

Inclusion is at the
heart of our trust



Care and Control Policy

(Special Schools and
Alternative Provision)



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Care and Control Policy

(incorporating Restrictive Physical interventions, Seclusion and use of Reasonable Force)

1. Policy Statement

This policy sets out Oak Learning Partnership's approach to restrictive interventions, including the use of reasonable force, restraint and seclusion in our specialist settings such as Special Schools and Alternative Provision Schools. Oak Learning Partnership recognises that restrictive interventions can have a significant physical and psychological impact on pupils and staff. They should therefore only ever be used when necessary, proportionate and lawful, and where less restrictive measures have been attempted or assessed as inappropriate in the circumstances.

Oak Learning Partnership is committed to:

- safeguarding the welfare, dignity and human rights of pupils
- preventing and minimising the need for restrictive interventions
- supporting staff to manage behaviour safely and confidently
- meeting statutory recording and reporting duties
- using data to continuously improve practice

The policy has been redeveloped in response to updated guidance from the Department of Education (DfE). [Restrictive interventions, including use of reasonable force, in schools. Guidance for schools in England \(April 2026\).](#)

This policy is informed by:

- Education and Inspections Act 2006 (sections 93 and 93A)
- Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025
- Equality Act 2010
- Human Rights Act 1998
- Health and Safety at Work etc. Act 1974
- DfE guidance: Restrictive interventions, including use of reasonable force, in schools (April 2026)
- Keeping Children Safe in Education (2025)
- DfE Searching, Screening and Confiscation Advice for schools (July 2022)
- Safer Recruitment Consortium: Safer Working Practices (2022)

This policy should be read alongside the:

- Behaviour for Learning Policy
- Safeguarding and Child Protection Policy
- SEND Policy
- Health and Safety Policy
- Complaints Policy
- Searching, Screening and Confiscation Policy
- Staff Code of Conduct
- Equality, Diversity and Inclusion Policy

The policy has been prepared in order to support teaching and non-teaching staff and volunteers who work with pupils and explains the school's arrangements for the use of restrictive interventions. The Care & Control Policy is shared with staff, students, parents and other stake holders through:

- School website
- Parental meetings for pupils with complex behaviour needs
- EHCP review process
- Trustee and Local Governing Body (LGC) meetings

The word 'staff' in the context of this Policy is taken to include, teaching and non-teaching staff and authorised regular volunteers working in our schools. The word "parent" should be read as inclusive of carers and any other person who has parental responsibility (including the relevant local authority for looked after pupils).

2. Ethos and values:

We believe that every child and young person has the right to be treated with respect and dignity. Every child deserves to be understood and supported as an individual.

The use of restrictive interventions to support pupils with complex and challenging behaviour will be:

- In the best interests of the child; their safety and welfare should underpin any use of restraint
- Carried out with integrity
- Used only when necessary
- An appropriate and proportionate response
- Carried out by trained and skilled staff
- Accurately recorded and reported
- Reviewed with an intention to minimise the future use of restraint
- Part of a fully supportive provision that includes de-escalation strategies outlined in the Behaviour and Relationships Policy
- Shared with parents and other stakeholders

3. Intent:

In addition to outlining the use of reasonable force and restrictive interventions, this policy also sets out other, highly effective, non-restrictive interventions that staff will always consider when assessing the need to use restrictive interventions. In any event, the intent of staff should always aim to:

- Maintain an environment where all pupils are treated with dignity and respect
- Foster positive relationships, between pupils, their peers and staff
- Maintain the well-being and safety of pupils and staff
- Consider if the use of such interventions are the least restrictive option
- Ensure that the use of restrictive intervention is carried out only when necessary and in a proportionate manner to the presenting risks, for the minimum amount of time, using the minimum amount of force
- Ensure that any risk assessments (Engagement/Behaviour Plans) are planned in collaboration with parents
- Ensure restrictive interventions are carried out by trained and skilled staff
- Evaluate restrictive interventions used to ensure steps are taken to minimise future use and to ensure that as much as possible, the use of this policy does not disproportionately affect learners with protected characteristics
- Ensure that there is transparency with parents and key stakeholders
- Demonstrate reflective thinking in the use of restrictive interventions and report any concerns to the headteacher where use falls outside this policy
- Maintain an open and transparent culture of safeguarding, where everyone has a voice

4. Definitions

Legislation:

A decision to restrain or restrict the movements of a young person will only ever be taken to ensure safety, and under the following circumstances, to prevent or stop a pupil from:

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 (Education and Inspections Act 2006 (sections 93 and 93A))

Restrictive intervention: a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This policy 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.

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, switching off a child's electric wheelchair or removing a pupil's crutches would both be considered forms of restraint.

Significant incident: any incident where the use of force goes beyond appropriate physical contact between pupils and staff as described in 'Appropriate physical contact with pupils' 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.

Positive Handling describes a broad spectrum of risk reduction strategies. Positive handling 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. Positive Handling Plans, are plans for the positive management of pupils' challenging behaviour. They are based on a risk assessment and identify positive prevention strategies and how a pupil may need to be supported in a crisis and may be included on an engagement or behaviour plan. **This may include restrictive intervention, restraint or use of seclusion.**

5. When reasonable force may be used

In line with the guidance, staff at Oak Learning Partnership Special Schools and Alternative Provision Schools may use reasonable force or restrictive interventions to:

- remove disruptive pupils who refuse to follow instructions, when other less restrictive measures have failed or are deemed inappropriate
- prevent a pupil behaving in a way that disrupts school life, a school event or a school trip or visit;
- prevent a pupil leaving the classroom or any area of school where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- restrain a pupil at risk of harming themselves through physical outbursts;
- restrain a pupil causing significant damage to property;
- restrain a pupil committing a criminal offence;
- move a student to a place deemed to be safer, in the event of a child displaying behaviours which put others or sometimes themselves at risk of harm
- prevent a child from leaving a room, in the event of a child displaying behaviours which put self or others at risk of harm
- immobilise a child who is using their specialist equipment to cause harm, damage or significant disruption

The list is not exhaustive but provides examples of when the use of reasonable force or restrictive interventions may be used.

6. Training requirements

The Department for Education advises that staff who are likely to need to use reasonable force and/or other restrictive interventions should be adequately trained in its safe and lawful use and in preventative strategies. The DfE also states that school leaders are best placed to make decisions about the training needs of their staff teams, based on the school's individual contexts and needs. At Oak Learning Partnership Special Schools and Alternative Provision Schools, all staff will be trained in the principles of reasonable force. All teaching and teaching support staff will be trained in Team Teach as it best serves our community for staff to be skilled in effective, evidence-based, de-escalation strategies. Within Oak Learning Partnership special and alternative provision schools, key staff will be trained to be Team Teach Instructors and Advanced Practitioners.

7. Team Teach

Key information:

Team Teach is a comprehensive behaviour management framework that equips staff with a range of de-escalation techniques and, where necessary, specific forms of restrictive physical intervention skills.

[The] approach gives practical de-escalation and crisis intervention strategies [which staff] can use to minimise risk and manage conflict safely and respectfully.... to build confidence and expertise so everyone knows how to support with behaviour appropriately and consistently.

In our specialist settings, all Oak Learning Partnership teaching and teaching support staff undergo Level One or Level Two training. Some other specialist roles such as speech and language therapy assistants or facilities teams may also receive training depending on their duties.

Level one training focuses on understanding the functions of behaviour, implementing de-escalation and redirection strategies, and applying safe responses such as releases from grabs or bites and protective blocking. Level two training, which is required only for staff

working in areas of the school where pupils' needs necessitate it, includes additional physical interventions that may be carried out by one or more trained staff members (see section 17. Types of Team Teach intervention more information).

All Team Teach interventions must be applied only when they are reasonable, necessary, and lawful. There may, however, be circumstances in which staff are required to use "reasonable force," as defined in Section 4 of this policy. This may include the use of force not specified within a pupil's engagement or behaviour plan, either where a staff member is not trained in Level two interventions and inaction would result in harm or significant disruption, or where the agreed interventions are insufficient to maintain safety in the specific circumstances.

8. School leaders will make every effort to ensure that all staff:

- Clearly understand this policy and their responsibilities
- Ensure that staff understand the legal limitations regarding use of force
- Understand that reasonable force will only be used when the risks involved in doing so are outweighed by the risks involved in not using force
- Support a culture of ongoing vigilance and transparency
- Feel supported in undertaking behaviour management and de-escalation strategies
- Have access to high-quality continuous professional development and opportunities to collaborate and de-brief following exceptional incidents
- Feel empowered to request support for themselves or for a pupil

9. Prevention

The following strategies and procedures are deployed to ensure all measures possible are in place to minimise the use of positive handling:

- All staff are expected to build positive, warm and nurturing relationships with all of our pupils.
- Climate for Learning is a central theme of our teaching pedagogy and is actively trained under CLEAR in our schools.
- Within our 7-part lesson structure, Readiness for Learning, is the first aspect of this with acknowledgement that some pupils may need longer in this phase of the lesson than others.
- Across all our schools we have a strong reward policy, that celebrates all of pupils achievements.
- The deployment of appropriate staffing numbers;
- The deployment of appropriately trained and competent staff;
- Avoiding situations and triggers known to lead to challenging behaviour;
- Creating opportunities for choice and achievement;
- Developing staff expertise through a programme of Continuous Professional Development;
- Exploring pupils' preferences relating to the way/s in which they are managed;
- Appropriate curriculum design;
- Solution focused meetings around key individuals;

- Clear communication channels with parents and professionals about pupils' lived experiences and health needs which may impact their behaviour;
- Robust transitions between settings to enable information sharing.

We constantly strive to create a calm environment that minimises the risk of incidents arising that might require the use of positive handling. Pathways within our schools are tailored to the needs of pupils which includes meeting learning, sensory, communication, physical and medical needs to give pupils the best possible opportunities to achieve their potential by reducing barriers to learning. Our Behaviour for Learning Policy and Instructional Manuals set out our climate for learning expectations which offer pupils consistency and predictability. Copies of these are available on our website for stakeholders or can be requested directly from the school. Students achievements are also encouraged through a range of opportunities to gain merits and rewards.

In addition to our positive behaviour approaches, pupils who present with behaviour that is challenging will have an Engagement Plan – please see Behaviour and Relationships Policy – which set out key information such as the child's health and communication needs, barriers to engagement, signs of dysregulation and strategies to help de-escalate.

Our schools recognise that students with sensory needs, neurodiversity, SEMH or related conditions may experience increased anxiety and a higher risk of challenging behaviour. Pupils may receive individualised or bespoke support to promote wellbeing (see pathway documents/curriculum overview on school websites).

Strategies for dealing with challenging behaviour

As endorsed in the school's Behaviour and Relationships Policy, staff utilise consistent positive strategies to encourage acceptable behaviour and good order. Every effort will be made to resolve conflicts positively and without harm to pupils or staff, property, buildings, or the environment. Where unacceptable behaviour puts the child or others at risk of harm, causes significant damage to property or threatens the good order and discipline of school, some or all the following approaches should be taken according to the circumstances of the incident and in association with the Education and Inspections Act 2006 Section 93:

- Verbal acknowledgement of unacceptable or unsafe behaviour with request for the pupil to refrain (this includes negotiation, care, and concern);
- Further verbal guidance stating:
 - that this is the second request for compliance to maintain safety.
 - an explanation of why observed behaviour is unsafe or unwanted.
 - an explanation of what will happen if the unsafe/unwanted behaviour continues.
- Warning of intention to intervene physically and that this will cease when the pupil resumes safe behaviour, if possible, summon assistance from other staff – use "staff help" protocol
- Physical intervention, reasonable force being used to prevent a child harming him or herself, others or property.

10. Appropriate Physical Contact

Our schools do not operate "no contact" policies. The DfE is explicit in stating that schools should not grant any requests by parents or staff members not to use reasonable force and/or other restrictive interventions. The adoption of a 'no contact' policy at a school can leave staff unable to intervene where reasonable in the circumstances to fully protect pupils.

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 hand over hand guides to teach a new skill, linked arms 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 with a side hug
- 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
- providing personal care alongside a colleague
- meeting sensory needs outlined on a sensory integration plan or engagement plan

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

- our safeguarding policies and procedures
- the applicable circumstances, such as whether there are other adults present/the interaction is visible through an open door or viewing pane
- the individual pupil's age
- any other material factors, including but not limited to whether:
 - the pupil has SEND or other vulnerabilities
 - any alternative strategies that do not include physical contact can be used

Situations may arise when appropriate physical contact occurs between staff and pupils and as such the Trustees would fully support this approach.

11. Reasonable force for searching pupils

Under statutory powers, the headteacher and staff authorised by the headteacher may search a pupil or their possessions where they have reasonable grounds to suspect that the pupil is in possession of a **prohibited item**.

Key information:

Prohibited items are those set out in legislation and include, for example, knives or weapons, alcohol, illegal drugs, stolen items and any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

A member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers. The person conducting the search must not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves. 'Possessions' means any goods over which the pupil has or appears to have control - this includes desks, lockers and bags.

Where a lawful search is taking place for a prohibited item, staff may use such force as is reasonable in the circumstances to conduct that search. Any use of force in this context must be necessary, proportionate and for the shortest possible time, and must be consistent with the principles set out in this policy.

Reasonable force must not be used to search for items that are banned only under the school's own rules. Where force is used during a search, this will be treated as a restrictive intervention and must be managed in line with this policy, including consideration of the pupil's welfare, dignity, vulnerabilities and any SEND or medical needs.

Any significant incident involving the use of force during a search must be recorded and reported in accordance with statutory duties. All searches must be carried out in accordance with the school's Searching, Screening and Confiscation procedures, and staff involved in searching pupils will receive appropriate guidance and training.

12. Seclusion, time out and withdrawal

Seclusion **is a non-disciplinary intervention** involving keeping a pupil confined to a place away from others and prevented from leaving; 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. Seclusion should not be implemented by staff through threat of punishment.

Where seclusion is used, the place in which the pupil is confined must be safe, suitable and non-threatening, taking account of the pupil's age, needs, vulnerabilities and sensory sensitivities. The environment must not present a risk to the pupil's physical or psychological wellbeing and should allow the pupil to calm and regain regulation.

A pupil who is secluded must be **continuously supervised at all times by a member of staff**. This means being able to **see the pupil at all times**. Supervision must be active and purposeful, enabling staff to monitor the pupil's physical and emotional wellbeing, communicate appropriately, and respond immediately if the pupil becomes distressed, unwell or at risk. Examples of seclusion may include:

- A classroom
- An outdoor area
- An intervention room
- A calm room
- A withdrawal room

The above is not an exhaustive list but serves as an example of the types of places where seclusion may occur. Active CCTV monitoring may also be used during this time.

Seclusion must end as soon as the immediate risk of harm has reduced. It must not continue beyond the point at which it is necessary to manage risk, and pupils must be supported to rejoin others safely when they are able to do so.

See seclusion matrix below (figure 1) for guidance on use.

Seclusion types	Example	Action	Monitoring	Record and Report
Blocking from leaving a space	Pupil is dysregulated and displaying behaviour which is a risk to others. Pupil trying to leave a classroom/corridor/outdoor space. Staff members block exit to maintain safety	Staff remain inside room with pupil Assess environment Minimise risk Minimise staffing Engage Regulate End as soon as risk reduced/signs of regulation	Active monitoring inside room 2 nd Staff member outside room monitoring/available via radio to support	
Non-designated seclusion space - door closed	Pupil is dysregulated and displaying behaviour which is a risk to others. Pupil trying to leave a classroom/corridor/outdoor space. Staff close door/block exit/maintain fobbed lock for safety. Pupil asks for staff to remain outside/give them some space/staff assess that they need to withdraw to maintain safety.	Assess environment Minimise risk Staff member assesses they can remain outside with clear lines of sight/CCTV monitoring and hearing distance. Door closed. Engage Regulate Open door as soon as risk reduced/signs of regulation	Active monitoring Engage when appropriate to do so. Check signs of regulation. Escalate if risk increasing, e.g. enter if out of sight, attempting to hurt self/damage property, use "staff help" if required	
Pupil verbally/physically directed to withdrawal space or calm room Door open, staff inside	Pupil is dysregulated and displaying behaviour which is a risk to others. Pupil verbally directed or moved using positive handling to withdrawal space or calm room. Door open, staff inside.	Staff remain inside room with pupil Assess environment Minimise risk Minimise staffing Engage Regulate End as soon as risk reduced/signs of regulation	Active monitoring inside room 2 nd Staff member outside room monitoring/available via radio to support	

<p>Pupil moved to withdrawal space or calm room</p> <p>Door closed, staff outside</p>	<p>Pupil is dysregulated and displaying behaviour which is a risk to others. Pupil moved using positive handling to withdrawal space or calm room. Pupil asks for staff to remain outside/give them some space/staff assess that they need to withdraw to maintain safety. Door closed, staff outside observing.</p>	<p>Assess environment</p> <p>Minimise risk</p> <p>Staff member assesses they can remain outside with clear lines of sight/CCTV monitoring and hearing distance.</p> <p>Door closed</p> <p>Engage</p> <p>Regulate</p> <p>Open door as soon as risk reduced/signs of regulation</p>	<p>Active monitoring</p> <p>Engage when appropriate to do so.</p> <p>Check signs of regulation.</p> <p>Escalate if risk increasing, e.g. enter if out of sight, attempting to hurt self/damage property, use "staff help" if required</p> <p>Call SLT if unable to open door within 5 minutes</p>	
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Any incident involving seclusion must be treated as a significant safeguarding event.

All incidents of seclusion must be recorded and reported in line with statutory duties as outlined in this policy.

Following any use of seclusion, appropriate post-incident actions must take place, including welfare checks, reflection, support and a review of preventative strategies.

Seclusion does not include incidences where pupils may self-select to have some time away from peers in another classroom, break-out space, withdrawal space or calm room. In such circumstances it would be expected that the door would be open or that the child can leave as soon as they request to do so using their preferred communication method. Use of self-selected withdrawal spaces should be recorded for monitoring the young person's provision (e.g calm room log) but is not a restriction placed upon the pupil.

Some classrooms, corridors, departments, entrances and exits use fobs; these are in place predominantly for health and safety and safeguarding reasons such as;

- preventing unauthorised entry to school
- to minimise some environmental risks such as unaccompanied access to stairs and play areas, whilst still promoting some level of autonomy in freedom of movement around school
- to minimise accidents such pupils who may regularly display high levels of dysregulation who may pose a risk to pupils with other vulnerabilities
- to reduce movement of pupils across the school where it is identified that they may be unable to safely move independently around school due to physical, social, emotional or learning needs.

This is not seclusion as outlined in DfE guidance. However, a situation may become a seclusion when a pupil is being prevented from leaving an area where they are expressing an intent to do so, and the member of staff assesses this must be prevented as allowing them to do so may:

- cause injury to themselves or others
- allow them to commit a criminal offence
- enable them to damage property
- cause disorder among pupils at the school, whether during a teaching session or otherwise

In such instances, the recording and reporting procedure should be utilised.

12a. Types of seclusion, withdrawal spaces and breakout spaces

Calm Room

Our special school and alternative provision schools have calm rooms; these are small, low stimulus padded rooms. These rooms are positioned in areas of the school that may need access to this provision. Please see an **example** in the photographs below:



Calm rooms are safe places and can be used for the following purposes:

Time out:

A pupil may request to go to a calm room because it is quiet, can be individualised (e.g. lights turned off, so illumination is natural) and low stimulus. The child can choose whether the door is closed. A member of staff will always supervise and have a direct view of the child, there is a viewing panel in the door of each calm room for this purpose as well as CCTV within each calm room. The child may choose to be alone or accompanied in the room by an adult. At all times staff will engage with the child as appropriate and use planned de-escalation and calming strategies. The use of the calm room should be recorded to understand patterns of need or provision but is not seclusion as defined by DfE guidance.

Withdrawal:

A pupil is instructed to go to a calm room/withdrawal room, and they do so without restraint or restrictive intervention (e.g. if they are highly dysregulated and have attempted to hurt another child). They may be guided using "Caring Cs" which is non-restrictive intervention. The

child may request to be alone or accompanied in the room by an adult. A member of staff will always supervise and have a direct view of the child, there is a viewing panel in the door of each calm room for this purpose. Staff may close the door if they assess that there is a significant risk of harm to the child and/or others. At all times staff will engage with the child as appropriate and use planned de-escalation and calming strategies. This is a seclusion and as such is subject to statutory recording and reporting duties set out in this policy. Calm room log should also be completed. See Appendices for Calm Room Logs.

Imposed withdrawal/seclusion:

A highly dysregulated pupil is taken to a calm room using a restraint or restrictive intervention as they pose a risk to others and in some rarer circumstances, risk to self (e.g. head-banging), are causing significant damage to property or are committing a criminal offence and staff assess that this is the safest place to de-escalate. Restraint or reasonable force may include restrictive guides, holds and/or restraint - see physical intervention and holds. A member of staff will always supervise and have a direct view of the child, there is a viewing panel in the door of each calm room for this purpose. Staff may close the door if they assess that there is a significant risk of harm to the child and/or others. At all times staff will engage with the child as appropriate and use planned de-escalation and calming strategies. This is an example of restraint and seclusion as such is subject to statutory recording and reporting duties set out in this policy. Calm room log should also be completed.

Key information:

The use of a calm room should always be carried out with the best interest of child. Calm rooms should be used as a positive tool to de-escalate and reduce anxieties, they should never be used as a disciplinary measure. It is essential that staff have restorative conversations with the child following this intervention.

It is preferred that an adult is with the child in the calm room where possible, and when it is safe to do so. Where an adult is not inside the room they should constantly assess the situation and try to engage the child when appropriate to do so being mindful of individual triggers.

If it is necessary to close the door, staff should keep the child in view and try to open the door at regular intervals and it should remain open as soon as the risk has sufficiently reduced. (See Seclusion Matrix for detailed information on page 10 onwards.)

Withdrawal rooms and break-out spaces

Our special and alternative provision schools have withdrawal rooms and break-out spaces; these are small, low stimulus rooms, that may be empty, contain a workstation or soft items such as bean bags. These rooms are positioned in areas of the schools that need this provision. Please see **examples** in the photographs below:



Withdrawal rooms and break-out rooms are safe places and can be used for the following purposes:

Teaching and Learning or intervention:

Withdrawal rooms and break-out spaces (next to or adjacent to classrooms) may be used for 1:1 or small group teaching or intervention. In these circumstances, they are not being used to seclude the child from their peers due to an identified risk but are instead being utilised as a space that is lower stimulus and allows for a more focussed intervention to be offered. Examples of intervention may include reading, speech and language therapy, sensory exercises, or a chosen reward such as a board game. The use of the withdrawal room or break-out space may be recorded to understand patterns of need or provision but is not seclusion as defined by DfE guidance.

Time out:

A pupil may request to go to a withdrawal or break-out space because it is quiet, can be individualised (e.g. lights turned off, so illumination is natural) and low stimulus. The child can choose whether the door is closed. A member of staff will always supervise and have a direct view of the child, there is a viewing panel in the door of each calm room for this purpose. The child may choose to be alone or accompanied in the room by an adult. At all times staff will engage with the child as appropriate and use planned de-escalation and calming strategies. The use of the withdrawal room or break-out space may be recorded to understand patterns of need or provision but is not seclusion as defined by DfE guidance.

Withdrawal:

A pupil is instructed to go to a withdrawal room/break-out room (e.g. because they have attempted to hurt another child and need a space to regulate), and they do so without restraint or reasonable force. The child may request to be alone or accompanied in the room by an adult. A member of staff will always supervise and have a direct view of the child, there is a viewing panel in the door of each withdrawal room for this purpose. Staff may close the door if they assess that there is a significant risk of harm to the child and/or others. At all times staff will engage with the child as appropriate and use planned de-escalation and calming strategies. This is seclusion and as such is subject to statutory recording and reporting duties set out in this policy. A calm room log should also be completed.

Imposed withdrawal/seclusion:

A pupil is taken to a withdrawal room – using a restraint or reasonable force because the child may be self – injuring, causing injury to others, committing a criminal offence or engaging in any behaviour prejudicial to maintaining good order and discipline and is dysregulated to such a degree that they are not acting with intent. Restraint or physical intervention may include guides, holds and/or restraint - see Team Teach Interventions in this policy. A member of staff

will always supervise and have a direct view of the child, there is a viewing panel in the door of each withdrawal/calm room for this purpose. Staff may close the door if they assess that there is a significant risk of harm to the child and/or others. At all times staff will engage with the child as appropriate and use planned de-escalation and calming strategies. This is an example of restraint and seclusion as such is subject to statutory recording and reporting duties set out in this policy. A calm room log should also be completed.

The use of any withdrawal room should always be carried out with the best interest of the child.

Withdrawal rooms should be used as a positive tool to de-escalate and reduce anxieties and should never be used as a disciplinary measure. It is essential that staff have restorative conversations with the child following this intervention.

Transparency when using Calm rooms/withdrawal rooms

Engagement and behaviour plans have a 'Calm Room' section that states clearly **how** the Calm Room will be used to keep a student safe so parents, staff, and students (where appropriate) have a shared understanding of the planned action. This may include use of a withdrawal room. Parents are encouraged to attend open days, parents' evenings or to make appointments to see the facilities that students can access. Use of break-out spaces would not generally appear on an engagement plan as their typical function is as a teaching and learning space, however if it was identified as a specific need to support regular engagement, it should be included.

Pupils accessing the calm or withdrawal rooms should always be supervised. If staff are not able to see a child (e.g. they are sitting in a near corner) they should open the door or enter the calm or withdrawal room to enable them to see the pupil. If opening the door of a calm or withdrawal room places staff at risk of harm, then two members of staff should be present. Live CCTV monitoring may be used in circumstances where a behaviour is presenting significant risk to staff trying to de-escalate or where viewing is obstructed. Staff should still try to regularly engage the child from outside the room with active monitoring outside and trying to open the door at regular intervals. Parents should be informed when staff are unable to de-escalate and asked to attend to offer support.

Key information:

Whenever and wherever spaces are used to seclude a pupil from other children and adults, the requirement to record and report applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan.

13. Recording the use of seclusion, withdrawal spaces and non-force restraint

All incidents involving seclusion or restraint without physical force must be recorded and reported in line with Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025.

This includes incidents where restrictive interventions are used in line with an agreed behaviour support plan. Records must be completed as soon as practicable and no later than the same day wherever possible.

Where an incident of restraint also constitutes a significant use of force, our schools will follow the incident reporting procedure set out in "Recording of Restrictive Intervention and Reasonable Force". The same information will not be reported twice. Where an incident involves seclusion or restraint without physical force and does not constitute a significant use of force, the reporting duties under the 2025 Regulations will apply.

Staff will record on Arbor the following details as a minimum:

- names of pupil and staff directly involved
- time, date, location and approximate duration of the intervention
- any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code
- brief account of why the intervention was assessed as necessary in that instance
- details of any physical injuries sustained, if applicable
- any post-incident support, such as details of any medical treatment for injuries or other adverse impacts

Parents will be provided with the information detailed above with the exception of staff names and information relating to any other pupils.

See Reporting and Recording Pathway in appendices.

14. Safer working practices working one to one support in withdrawal spaces

As described there may be occasions when staff will work with pupils on a one-to-one basis. The intention of this may be to de-escalate, reduce anxieties or reduce stimulation. On these occasions:

- Staff should always ensure that their intention is shared with their colleagues
- Pupils should always have their preferences respected
- Where possible a colleague should have a visual overview of the intervention or should periodically check-in.
- Where this practice happens frequently for pupils; staff delivering one to one should rotate to ensure the pupil has the opportunity to experience a change of face and does not become overly dependent upon a single member of staff.

15. Planned and emergency restrictive interventions

A **planned intervention** is an action that is explicitly described within a pupil's Behaviour/Engagement Plan or Care Plan:

- a Positive Handling Plan – for the use of restrictive interventions
- a Care Plan for the use of occupational therapy equipment which restricts liberty but is necessary as determined by health and/or multi-agency colleagues with parental consent (some examples may be categorised as non-force restraint).

These plans should outline the majority of foreseeable interventions, as possible scenarios will be identified during the development of plans. Planned interventions may include the use of approved Team Teach techniques, occupational aids which restrict movement for a specific reason and period of time, or—under exceptional circumstances—the temporary removal or limitation of an auxiliary aid. For example, this may involve disabling a pupil's independent control of an electric wheelchair to prevent harm to others when the pupil is significantly dysregulated and therefore not acting with deliberate intent.

Planned physical interventions must be carried out by staff who are Team Teach trained and using recognised, authorised holds. Other restrictive interventions may be implemented by staff who have been trained in the child's specific care plan.

A decision to use therapeutic/occupational devices to prevent challenging behaviour MUST be agreed by a multi-disciplinary team in consultation with pupils (where appropriate), those with parental responsibility, and recorded within an individual's Engagement/Care Plan.

An **emergency physical intervention including non-force restrictions** may be necessary if a situation arises that was not foreseen or is uncharacteristic of the pupil. Members of staff retain their duty of care to pupils and any response, even in an emergency, must be proportionate to the circumstances. Staff should use the minimum force necessary to prevent injury and maintain safety, consistent with the training that they have received.

Following any such incident, an Engagement Plan will be devised; including a positive handling plan (or the existing plan updated if necessary) to support effective responses to any such situations which may arise in the future. This process should include a Team Teach instructor, staff who know the child well and parents or carers.

Emergency physical intervention should if possible be carried out by Team Teach trained staff unless necessary to ensure the immediate safety of pupils and staff; the principles of reasonable force apply and staff should consider if the act is necessary and proportionate and the child's welfare. As soon as Team Teach trained staff can, they will swap in.

16. Unacceptable uses of force

It is illegal to use force on a pupil for the purpose of punishment. **Pupils should not be restrained in a way that affects their airway, 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.** Where appropriate, the pupil should receive a medical assessment and treatment for any injuries as soon as possible. For any form of restraint, including seated and standing, there is a risk of physical and psychological harm, and it should be avoided where possible.

17. Types of Team Teach Interventions

Planned physical intervention, responses, holds and restraints used are in line with Team Teach guidelines and training. All physical intervention is planned and researched to be the safest possible for both pupils and staff. Team Teach Instructors provide individual demonstrations for parents for them to fully understand the physical intervention their child may experience. Further information is available at www.teamteach.co.uk.

All Team Teach trained staff may use the Caring "C" Supportive guide with "c shaped hands" to guide pupils' direction, moving with the child's own momentum. This is non-restrictive and therefore does not fall under mandatory recording and reporting, however as good practice it will be included in a behaviour /engagement plan.

Named Team Teach Hold/Response
Turn, gather guide
Help hug
Conductor

Crossover
Windmill
Snake
Elbow guide out of headlock
Guide to head support
Jaw manipulation
Bar and gate
Entwined fingers
Single person double elbow
Half shield
X Support
Moving in hold
Sitting on chairs/bean bag
Small person double elbow
Small person escort
Two-person friendly
Two-person single elbow
Two-person figure of four
Two-person double elbow
Two-person seated hold
Advanced modules only: Response to blunt objects
Response to chairs
Response to pool cues
Response to short objects

Staff trained in Team Teach Level One or Two should refer to their training manuals for more information.

We aim to work openly and transparently with parents and carers. Parents and carers are therefore encouraged to book appointments to meet with Team Teach instructors or senior leaders to discuss the types of restrictive interventions which may be agreed on their child's behaviour/engagement plan. Instructors will be able to demonstrate any such techniques to enable parents to have clarity about any planned interventions.

18. Prevention

The following strategies and procedures are deployed to ensure all measures possible are in place to minimise the use of positive handling:

- The deployment of appropriate staffing numbers;
- The deployment of appropriately trained and competent staff;
- Avoiding situations and triggers known to lead to challenging behaviour;
- Creating opportunities for choice and achievement;
- Developing staff expertise through a programme of Continuous Professional Development;
- Exploring pupils' preferences relating to the way/s in which they are managed.
- Appropriate curriculum design.

- Solution focused meetings around key individuals.
- Clear communication channels with parents and professionals about pupils' lived experiences and health needs which may impact their behaviour
- Robust transitions between settings to enable information sharing

18a. Specialist Response

This involves the recognition of the early stages of a behavioural sequence that is likely to develop into violence or aggression and employing 'de-escalation' techniques to avert any further escalation.

Where there is clear documented evidence that particular sequences of behaviour escalate rapidly into violence, the use of a restrictive physical intervention (RPI) at an early stage in the sequence may, potentially, be justified if it is clear that:

- primary prevention has not been effective, and
- the risks associated with NOT using a RPI are greater than the risks of using a RPI, and
- other appropriate methods, which do not involve RPI, have been tried without success.

19. Making decisions in the best interests of pupils

It may be necessary to make a judgement about the relative risks and potential benefits arising from activities which may be viewed as challenging behaviours compared with the impact on the pupil's overall quality of life if such activities are not allowed. For example, some students may exhibit behaviours that are socially unexpected but meet a sensory need; it may be agreed with pupils and parents that rather than restricting the behaviour, we seek to understand the function of this behaviour and try to teach socially appropriate replacement skills to eliminate the behaviour, reducing the need for restrictive interventions. In some cases, such as sexual behaviours, it may be necessary to redirect or restrict to protect the young person's dignity and the safety of others.

20. Deciding whether to use force

Both challenging behaviour and restrictive physical interventions will involve a risk to both staff and pupils. A risk assessment aims to balance these risks. The aim of the individual pupil's Engagement Plan and of this policy is to reduce the risks associated with pupils' challenging behaviour as far as is reasonably practicable; 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.

Pupils whose challenging behaviour may pose a risk to staff or other pupils will be the subject of a Risk Assessment in the form of an Engagement/Behaviour Plan. This will be shared with all staff working closely with the child and stored in the pupil's record.

All staff authorised to use physical intervention with pupils receive training in Team Teach techniques and receive information about the risk to pupils 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.

In the very rare circumstances where use of reasonable force or restrictive intervention is not deemed to be safe to undertake or not successful in reducing risks, parents should always be

asked to attend the school immediately. Where it is assessed that staff are unable to maintain the safety of the pupil or staff, the police should be contacted on 999 to attend the school stating the reason (significant risk to self/others), the location of the school including postcode, any relevant entrance information and the child's details.

21. Health and Safety of Staff

Under the Health and Safety at Work Act, employers have a duty to ensure, so far as is reasonably practicable, the health, safety and welfare of their employees. Employees have a responsibility to report any circumstances which give rise to an increased risk to their Health and Safety.

Staff that have, or acquire, permanently or temporarily, any medical condition that may impact on their ability to carry out pupils' Engagement Plans have a duty to report these to the Headteachers of our schools immediately as there may be an impact on their own safety and that of colleagues and/or pupils.

If staff become injured as a result of a pupils' behaviour or in using reasonable force or restrictive interventions, this should be reported as per the school's health and safety procedures. School leaders will ensure that any qualifying injuries are reported to the appropriate health and safety public body.

22. Considerations when considering the use of force

Restrictive interventions, including the use of reasonable force, restraint and seclusion, may only be used in exceptional circumstances where they are lawful, necessary and proportionate, and where other less restrictive measures have been attempted or assessed as inappropriate in the circumstances.

In line with the Department for Education guidance, restrictive interventions may only be used to prevent or stop a pupil from:

- 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

The decision to use a restrictive intervention is a matter of professional judgement and must always be based on the specific circumstances at the time. Before using, or continuing to use, a restrictive intervention, staff must, wherever practicable, consider the following factors, which are drawn directly from the guidance:

Necessity

Staff should consider whether a restrictive intervention is required to reduce an immediate risk of harm and whether other less restrictive strategies, including de-escalation, redirection or support from other staff, are likely to be effective. Where a restrictive intervention is unlikely to successfully reduce risk, or is likely to escalate the situation further or cause more harm than the behaviour itself, it should not be used.

Proportionality

Any restrictive intervention must be the least restrictive option available, using the minimum amount of force for the shortest amount of time necessary to reduce the risk. If an intervention is not reducing risk or is escalating the situation, staff must reconsider their approach and seek to reduce or cease the intervention as soon as it is safe to do so.

Pupil welfare and dignity

Staff must consider the impact of any restrictive intervention on the pupil's physical and psychological wellbeing. Where possible, staff should seek to maintain the pupil's dignity, including consideration of the environment in which the intervention takes place, and should communicate calmly and clearly with the pupil about what is happening and why.

Vulnerabilities and SEND

Staff must have regard to the individual needs and circumstances of the pupil, including any special educational needs, disabilities, medical conditions, communication needs, sensory sensitivities, past trauma or other vulnerabilities. These factors may affect how a pupil experiences an intervention and must inform decision-making before, during and after any restrictive intervention.

Equality implications

Staff must consider relevant duties under the Equality Act 2010, including the need to avoid discrimination, make reasonable adjustments and ensure that responses do not disproportionately impact pupils who share protected characteristics.

Restrictive interventions must never be used as a punishment, as a disciplinary sanction, or for the purpose of compliance or convenience. They must only be used as a last resort safety measure and must cease as soon as the immediate risk has reduced.

Following any restrictive intervention, staff must ensure that appropriate post-incident actions are taken in line with this policy, including recording and reporting, medical checks where appropriate, reflection and review.

Where behavioural records and/or risk assessment identifies a need for a planned approach, Engagement Plans are written for individual children and where possible, these will be designed through multi agency collaboration and, with parental consent, shared with other agencies/services supporting the child to facilitate consistency of approach so far as is possible.

23. Team Teach Code of Practice & Protocols

Reducing Risk, Restraint and Restriction

- Best interests of the service user
- Minimum force for the shortest time
- Prevent injury, pain and distress
- Maintain dignity
- Reasonable and Proportionate
- Action should be necessary
- Plans to reduce the use of restraint and restriction

Team teach training is delivered to all staff. The level of training reflects the complex behavioural needs of the pupil's staff work with, see table below. The Trust has a number of Team Teach instructors and two Advanced Instructors. These instructors are externally trained

and undergo refresher training and reassessment annually. All Team Teach trained staff undergo a refresher at least annually; in addition to this workshops and individual modules are revisited as required. All records of training are logged with Team Teach. No member of staff will be expected to use Team Teach techniques without appropriate training. Prior to the provision of training, guidance will be given on action to be taken. Arrangements will be made clear as part of the induction of staff and training will be provided as part of on-going staff development. However, all staff are encouraged to follow the DFE guidelines of Reasonable Force until trained within Team Teach.

As teaching staff work under the principle of 'in loco parentis' and all staff operate with an appropriate 'Duty of Care', their actions could result in a claim for negligence against Oak Learning Partnership (the Insured) if they fail to follow the guidance within this Policy. The use of Team Teach techniques is one of our control methods for reducing risks presented by the pupil's behaviour. Pupil Engagement Plans are safe systems of working under the Health and Safety Regulations. As such it is imperative that these plans are followed and implemented by all members of staff.

It is acknowledged that with some disengagement techniques pupils may encounter some minimal discomfort when appropriate release techniques are used. However, this is very brief, transient and poses less of a risk than the behaviour they are employed in response to, e.g. biting.

Some staff are trained in First Aid and in some of our schools, a school nurse is on site. Any of these may be called upon to implement First Aid or seek further guidance in the event of an injury or physical distress arising as a result of a physical intervention.

24. Supply Staff and volunteers

Supply staff are given an information pack, which sets out the support and expectations of any behaviour incidents they witness or have been involved in. **Only staff that have been Team Teach trained within Oak Learning Partnership may use the planned positive handling in school.**

Authorisation is not given to volunteers, students on placement, visitors or parents as they will not have control of pupils who may present with challenging behaviour; they will be supervised at all times.

25. External services working within a school

Support Services may have their own policies for Care and Control of pupils. When working within a trust school, it is the Head teacher's responsibility to ensure that colleagues from Support Services are aware of school policy and practice and comply with this.

The Headteacher is responsible for making clear to whom such authorisation has been given, in what circumstances and settings they may use force and for what duration of time this authorisation will last. The Headteacher will ensure that those authorised are aware of, and understand, what the authorisation entails.

Those whom the Headteacher has not authorised will be told what steps to take in the case of an incident where control or restraint is needed. All staff will receive training in Managing Behaviour as part of their Induction Training and there is a walkie-talkie (radio) system in our schools for calling "on-call" as well as the "staff help" protocol.

All members of staff are reminded that all pupils who have challenging behaviour will have an Engagement Plan which should be strictly adhered to. These plans are reviewed regularly, and

all staff are encouraged to contribute to the plans. A pupil's Engagement Plan constitutes a Safe System of Work under Health and Safety Regulations. If any member of staff believes that an Engagement Plan is no longer effective/suitable for any reason they **MUST** discuss this with the SLT and/or Team Teach Instructors within their schools **BEFORE** making any adjustments to it.

26. Repairing relationships and reintegration

Oak Learning Partnership is committed to repairing and rebuilding relationships following incidents involving restrictive interventions. Where appropriate, restorative approaches will be used to support the pupil's reintegration, rebuild trust between pupils and staff, and promote a sense of safety, dignity and belonging.

This may include a re-integration meeting, a de-brief or restorative discussion with the staff involved or other trusted adults where appropriate. The focus will be on helping the pupil to have their voice heard and to understand from the perspective of trusted adults why it was felt that the use of force or restriction was necessary at that time; the discussion should enable the child to feel safe, to be heard and to move on from the event. Where it is identified that there are ongoing support needs, these will be acted upon.

27. Learning from incidents

We are committed to maintaining a culture of reflection and review. Physical techniques are not used in isolation, and our all schools are committed to ensuring that as a result of incidents, learning opportunities are created for staff and pupils to examine, without prejudice, the events that have taken place. Our schools are committed to maintaining an open culture of safeguarding where staff feel able to self-report concerns about themselves, systems and processes or the conduct of others, so that we can have open, reflective dialogue and implement positive changes.

In recording incidents, all staff involved will contribute to reflective review, however where there are "Exceptional Incidents" a whole team de-brief will occur, usually within 24 hours (see Behaviour and Relationships Policies). **An exceptional incident** is one that involves persistent and extreme behaviours which compromise health and safety or lead to a significant disruption to teaching and learning. Examples may include causing extensive damage to property, causing significant harm to pupils or staff, committing a criminal offence, causing significant disruption to the learning of others or the order of school. A copy of the de-brief will be stored on Arbor and shared with parents though sensitive information relating to others may be redacted as appropriate in the latter circumstance.

Exceptional incident de-briefs should, where possible, be led by a senior leader or appropriate person with sufficient seniority who was not present, to support transparency and professional curiosity. De-brief reports can be found in the appendices of the Behaviour and Relationships Policy.

Exceptional incidents should, where possible, involve restorative work with the pupil involved.

Whilst the physical techniques are intended to reduce risk, there is always a level of risk when two or more people engage to use force to protect, release or restrain. Team Teach techniques seek to avoid injury to pupils, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the pupil and others remains safe.

Any such injury will be reported using the relevant incident form (available from the schools' main office). Where there are concerns that staff may not have acted appropriately in line with

this policy, consideration will be given to the low-level concerns and allegations against staff procedures set out in the Trust Safeguarding and Child Protection Policy. The headteacher or DSL may consult with the LADO where it is suspected a threshold of harm may have been met.

28. Support following incidents

Any member of staff or pupil at the school involved in or witnessing a serious incident involving the use of restrictive interventions may require additional support following the incident.

Staff should ensure that they are fully recovered from an incident before resuming their duties and colleagues are encouraged to seek and offer support where it is deemed necessary.

Pupils who may be distressed by events can be offered the following support:

- First aid where required
- Quiet time taking part in a calming activity
- Quiet time away from the incident/trigger
- Resuming their usual routine/previous activity as soon as possible if preferred, especially for pupils with Autistic Spectrum Disorder or Neurodiversity who may prefer to return to the safety of predictable routines
- Time with a member of staff to debrief the incident, using a symbol debrief sheet or other alternative or augmentative forms of communication (AAC)

29. Recording incidents

All incidents involving the use of reasonable force must be recorded in writing as outlined in the recording appendices of this policy. **Staff should complete recordings as soon as practicable after the event and endeavour to complete records no later than the same day.**

Records must be completed by the staff member(s) involved and must provide a clear, factual account of the incident. As a minimum, records will include:

- names of pupil and staff directly involved
- any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code
- time, date, location and approximate duration of the intervention
- brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained
- brief account of why the use of force was assessed as necessary in that instance
- any post-incident support, such as details of any medical treatment for injuries or other adverse impacts

The requirement to record applies even where the use of restrictive interventions has been discussed or anticipated within a behaviour support plan.

Records will be made on Arbor (Management Information System). See "Recording on Ms Forms and Arbor" appendices for how to record.

30. Reporting of significant incidents involving the use of force

Parents must be informed in writing of each significant incident involving the use of force as soon as practicable after the incident, and senior leaders should endeavour to ensure this happens no later than the same day, unless a statutory exception applies.

Reports to parents will include, as a minimum:

- the date, time, location and approximate duration of the incident
- a brief account of why the intervention was assessed as necessary
- a brief description of what type of force was used and the degree of force applied
- details of any physical injuries or welfare concerns, where applicable

This will be shared with parents in writing via email or our information management system.

Exceptional incident de-brief forms should also be shared with parents and they should be requested to sign and return a copy. Where it is not possible to ensure a returned copy, a copy of an email to the parent with the de-brief should be saved.

Staff must either invite parents to discuss the incident in person or on the telephone, including any relevant triggers, the effectiveness of preventative strategies, and whether any behaviour support plans or risk assessments require review. If it is the first incident, an Engagement Plan/behaviour plan with a positive handling plan will be developed. Parents, if in agreement, will sign all behaviour documentation. This will be under the guidance of the Team Teach Instructors and SLT where appropriate. A pupil may be assessed as being too high a risk to others or themselves if positive handling cannot be used to ensure safety. This may result in our schools identifying that an alternative provision may be required. The school will inform the SEN team of any such considerations where the child has an EHCP. As outlined in the DfE guidance, Headteachers cannot agree to "no contact" protocols as this places pupils and staff at risk of harm.

Exceptions to the duty to report to parents apply only where:

- the pupil is aged 20 or over, or
- it appears that informing a particular parent would be likely to result in serious harm to the pupil. In such cases, the incident will be reported to any parent to whom it can safely be reported, or, where this is not possible, to the relevant local authority.

31. Monitoring incidents

Whenever a member of staff has occasion to use reasonable force, this will always be recorded and documented following the agreed procedures. Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert their Headteacher to the needs of any pupil(s) whose behaviour may require the use of reasonable force. The SLT/Pastoral staff will review significant incidents regularly to identify where restrictive interventions occur repeatedly or where concerns arise, this will trigger further review, multi-agency engagement where appropriate, and escalation through safeguarding or SEND processes.

32. Action after an exceptional incident

All schools are expected to have a debrief procedure which should be utilised if staff need to debrief after an incident. Where an incident involving positive handling has had a significant

impact on staff, they should have access to counselling and support. Within our schools, this will be made available/supported through the Headteacher or Business Manager.

The Headteacher 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 pupil, this will be pursued through the appropriate procedure:

- Review of Engagement Plan/ Care Plan
- Child Protection Procedure (this may involve investigations by Police and/or Social Services)
- Staff or Pupil Disciplinary Procedure
- Behaviour and Relationships Policy and Procedures
- Exclusions Procedure; in the case of violence or assault against a member of staff/child this may be considered

In the case of any action concerning a member of staff, they will be advised to seek advice from their professional association/union.

In some circumstances it may be appropriate to provide additional training or professional support for particular staff in relation to the management of incidents where although the criteria for the application of the above procedures were not met, it is decided that the incident could have been managed more effectively.

33. Visits out of school

All visits out of school should follow policy and protocol set out in the individual school's Educational Visits Policy. Health and Safety remains a priority and staff should carry out risk assessments for pupils prior to each visit into the community.

Due consideration should be given to the following:

- Is the pupil able to cope with the demands of the proposed visit? Analyse Engagement Plans to assess this.
- Are there sufficient, suitably trained staff - particularly if there should be an incident?
- How will you contact school to get extra help if necessary and how will you get back?

34. Complaints

The availability of a clear policy about reasonable force and early involvement of parents should reduce the likelihood of complaints but may not eliminate them.

Where there is any concern over the appropriateness of a response this will be reported in line with either the complaints or safeguarding policies and may be reported in line with locally agreed LADO procedures.

Please see below:

Complaint made by parent – complaints policy to be followed which may trigger use of disciplinary policy and LADO procedures.

Complaint by pupil – safeguarding policy which may trigger use of disciplinary policy and LADO procedures.

Complaint by colleague – whistleblowing procedure which may trigger use of the disciplinary policy and LADO procedures

In such circumstances the investigation of the complaint/allegation and any resulting action in respect of child protection, disciplinary or other procedures will be carried out in accordance with the guidance received from the LADO.

Welfare of the child, e.g. their immediate safeguarding and wellbeing, will be prioritised before a complaint and LADO procedures, as per the locally agreed LADO guidance.

35. Governance and Accountability

Oak Learning Partnership Trustees hold overall responsibility for ensuring that all schools within the Trust maintain effective systems to minimise the use of reasonable force and restrictive interventions. Such measures must only be used when they are reasonable, proportionate, and the most appropriate course of action in situations where all other, less restrictive strategies have been assessed as unlikely to sufficiently reduce the identified risks.

To fulfil this responsibility, Trustees will ensure that Local Governing Bodies have regular oversight of data relating to the use of force and restrictive interventions within their school settings, as they are best positioned to provide robust challenge and hold leaders to account. Executive leaders across the Trust will also monitor the use of these interventions and are directly accountable to the Trustees, who seek assurance that all schools adhere to the guidance set out by the Department for Education.

In undertaking their roles, governing bodies will:

- assure itself that statutory recording and reporting duties are being met
- regularly review and interrogate data on restrictive interventions considering emerging patterns or trends to interrogate the effectiveness of pupil support measures, share this information with teachers who work with those pupils to better support them and, where appropriate, their parents, to establish a behaviour support plan or revise an existing plan.
- be mindful of any disproportionate impact on pupils with special educational needs and disabilities or other identified vulnerabilities
- use information from incidents to inform discussion about prevention, training and support
- ensure that staff are appropriately supported and trained
- ensure that learning from incidents contributes to the ongoing development of practice

Oversight of restrictive interventions will form part of the governing body's wider safeguarding and pupil wellbeing responsibilities. Governing bodies should consider the limitations of data and what can be inferred from it. Analysis should be proportionate and avoid over-interpreting small subgroups of people.

Appendices

- 1. Calm room log**
- 2. Recording and reporting pathway**

3. Recording MS Form and Arbor

