and the risks presented.

Where a pupil leaves site

Where a pupil leaves or attempts to leave the school site:

- an immediate dynamic risk assessment will be undertaken;
- the Headteacher or a member of the Senior Leadership Team and the Designated Safeguarding Lead will be informed as soon as practicable;
- parents/carers will be contacted promptly;
- where safe to do so, staff will seek to maintain visual contact without pursuing the pupil, recognising that pursuit may increase distress or risk;
- emergency services will be contacted where there is an immediate or escalating risk to the pupil or others.

Following any incident:

- the pupil's individual risk assessment and support plan will be reviewed;
- any safeguarding concerns will be considered;
- preventative strategies will be reviewed in partnership with the pupil, parents/carers and other professionals where appropriate; and
- learning from the incident will be used to reduce the likelihood of recurrence.

Arriving at School

Difficulty arriving at school, including Emotionally Based School Avoidance (EBSA) or anxiety-related non-attendance, is not considered absconding.

Where a pupil is unable to enter the school building, staff will use therapeutic approaches, relational support and professional judgement to encourage engagement. Staff may accompany or speak with a pupil outside the school grounds where appropriate but will not use reasonable force to compel a pupil to enter school.

Should a pupil subsequently leave the vicinity or present a safeguarding concern, the procedures set out above will apply.

Orange Tree School recognises that effective planning is the most effective way to reduce risk. The school maintains high staff-to-pupil ratios, particularly during educational visits and community activities, to enable staff to respond flexibly to individual pupils' needs. Where a pupil becomes overwhelmed, anxious or unable to continue an activity, staff can provide individual support or return with the pupil to school without compromising the safety, supervision or experience of other pupils.



This preventative approach reduces the likelihood of incidents escalating and reflects the school's commitment to therapeutic practice, positive risk management and pupil wellbeing.

8. Positive Touch

Orange Tree School recognises that appropriate positive touch can play an important role in developing trusting relationships, promoting emotional regulation and supporting pupils' wellbeing.

Positive touch is distinct from physical intervention or restraint. It is not used to control behaviour or restrict a pupil's movement. Instead, it is used thoughtfully, respectfully and, wherever possible, with the pupil's consent to provide reassurance, guidance or practical support.

Staff will always exercise professional judgement, taking account of:

- the pupil's age, development and communication needs;
- individual preferences and known boundaries;
- SEND, sensory needs, trauma history and cultural considerations;
- whether the pupil welcomes or is comfortable with physical contact; and
- the context and purpose of the contact.

Examples of appropriate positive touch may include:

- a brief reassuring touch on the arm or shoulder;
- holding a pupil's hand to offer reassurance or guidance;
- a side hug where a pupil has clearly sought or welcomed this;
- practical support, such as assisting with clothing, equipment or cooking activities; and
- appropriate grounding or calming touch where this forms part of an agreed therapeutic approach and is in the pupil's best interests.

Positive touch:

- is always respectful, proportionate and appropriate to the situation;
- is never secretive and should, wherever possible, be observable by others;
- is never forceful or restrictive;
- is not used as a behaviour management strategy;
- respects both pupil and staff boundaries; and
- should cease immediately if a pupil indicates they do not wish the contact to continue.

Orange Tree School recognises that some pupils may find physical contact distressing or overwhelming due to previous experiences, neurodivergence, sensory differences or personal preference. Staff will always respect these individual needs and adapt their approach accordingly.



Any physical contact that causes concern, is unusual, or may be misinterpreted must be reported promptly to a Designated Safeguarding Lead. Staff are encouraged to seek advice and to self-report where appropriate, recognising that transparency is an important part of safeguarding practice.

Orange Tree School recognises that staff have professional boundaries and personal preferences. No member of staff will be expected to use positive touch if they do not feel comfortable or believe it is appropriate in the circumstances.

Positive touch should always promote a pupil's safety, dignity, wellbeing and trust, and must never compromise professional boundaries or safeguarding responsibilities.

9. Individual Needs, Risk Assessment and Therapeutic Support

Orange Tree School is a specialist independent school for pupils with Special Educational Needs and Disabilities (SEND). Every pupil has an Education, Health and Care Plan (EHCP), and many have a combination of autism, Social, Emotional and Mental Health (SEMH) needs, communication differences, sensory processing differences, anxiety and experiences of trauma.

The school recognises that every pupil is unique. Whilst many pupils share similar diagnoses, no two pupils present in the same way. Staff therefore respond to the individual strengths, needs, communication styles and presentation of each pupil, recognising that behaviour is a form of communication and that support should always be personalised.

To ensure pupils receive the right support at the right time:

- every pupil has an individual risk assessment;
- risk assessments are shared with all relevant staff;
- risk assessments are reviewed regularly and whenever there is a significant change in presentation, circumstances or level of risk;
- staff are expected to familiarise themselves with each pupil's individual needs, known triggers, successful support strategies and any agreed reasonable adjustments;
- staff contribute to the ongoing review of risk assessments by sharing observations and professional concerns.

The purpose of individual risk assessments is not simply to identify risk, but to enable staff to anticipate need, provide appropriate support and reduce the likelihood that restrictive intervention will ever be required.



Any significant incident involving reasonable force, or any pattern of increasing risk, may trigger a review of the pupil's risk assessment, support strategies and placement arrangements. The focus will always remain on strengthening preventative approaches rather than increasing restrictive practices.

Where the School considers that it can no longer safely meet a pupil's needs without the routine use of restrictive intervention, this will be discussed with parents/carers, commissioners and relevant professionals to determine whether Orange Tree School remains the most appropriate educational provision.

10. Staff Training and Professional Expectations

Orange Tree School is committed to ensuring that all staff have the knowledge, skills and confidence to promote safe, therapeutic and relational practice, reducing the likelihood that restrictive intervention will ever be required.

The school's approach is founded on prevention rather than restraint. Staff are supported to understand behaviour as a form of communication and to respond through positive relationships, co-regulation, de-escalation and professional judgement.

Staff Training

All staff will receive appropriate training and guidance relevant to their role. Staff are trained in:

- safeguarding and child protection;
- Regulation and co-regulation strategies;
- trauma-informed practice;
- communication;
- relational behaviour support;
- de-escalation strategies;
- dynamic risk assessment;
- positive touch and professional boundaries;
- breakaway techniques; and
- relevant school policies and procedures.

Training will be refreshed as appropriate and whenever there are significant changes to legislation, statutory guidance or school practice.

Professional Expectations

All staff are expected to:

- prioritise the safety and wellbeing of pupils, colleagues and themselves;
- use preventative and therapeutic approaches before considering restrictive intervention;
- exercise professional judgement in line with this policy;
- follow individual risk assessments and support plans where appropriate;
- read, understand and follow individual pupil risk assessments and behaviour support plans;
- remain alert to changes in a pupil's presentation, emotional wellbeing or level of risk;
- contribute to the ongoing review of individual risk assessments by sharing observations and professional concerns;
- ensure that any emerging risks or significant changes in presentation are communicated promptly to senior leaders so that risk assessments and support strategies can be reviewed and updated where necessary.
- seek assistance from colleagues whenever practicable;
- accurately record and report any incident involving reasonable force; and
- participate in reflective practice and post-incident reviews.

Limits of Staff Training

Orange Tree School does not routinely train staff in restrictive physical intervention techniques.

In the rare event that immediate action is required to prevent serious harm, staff may use reasonable force where this is lawful, necessary and proportionate. Any intervention will be limited to the minimum action required to protect those involved and will cease as soon as it is safe to do so.

Staff must never attempt restrictive intervention techniques for which they have not received appropriate training. Where an incident presents risks beyond the competence or training of those present, staff should seek assistance from senior leaders, emergency services or other appropriately trained professionals whilst continuing to take reasonable steps to safeguard pupils and others.

Support for Staff

Orange Tree School recognises that incidents involving actual or potential physical intervention can be stressful for staff.

Following any significant incident, staff will have access to:

- support from senior leaders;
- a post-incident debrief;
- opportunities for reflective discussion;
- additional guidance or training where appropriate; and

- access to the School's staff wellbeing support where required.

11. Recording, Reporting and Parent Communication

Any incident involving the use of reasonable force or other restrictive intervention must be recorded as soon as reasonably practicable after the event.

The record should be factual, objective and completed in accordance with the School's reporting procedures. Where appropriate, it should include:

- the date, time and location of the incident;
- the names of those involved and any witnesses;
- the circumstances leading to the incident;
- de-escalation strategies attempted before the intervention;
- the reason why the intervention was considered necessary;
- the nature and duration of the intervention;
- any injuries or distress experienced by the pupil or others;
- any medical treatment required;
- actions taken immediately following the incident; and
- recommendations for reducing the likelihood of future incidents.

The Headteacher and Designated Safeguarding Lead will be informed of all incidents involving reasonable force as soon as practicable.

Parents or carers will normally be informed on the same day, or as soon as reasonably practicable, unless there are exceptional safeguarding reasons not to do so.

Where appropriate, other professionals, commissioners or placing authorities will also be informed in accordance with statutory guidance, safeguarding procedures and individual pupil arrangements.

Because Orange Tree is a specialist SEND setting, records should also consider communication differences, sensory factors, environmental triggers and any reasonable adjustments that may have influenced the incident.

Learning from Incidents

Orange Tree School is committed to learning from every significant incident.

Records will be reviewed to:

- identify patterns or emerging risks;
- evaluate the effectiveness of preventative strategies;
- review individual risk assessments and support plans;
- identify any additional training or support required for staff;
- consider whether further reasonable adjustments are required; and
- strengthen practice to reduce the likelihood of future incidents.

The purpose of reviewing incidents is to improve practice, strengthen safeguarding and minimise the future use of restrictive intervention. It is not intended to attribute blame where staff have acted professionally and in accordance with this policy.

12. Post-Incident Support and Review

Following any incident involving reasonable force or restrictive intervention, pupils and staff will be supported through a structured post-incident review. This will include opportunities for regulation, reflection, restoration and the review of individual risk assessments, in accordance with the School's Relationship and Regulation Policy. The purpose of this process is to promote learning, repair relationships, strengthen safeguarding, identify any lessons learned and reduce the likelihood of future incidents.

Where appropriate, outcomes from the post-incident review will inform updates to individual risk assessments, support strategies and staff practice.

13. Monitoring and Governance

The Headteacher is responsible for ensuring that this policy is implemented consistently across the school.

The school will monitor the use of reasonable force and restrictive intervention to ensure that practice remains lawful, proportionate, therapeutic and consistent with the School's values.

Monitoring will include:

- reviewing all recorded incidents involving reasonable force or restrictive intervention;
- identifying patterns, trends and any emerging risks;
- reviewing the effectiveness of individual risk assessments and support strategies;
- identifying any additional training or support required for staff;
- considering whether reasonable adjustments have been effective;
- monitoring for any disproportionate impact on particular groups of pupils; and
- ensuring lessons learned are reflected in future practice.



The Advisory Board will receive appropriate assurance that restrictive interventions remain rare, are managed appropriately and that the school continues to promote a preventative, therapeutic approach.

This policy will be reviewed annually, or sooner in response to changes in legislation, statutory guidance or significant incidents.

14. Roles and Responsibilities

Advisory Board

The Advisory Board is responsible for:

- ensuring appropriate governance and oversight;
- receiving assurance regarding the implementation of this policy;
- monitoring trends and significant incidents; and
- ensuring appropriate resources and training are available.

Headteacher

The Headteacher is responsible for:

- implementing this policy;
- ensuring staff understand their responsibilities;
- overseeing incident reporting and review;
- ensuring parents/carers are informed where appropriate;
- monitoring trends and quality assuring practice.

Senior Leaders

Senior leaders will:

- support staff during incidents;
- oversee post-incident reviews;
- review risk assessments;
- identify emerging risks;
- ensure lessons learned inform future practice.

All Staff

All staff are responsible for:

- following this policy;
- prioritising prevention and de-escalation;

- exercising professional judgement;
- understanding individual pupil risk assessments;
- recording incidents accurately;
- seeking support when required.

15. Related Policies

- Safeguarding and Child Protection Policy
- Relationship and Regulation Policy
- Risk Assessment Policy
- Health and Safety Policy
- First Aid and Medical Policy
- SEND Policy
- Educational Visits Policy
- Staff Code of Conduct
- Complaints Policy