



# The GORSE Academies Trust Care and Control

Designated Person: Principal  
Reviewed by: Policy Committee  
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## 1. INTRODUCTION

- 1.1 The purpose of the Care and Control Policy is to clarify The GORSE Academies Trust (GORSE) expectations and procedures for all staff managing dysregulated\* and challenging behaviour. The policy will outline acceptable practice in relation to the use of care and control. The term 'care and control' is used when referring to the lawful use of restrictive interventions, including the use of reasonable force and the procedures in place to safeguard students and staff. It is also intended to inform students, their parents/carers, families and other relevant stakeholders of the legal position in relation to restrictive interventions, including the use of reasonable force and the systems and procedures that are followed.

*\* Where the term dysregulation is used, it describes behaviour detailed in Section 93 of the Education and Inspections Act 2006. That is any behaviour which is an offence, causes personal injury, damage to property or is prejudicial to the maintenance of good order and discipline.*

Principals and staff they authorise have a statutory power to search a student or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item. A member of staff can use such force as is reasonable to search for legally prohibited items, which are listed in the [Searching, Screening and Confiscation in Schools guidance](#) document.

When the following terms are used, they are defined in the statutory guidance as follows:

- **Restrictive intervention:** a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This guidance uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.
- **Reasonable force:** a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.
- **Significant incident:** any incident where the use of force goes beyond appropriate physical contact between pupils and staff as described within this document. This includes when physical force is used to implement a non-physical restrictive intervention.
- **Seclusion:** a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave. It should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the pupil is not acting with intent.
- **Restraint:** a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint.

- 1.2 This policy is written with reference to the following guidance and legislation:
- Restrictive interventions, including use of reasonable force, in schools (DFE April 2026)
  - Section 93 and 93A of the Education and Inspections Act 2006 'The Power of Members of Staff to Use Force'
  - Health and Safety at Work Act, 1974 and associated regulations
  - Human Rights Act 1988

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- Equality Act 2010
- Teachers Standards, DfE, July 2012 (updated June 2013/December 2021)
- Searching, Screening & Confiscation in Schools guidance 2014 (updated 2023)
- Keeping Children Safe in Education
- Working Together to Safeguard Children
- Searching, screening and Confiscation in schools 2014 (updated 2023)
- The SEND Code of Practice 2015
- Section 93 of the Education & Inspections Act 2006 allows

*A person to whom this section applies may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following:*

- 1. Causing injury to themselves or others*
- 2. Committing a criminal offence*
- 3. Damaging property*
- 4. Causing disorder among pupils at the school, whether during a teaching session or otherwise*

1.3 This policy is written in conjunction with trust policies that promote the welfare of students, including:

- Safeguarding and Child Protection Policy
- Positive Discipline & Behaviour Policy
- Single Equality Policy
- Anti-bullying and Hate Incidents Policy
- Health and Safety Policy
- Safer Recruitment Policy
- Dealing with Allegations Against Staff Policy
- SEND Policy
- Whistleblowing Policy
- Educational Visits Policy
- Suspensions & Permanent Exclusions Policy

1.4 This policy conforms to locally agreed inter-agency procedures. It is available to all interested parties on individual trust establishment websites, and upon request.

## 2. OVERALL AIMS

2.1 GORSE believes:

- All students have the right to be protected from harm, to be safeguarded and treated equally.
- Students need support which matches their individual needs, including those who are vulnerable, at risk, have difficult life circumstances, are identified as having special educational needs and/or disabilities (SEND) and/or have challenging behaviour.
- Students and staff need to be safe and feel safe at trust establishments.
- Good professional relationships between staff and students are vital to ensure good order.

2.2 We aim to avoid the need for restrictive interventions, including the use of reasonable force and regard this as a last resort in a minority of situations. We always aim to deal with behaviour using a positive discipline approach and therefore this policy must be read in conjunction with our **Positive Discipline (PD) and Behaviour Policy**.

2.3 Staff should be aware that when they oversee students during the day or during other supervised activities, they have a duty of care to all students. They must, therefore, take all reasonable

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action to ensure the safety and wellbeing of all students. Staff are not required to place themselves in situations where they are likely to suffer injury because of their intervention.

- 2.4 Everyone attending or working within GORSE has a right to:
- Recognition of their unique identity.
  - Be treated with respect and dignity.
  - Learn and work in a safe environment.
  - Be protected from harm, violence, assault and acts of verbal abuse.
- 2.5 Students and their parents/carers have a right to:
- Individual consideration of their needs by the staff who have responsibility for their care and protection.
  - Expect staff to undertake their duties and responsibilities in accordance with the trust's policies and professional standards.
  - Be informed about trust establishment rules, relevant policies and the expected conduct of all students and staff working in the trust establishment.
  - Be informed about the trust's complaints procedure.
- 2.6 At GORSE we constantly strive to create and maintain a calm environment that minimises the risk of incidents arising that might require the use of care and control. In addition to this, students who present with highly dysregulated and challenging behaviour which may result in the use of care and control will have a positive behaviour support plan (PBSP) which will provide guidance for all staff about de-escalation strategies and techniques used to support the needs of the student.
- 2.7 In relation to inappropriate behaviour, staff at the trust establishment will use their skills to defuse and de-escalate conflict situations, where possible. We will communicate with students and attempt to distract, cajole, persuade and negotiate with them as well as reminding them about positive discipline, privileges, rewards and sanctions. There may be circumstances, however, where verbal de-escalation alone is not enough to deal with the risks that are present to themselves and others.
- 2.8 It is recognised that most students respond to the PD system, which ensures the well-being and safety of all students and staff. It is also acknowledged that in exceptional circumstances, staff may need to act in situations where the use of care and control may be required. The trust acknowledges that restrictive interventions are only part of a whole trust approach to positive handling and behaviour management and should only be used in exceptional circumstances.
- 2.9 There is a common misconception that any physical contact with a student is in some way unlawful. This is not true. *There are circumstances when it is appropriate for staff to have some physical contact with pupils which does not give rise to any question over the use of reasonable force and other restrictive interventions. This will depend on the circumstance, but examples of occasions when physical contact is generally appropriate include:*
- *to give first aid*
  - *to guide or escort pupils, such as holding the hand of a pupil at the front/back of the line when going to assembly, when walking together around the school or on a school trip, or when helping a pupil to a space they have chosen to access to self-regulate*
  - *to comfort a distressed pupil*
  - *to congratulate or praise a pupil, for example a pat on the back or a handshake*
  - *to demonstrate how to use a musical instrument*
  - *to demonstrate exercises or techniques during PE lessons or sports coaching*

*In assessing whether physical contact is appropriate in a given situation, the member of staff should use their judgement and have regard to:*

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- *the school's child protection (or any other relevant) policy*
  - *the applicable circumstances, such as whether there are other adults present*
  - *the individual pupil's age*
- any other material factors, including but not limited to whether:*
- o *the pupil has SEND or other vulnerabilities*
  - o *any alternative strategies that do not include physical contact can be used*

## **Page 7, Restrictive interventions, including use of reasonable force, in schools (April 2026)**

- 2.10 It is not possible to define every circumstance in which restrictive interventions, including the use of reasonable force, would be necessary or appropriate and staff will have to exercise their own judgement and make dynamic risk assessments in situations which may arise. Staff should always act within the trust's policy on PD, particularly in dealing with disruptive behaviour.
- 2.11 This policy allows for the use of restrictive intervention with students in disciplinary or dangerous situations which are deemed **significant incidents**. This **must** not include any form of corporal punishment and should be limited to the minimum force reasonably necessary for the minimum amount of time.
- 2.12 It is the policy of GORSE that only in exceptional circumstances may restrictive intervention be used by an adult working within a trust establishment and that our policy in this regard will be made known to staff, governors, parents/carers and students. Restrictive intervention should be used only as a last resort when other de-escalation, risk and reduction strategies have failed or were not possible:
- Any form of restrictive intervention must be proportionate and reasonable.
  - Restrictive intervention must be used in ways that maintain the safety and dignity of all concerned.
  - Significant incidents resulting in the use of restrictive intervention must be recorded and reported to the principal as soon as possible.
  - The welfare of the student is the overriding priority, and staff will seek to understand how a student is feeling and use this information to determine whether the restrictive intervention should be, or continue to be applied, reduced or stopped.
  - Where possible, staff should clearly and calmly communicate to the pupil what is happening, why, and explain what the pupil needs to do.
  - For pupils with difficulties with speech, language and communication, or with English as an additional language, verbal and/or non-verbal strategies should be used to ensure the pupil understands what is happening and has adequate time to process information and respond.
  - The student and staff member should receive a medical assessment and treatment for any injuries as soon as is possible.
  - Parents/carers, and where appropriate external partners, will be informed of each significant incident.

## **3. STRATEGIES FOR DEALING WITH CHALLENGING BEHAVIOUR**

### **3.1 Prevention of challenging behaviour**

- 3.1.1 Primary prevention of challenging behaviour is achieved by:
- The deployment of appropriate staffing numbers.
  - The deployment of appropriately trained and competent staff.
  - Avoiding situations and triggers known to provoke challenging behaviour.

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- Creating opportunities for choice, achievement, praise and reward.
- Developing staff expertise through a programme of continuous professional development (CPD).
- Exploring student's preferences relating to the way/s in which they are managed.

3.1.2 Secondary prevention of challenging behaviour is achieved by recognising the early stages and antecedents of a behavioural sequence that is likely to develop into violence or aggression and employing defusing techniques to avert any further escalation. At this stage a positive behaviour support plan (PBSP) will be written to clarify the appropriate application of care and control in response to the student's behaviour. Where there is clearly documented evidence that sequences of behaviour escalate rapidly into violence the use of care and control/Team Teach strategies at an early stage in the sequence may be justified if it is clear that:

- Primary prevention has not been effective.
- The risks associated with not using care and control are greater than the risks of using it.
- Other appropriate methods, which do not involve physical intervention, have been tried without success.

3.1.3 The trust employs highly skilled and experienced pastoral professionals who are trained to support all students and those with identified needs and barriers to learning. These staff members will support targeted students by helping them to learn about feelings, including how to regulate and express emotions in a safe and controlled manner, the importance of building positive relationships and helping them to develop the skills to manage conflict. The trust ethos and trust establishment's curriculum promote independence, positive choice, rights and responsibilities, student voice and inclusion and students are given the maximum opportunity for personal growth and the development of good emotional wellbeing and positive mental health.

3.1.4 As endorsed in the trust's Positive Discipline & Behaviour Policy staff consistently use positive strategies to encourage acceptable behaviour and good order. Every effort will be made to resolve conflicts positively, restoratively and without harm to students or staff, property, buildings or the environment.

3.1.5 Where it is deemed that further action needs to be taken, a warning of intention to intervene physically should, wherever possible, be given to a student and notice that this will cease when the student complies. If possible, assistance from other staff should be requested as it is always preferable in these circumstances to have two members of staff present. Physical intervention and care and control can then be used in line with legislation and guidance. It will only be used when the risks involved in doing so are outweighed by the risks involved in not using reasonable force.

## 4. THE LEGAL IMPLICATIONS

### 4.1 Duty of Care

4.1.1 All staff working within the trust have a duty of care to the students and, as such, may face a situation where physical intervention is the only option left available to them to ensure safety. Staff who have a duty of care have lawful justification for taking reasonable physical steps to prevent injury to any person or damage to property. Taking no action which results in a person being injured could leave a member of staff open to an allegation that they were in neglect of their duty of care.

### 4.2 The Children's Act

4.2.1 Staff will always follow the principles outlined in the above act whereby the safety and wellbeing of the students is paramount. Staff will act in accordance with the *best interests principle*, acting honestly and in good faith to protect what they perceive to be the best interests of the student.

Trust staff have the legal power to use reasonable force to prevent a pupil from doing, or continuing to do any of the following:

- *causing injury to themselves or others*
- *committing a criminal offence*
- *damaging property*
- *causing disorder among pupils at the school, whether during a teaching session or otherwise*

This policy allows for the use of reasonable force of pupils in disciplinary or dangerous situations. This must not include any form of corporal punishment and should be limited to the minimum force necessary for the minimum amount of time.

## 4.3 The Application of Force

4.3.1 The application of any form of physical control inevitably carries an attached risk of unintended harm and this places staff and the trust establishment at risk of potential litigation. It can only be justified according to the circumstances described in this policy. Staff, therefore, have a responsibility to follow this policy and to seek alternative strategies wherever possible to prevent the need for restrictive intervention. Staff need to be aware that they are responsible for:

- Assessing risks using dynamic risk assessments related to individual circumstances which may arise in the course of their day-to-day duties; making judgements about when the use of care and control is necessary to manage a situation.
- Asking for support from trained members of staff and pastoral staff members if a situation arises that may need additional support or where a change of face and/or withdrawal of a student will have a positive impact upon the circumstance.

4.3.2 Staff need to be aware that they are required to justify their decisions in writing through the recording and reporting procedures outlined in this document.

4.3.4 Staff response to an incident should seek to respond to the student's behaviour as set out in the student's 'individual pupil risk assessment' (IPRA) and positive behaviour support plan (PBSP).

4.3.4 If possible, a second adult should be present to assist with and/or witness the use of restrictive intervention. Staff must be aware of Department for Education (DfE) recommendations as set out in the guidance document and not restrain in a way that affects airways, breathing or circulation, for example, by covering the mouth and/or nose, or applying pressure to the neck region or abdomen. The use of force can be dangerous, particularly where it occurs on the ground. If a pupil is unintentionally held on the ground, staff should release their holds or re-position into a safer alternative or standing position as quickly as possible.

4.3.5 During any significant incident involving the use of restrictive intervention, staff are expected to continue to use all available verbal and non-verbal support and de-escalation strategies to defuse difficult situations.

## 4.4 Reasonable Force

4.4.1 This is a term used in legislation which includes physical restrictive interventions. Restrictive intervention means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. The statutory guidance uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

- 4.4.2 The use of any degree of force is unlawful if the circumstances do not warrant the use of physical force.
- 4.4.3 The degree of force employed must be reasonable and in proportion to the circumstances of the incident and must be the minimum needed to achieve the desired result.
- 4.4.4 Whether the degree of force used is reasonable will also be determined by the student's age, gender, stature, medical history and needs, level of physical, emotional and intellectual development, special educational need and/or disability (SEND) and social context.

## 4.5 Positive Handling

4.5.1 Positive handling describes a broad spectrum of risk reduction strategies. It is a holistic approach involving policy, guidance, management of the environment and deployment of staff. It also involves personal behaviour, diversion, diffusion and de-escalation. A positive behaviour support plan (PBSP) is a plan for the positive management of student's dysregulation and challenging behaviour and is detailed within a wider Individual Pupil Risk Assessment (IPRA). An IPRA and PBSP are based on risk assessment management and identify positive prevention strategies used to support a student in a crisis situation. This could include:

- Physical intervention (PI) - the use of any physical handling technique that has the student's compliance, for example prompting, shepherding.
- Restrictive physical intervention (RI) - the positive application of reasonable force to overcome rigorous resistance, completely directing and controlling a person's free movement, for example where the student is no longer compliant.

4.5.2 Identified supportive intervention is described/outlined in the student's PBSP. This should cover most interventions, as possible scenarios will be identified and planned when the IPRA is written. These interventions may include the use of Team Teach physical intervention techniques. Planned restrictive intervention would still necessitate the completion of an RI form recording & documenting its use, even if this has been pre-agreed with parents/carers.

4.5.3 An emergency PI or RI may be necessary if a situation arises that was not foreseen or is uncharacteristic of the student. Members of staff retain their duty of care to students and any response, even in an emergency, must be necessary and proportionate to the circumstances. Staff should consider the impact on the pupil's overall welfare, balanced against any actions taken. Staff should use the minimum reasonable force necessary for the minimum amount of time to prevent injury and maintain safety. Following any such incident, an IPRA and PBSP will be completed (or the existing plan updated) to support effective responses to any such situations which may arise in the future.

## 4.6 Positive Behaviour Support Plans (PBSP) and Individual Pupil Risk Assessments (IPRA)

4.6.1 Where behavioural records identify a need for a planned approach, IPRA's are written for individual students and, where possible, these will be designed through multi-agency collaboration in conjunction with the student and their parent/carer. With parental consent, these plans may be shared with other agencies/services to support the student and to facilitate consistency of approach, as much as is possible. Blank IPRA's are in the documents section within the Estates Portal. Section D1-D4 will be completed for any students who requires a PBSP.

4.6.2 Where a PBSP is required, a meeting will take place between the trust establishment, the student, their parent/carer and any other agencies/services to set out a written plan that will identify the key trigger points and antecedents for a student's behaviour/dysregulation and a gradual and graded system of staff response, which may include the application of care and control

techniques, if deemed necessary. The purpose of a PBSP is to provide all staff with the necessary information to deal with behaviour effectively and consistently, avoiding the need, as much as practically possible, for any restrictive physical intervention. The plans do need to cover this however, if de-escalation strategies fail to have the desired effect.

- 4.6.3 Where a parent/carer does not attend a meeting to discuss, agree and sign the IPRA and, where drafted, the PBSP, or where a parent/carer refuses to do so the IPRA/PBSP may be deemed a safeguarding priority. In this circumstance the trust establishment will follow safeguarding procedures and record in the documentation and safeguarding records that the parent/carer was not in agreement with the plan. This record will also outline the justification as to why the IPRA and PBSB must be in place for the student, in line with their duty of care to safeguard the student and/or other students and members of staff.

## 4.7 Personal Safety

- 4.7.1 There may be times when a member of staff may need to defend themselves from a physical assault or break away from a student who has taken hold of them. It is acknowledged that with some disengagement techniques, students may encounter some minimal discomfort. This should be brief, transient and pose less of a risk than the behaviour they are employed in responding to, for example biting or kicking.

## 4.8 Removal

Removal involves the planned moving of the student from a situation which causes anxiety or distress to a location where they can be supported until they are ready to resume their usual activities. This can mean removing a student from the class/group to allow them time to calm down or to prevent a situation from escalating. They may need time away from other students to break the cycle/pattern of their behaviour or to reduce their level of anxiety/distress. This is a disciplinary response to deliberate or wilful behaviour and will be authorised by senior leaders in liaison with key pastoral staff to ensure that the student has appropriate support and is supervised during the removal process.

Planned removal is **NOT** seclusion. In line with statutory guidance and local authority protocols, the use of seclusion is only permissible as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the pupil is not acting with intent. Seclusion should not be implemented by staff through threat of punishment. The place to which the pupil is confined should be safe and not feel threatening or intimidating to the pupil. The pupil should be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil should be allowed to leave.

Prior to the release of the new statutory guidance, seclusion was widely defined as a child being isolated in a space from which they cannot leave, away from others, and against their will. This practice is still recognised as seclusion. However, in both the new guidance and reporting regulations, the definition of seclusion has been broadened to include incidents in which a supervising and supportive adult remains in the space with the child, but the child is prevented from leaving as a safety measure. This definition has been clarified for completeness and should not be construed as an endorsement or otherwise for its use in schools. This should be seen as a change of definition and should not see a change in practice other than with regards to recording and reporting obligations.

## 4.9 Care and Control and Individual Pupil Risk Assessment (IPRA)

- 4.9.1 Both challenging behaviour and the use of care and control will involve a risk to both staff and students and an IPRA aims to balance these risks. The aim of the individual student's IPRA and of this policy is to reduce the risks associated with student's challenging behaviour as far as is reasonably practicable, according to the risks that are associated with the behaviour itself and the risk of managing that behaviour. The risks of employing an intervention should be lower than the risks of not doing so.
- 4.9.2 Students whose challenging behaviour and those who are dysregulated may pose a risk to staff or other students will be the subject of an IPRA and will have a PBSP written. These will be shared with all staff. All staff authorised to use physical intervention with students will receive training in Team Teach techniques from accredited Team Teach tutors. Team Teach is an Institute of Conflict Management (ICM) recognised provider. Training includes information about the risk to students of positional asphyxia. There are very clear protocols delivered during training to minimise the possibility of this and to ensure that appropriate safeguards are implemented. -

## 4.10 Responsibility of Staff

- 4.10.1 The principal will ensure that all staff understand their duties as defined in the [statutory guidance](#).
- 4.10.2 Where a student is recognised as likely to behave in ways which may require physical intervention/senior leaders/key staff/pastoral staff should initiate an IPRA, including part D1- D4 (PBSP). This plan will be drawn up in conjunction with the Special Educational Needs and Disability Coordinator (SENDCo) and shared with all pertinent staff at the trust establishment. The involvement of the SENDCo will ensure that underlying special educational needs are taken into consideration. The member of staff with responsibility for reviewing the plan must have received IPRA training. The plan will also be made available and discussed with the student, their parent/carer, families and other relevant agencies.
- 4.10.3 Student's IPRAs and BPSPs are *Safe Systems of Work* under Health and Safety Regulations. As such it is imperative that these plans are followed and implemented by all members of staff.
- 4.10.4 Any force used must be appropriate in the sense that a reasonable adult should think it suitably addresses the tariff level of challenging behaviour. It should always be the last resort and in no circumstances be used in anger and/or to inflict pain or as a form of punishment.
- 4.10.5 Adults must avoid putting themselves into physical danger. If self-defence is necessary, then the minimum reasonable force must be used.
- 4.10.6 Under the Health and Safety at Work Act 1974 employees have a responsibility to report any circumstances which give rise to an increased risk to their health and safety. Staff who have, or acquire, permanently or temporarily, any medical condition that may impact on their ability to carry out a student's behaviour support plans have a duty to report these to the principal immediately, as there may be an impact on their own safety and that of colleagues and/or students.

## 4.11 Training

- 4.11.1 Training on managing behaviour and using emotional intelligence at some level will be available for all staff. For designated staff this is enhanced by Team Teach training and it is the responsibility of the Principal to ensure this training is at the appropriate level and kept up to date in line with ICM accreditation standards. No member of staff will be expected to use Team Teach techniques without appropriate training. Arrangements for training will be provided as part of on-going staff development. Training records will be maintained by each establishment.

## 4.12 ACTION AND SUPPORT AFTER AN INCIDENT

### 4.12.1 De-brief (Learning from an incident)

4.12.2 It is essential to debrief as soon as possible after the incident. This should include the student and staff members involved, however, all persons involved will require a short period of time to allow heightened emotions to dissipate before engaging in this process.

4.12.3 Training has been given to designated staff on debrief procedures and systems. We will endeavour to follow the IESCAPE procedure:

- **I**NIITATE – we will ensure the person is supervised, somewhere quiet and calm and ready to discuss the significant incident.
- **E**XPLORE – we will allow the person to tell us what has happened first.
- **S**HARE – we will then give our or other’s perspective of a situation.
- **C**ONNECT – through careful questioning, we will connect the behaviour to the triggers, and we will seek to discover not just what happened, but why it happened.
- **A**NALYSE – we will explore alternative ways that a situation could have been dealt with.
- **P**LAN – we will ensure that plans are put in place, or reviewed if a PBSP already exists, to help us deal with any future incidents.
- **E**NTER – we will consider the emotional wellbeing of the person and how best to re-engage them back to their normal learning or working environment.

4.12.4 The principal will ensure that each incident is reviewed and investigated further as required. If further action is required in relation to a member of staff or a student, this will be pursued through the appropriate procedure:

- Review and update of the IPRA and PBSP.
- Instigate, where appropriate, safeguarding and child protection procedures (this may involve investigations by the Local Authority Designated Officer (LADO), police and/or Social Services).
- Application of the Positive Discipline & Behaviour Policy.
- Application of the Suspension and Permanent Exclusions Policy and procedures

4.12.5 The member of staff will be kept informed of any action taken. In the case of any action concerning a member of staff, they will be advised to seek advice from their professional association/union (if applicable) and be signposted to counselling support and other services.

### 4.13 Recording and Reporting of Incidents

From 1st April 2026, all schools will be legally required to ensure a process is in place for “recording each significant incident in which a member of staff uses force on a pupil” (Section 93A Education and Inspections Act 2006) and “for recording each incident in which a member of the school staff secludes, restrains or immobilises a pupil” (The Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025). This requirement applies even if the use of restrictive interventions in certain circumstances is agreed with parents/carers as part of a student behaviour support plan.

4.13.1 If a restrictive intervention is used to restrain a student, the principal (or nominated senior leader if the principal is unavailable) must be notified at the earliest opportunity. The parent/carer of the student will be notified either in person or via a telephone call as soon as possible and be given the opportunity to discuss the incident leading to the incidence of care and control. The establishment will endeavour to advise parents/carers the same day as the incident occurred. Exceptions to this reporting requirement are where it appears to the staff member that doing so would be likely to result in serious harm to the pupil. In this instance, the staff member must report

the incident to any parent(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority within whose area the pupil is ordinarily resident.

A verbal report of the incident made to parents should include the following details:

- Time, date, location and approximate duration of the intervention.
- Brief account of why the intervention was assessed as necessary.
- Brief account of the type of restrictive physical control used e.g. single elbow hold.
- Details of any physical injuries sustained, is applicable.

A record of the discussion with parents/carers will be added to the restrictive intervention (RI) recording form. Information will be provided in writing to parents/carers in relation to the incident upon request. Where appropriate, parents/carers will be invited to a follow up meeting, which will provide an opportunity to amend any existing IPRA or PBSP or support with the completion of a PBSP.

4.13.2 RI documentation will be completed as soon as possible after the incident (within 24 hours) and normally prior to staff going off duty and be signed by all staff involved, including any witnesses. The principal is responsible for countersigning and quality assuring the RI form. RI documentation will need to be completed by all members of staff party to an incident from the initial stages of the incident (only one log number will be recorded).

#### 4.14 **Monitoring Incidents**

4.14.1 Whenever a member of staff has occasion to use restrictive interventions, including the use of reasonable force this will always be recorded and documented following agreed procedures and in accordance with recording and reporting duties detailed in the statutory guidance. Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert the principal to the needs of any student whose behaviour may require the use of care and control.

4.14.2 Monitoring of incidents will take place on a regular basis and the results used to inform planning to meet individual student and trust establishment needs.

4.14.3 The local governing body (LGB) must take all reasonable steps to ensure that the establishment's procedures for reporting and recording the use of significant incidents resulting in the use of restrictive intervention, including the use of reasonable force adhere to statutory guidance. This will include regularly reviewing data on and being assured that school leaders:

- Have procedures in place for informing parents of any significant incident resulting in RI.
- Identify and implement improvements to practices.
- Identify areas of learning and development for school staff.
- Understand repeat patterns and triggers to interrogate the effectiveness of support measures and
- Identify any disproportionate use of restrictive interventions in relation to students who share protected characteristics, have SEN, or other types of vulnerability.

Assurances will be provided through the principal's report to the LGB.

#### 4.15 **Involvement of Students, Parent/Carer, Families and Other Relevant Stakeholders**

4.15.1 As stated throughout this policy, students, their parents/carers, families and other relevant stakeholders will be involved at every stage when planning and implementing care and control protocols. They will be invited to take part in:

- Initiating an IPRA and PBSP planning processes.
- Reviewing progress and the effectiveness of any plans in place.
- Ensure any reviews or changes that need to be made to an IPRA and/or PBSP are timely.

## 4.16 Complaints

4.16.1 In the event of a complaint or allegation that a member of staff has used unreasonable force\*, or where a student has been injured during a physical intervention the principal should, in all circumstances, undertake a consultation with the Local Authority Designated Officer (LADO) in line with the trust’s safeguarding procedures. The LADO contacts: Claire Ford or Jo Peake Tel: 0113 3789687. The trust’s Safeguarding and Child Protection Policy and Dealing with Concerns & Allegations against Adults Policy give specific guidance on allegations management and the role of the LADO.

\* *unreasonable force* - see *Restrictive interventions, including the use of reasonable force* , in *schools DFE April 2026*

4.17.2 For other types of complaint relating to an incident, the normal procedures of the trust will be used, and these will be made clear to all parents/carers.

4.17.3 If a parent/carer wishes to speak to an adviser from the Local Authority about the use of force by a member of staff the telephone number for the Behaviour Intervention & Support Team (BIST) Team is 0113 3788298.

4.17.4 If parents/carers have any general queries SENDIASS offer confidential impartial advice and information around children’s Special Educational Needs and Disabilities please contact them on 0113 3785020.

## Whistle Blowing

4.18.1 Whilst this policy and training in Team Teach provided to key members of staff encourages the use of help protocols and reflective practice it is acknowledged that under some circumstances restrictive interventions can be misapplied. Staff are reminded that part of their duty of care to students includes the requirement to report any such matters which cause them concern in relation to student welfare. Any such concerns should be raised with the principal or if the concern is about the principal, to the Deputy Chief Executive Officer (DCEO) who will advise the Chair of Governors to allow concerns to be investigated, and practice improved.

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