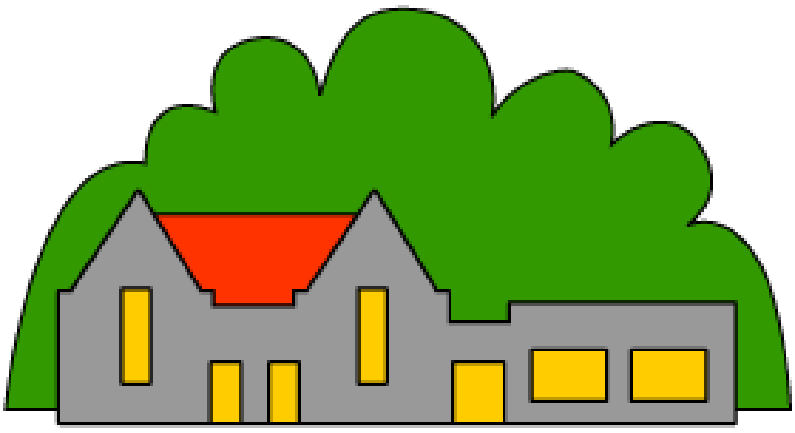

Aldborough Primary School
Restrictive Interventions, (including use of reasonable force) Policy and Procedure

This policy applies to all stakeholders

DATE OF GOVERNOR APPROVAL	July 2026
REVIEW FREQUENCY	Annually
REVIEW DUE	June 2027
STATUTORY REQUIREMENT	YES
AMENDMENTS	
Date	**Summary of Amendment/s**
July 2026	This policy and procedure is written in line with the D for E guidance on 'Restrictive interventions, including use of reasonable force, in schools' April 2026.

Aims At Aldborough Primary School, we are committed to creating a safe, secure, and supportive environment for all learners and staff. This policy reflects the guidance published by the Department of Education on 'Restrictive interventions, including use of reasonable force, in schools' April 2026.

There are occasions where the use of restrictive interventions, including reasonable force, restraint, immobilisation or seclusion, may be lawful, necessary, and proportionate to prevent harm to a learner or others. However, we recognise that such interventions can have a significant impact on learners, staff, and parents/carers.
Restrictive interventions are only ever used as a **last resort**, once all appropriate prevention and de-escalation strategies have been exhausted, and must always be reasonable, necessary, and proportionate to the circumstances.
This policy aims to:

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

Legislation and Guidance This policy is based on the Department for Education (DfE) guidance on restrictive interventions, including the use of reasonable force, in schools. It also meets the requirements of:
Section 93 of the Education and Inspections Act 2006
Section 93A of the Education and Inspections Act 2006, inserted by the Apprenticeships, Skills, Children and Learning Act 2009
Equality Act 2010
Health and Safety at Work etc. Act 1974 and associated regulations
Human Rights Act 1998
Keeping Children Safe in Education 2025
The Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025

Definitions
The terms we use in this policy are defined as follows. These definitions are based on the Department for Education's guidance on restrictive interventions.

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

- Supervised seclusion of a learner in an area away from others, where the learner is prevented from leaving for their own safety and/or the safety of others.
- Passive physical contact, such as a staff member blocking a learner's path if they're running towards danger (like a busy road), or staff standing between learners to prevent a fight.

Reasonable force refers to the broad range of actions used by staff that involve a degree of physical contact to restrain children, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.
Examples of the use of reasonable force could include:

- A staff member guiding a learner to safety.
- Staff breaking up a fight between learners.
- A staff member restraining a learner to prevent injury to the learner, or others.

Restraint is a form of non-disciplinary intervention which immobilises a learner or limits their movement. This may or may not include direct physical contact.
Examples could include:

- A staff member holding a learner's arms to their sides when the learner is attempting to harm themselves or others.
- Removing a learner's mobility aids.

Seclusion is a non-disciplinary intervention that keeps a learner confined to a place away from others and prevents them from leaving, for the safety of that learner and/or others. This could be through physical obstruction or by making the learner believe that they will be punished if they leave. For example, putting a learner into a 'holding' room until they calm down is a form of seclusion. (See seclusion section of this policy for more information on seclusion).

A **significant incident** is any incident where the use of force goes beyond appropriate physical contact between a member of staff and a learner. This includes when physical force is used to implement a non-physical restrictive intervention. (See appropriate Physical contact with Learners section of this policy for more information on appropriate physical contact.)

Appropriate Physical Contact With Learners
No school should have a 'no contact' policy. We do not grant any requests by parents/carers or staff members not to use physical contact or reasonable force including restrictive interventions.
There are circumstances when it is appropriate for staff to have some physical contact with learners which does not give rise to any question over the use of reasonable force or other restrictive interventions.
Examples include:

- Providing first aid to a learner.
- Guiding or escorting a learner through the school building or on a school trip by holding their hand.
- Comforting a learner who is upset.
- Offering congratulations or praise, such as with a pat on the back or handshake.
- Demonstrating how to use a musical instrument.
- Demonstrating exercises or techniques during PE lessons or sports coaching.

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

- Our school's Safeguarding and Child Protection Policy.
- The specific circumstances, such as whether there are other adults present.

Factors including, but not limited to:

- The child's age.
- Any known vulnerabilities, including whether the child has special educational needs and/or disabilities (SEND) and / or past trauma.
- Whether any alternative strategies that don't involve physical contact can be used.

Seclusion

As defined above, seclusion is a non-disciplinary intervention that keeps a child confined to a place away from others and prevents them from leaving, for the safety of that child and/or others. This could be through physical obstruction i.e a member of staff standing in front of the door way. For example, putting a child into a 'holding' room until they calm down is a form of seclusion.

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

During seclusion:

- The child will be secluded in a safe place that does not feel threatening or intimidating to them.
- The child will be supervised at all times, by at least 1 member of staff or 2 if identified on their behaviour support plan.
- As soon as the immediate risk of harm has reduced, the child will be allowed to leave.
- Any incident involving the use of seclusion will be recorded and reported in accordance with the procedures set out in recording incident section of this policy.

Roles and Responsibilities:

Governors

The School Governors are responsible for:

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

The Head teacher

The Head teacher is responsible for the overall implementation and oversight of this policy.

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

All Staff

All members of staff are responsible for:

- Making sure they have read and understood the principles of this policy and any other linked policies.
- Using de-escalation techniques and positive behaviour management strategies to try to minimise and prevent the need for restrictive interventions.
- Recording every seclusion incident, restraint incident and significant incident involving force in which they are involved.
- Reporting these incidents to the Designated Safeguarding Lead (DSL) or DDSLs.
- Recording any injuries that occur as part of an incident involving restrictive intervention, and following our health and safety policy to ensure these are reported to the Health and Safety Executive, where necessary.
- Taking part in training on preventative strategies and the safe and lawful use of restrictive interventions, if relevant to their role (this may include additional training appropriate to their responsibilities).
- Engaging in follow-up conversation(s) to debrief and reflect on incidents involving restrictive intervention that they were involved in, to help us understand what happened and why.

Designated Safeguarding Lead (DSL) (or DDSLs)

The DSL is responsible for:

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

Special Educational Needs and Disabilities Co-Ordinator (SENDCo)

The SENDCo is responsible for:

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

Acceptable Uses of Force All our school staff have a legal power to use reasonable force in certain situations. Staff can use reasonable force to prevent or stop a learner from:

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

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

We will ensure staff are adequately trained and that risk assessments are carried out where necessary.
Any significant incident involving the use of force will be recorded and reported in accordance with the procedures set out in this policy.

Unacceptable Uses of Force It is illegal to use force on a child for the purpose of punishment. We never use force as a sanction, threat, or deterrent.
Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.
The following uses of force are **never acceptable**:

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

The acceptable uses of force section of this policy sets out the instances where staff may use reasonable force.

Using Reasonable Force to Search Children
The Head teacher, and any member of staff authorised by the Head teacher, have a statutory power to search a child or their belongings if they have reasonable grounds to suspect that the child may have a prohibited item (as listed in the DfE's searching, screening and confiscation guidance) or an item banned under our school rules.
They **can** use reasonable force to search for prohibited items (as listed in the DfE's searching, screening and confiscation guidance), such as knives, weapons, stolen items, or illegal drugs. They **cannot** use reasonable force to search for items that are banned under our school rules only, such as mobile phones or sugar drinks.
The decision to use reasonable force to carry out a search should be made carefully, on a case-by-case basis and taking into consideration the level of risk to children and staff. Please see our Behaviour Policy for more information on how we conduct searches.

Prevention and De-Escalation Strategies
The Norfolk Steps approach is used within our school. In line with this, restrictive intervention is used only when necessary. We aim to minimise its use as much as possible, using both whole-school and individual approaches.
Our whole-school approach includes:

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

The individual approaches we use include:

- Working closely with parents/carers to support individual learners.
- Using strategies to support individual learners based on their identified needs, including:
- The development of behaviour support plans.
- Assisting learners to calm down before their behaviour escalates.
- Making 'reasonable adjustments' where a learner has a disability, to help them participate in school life as fully as possible.

De-Escalation When a Situation Arises

When a staff member is faced with a situation where a restrictive intervention may need to be used, they should consider using de-escalation techniques first, wherever possible. Techniques that could be used in these situations include:

- Having open body language and being aware of a child's personal space.
- Taking a child away from an 'audience' – speaking to them on their own rather than in front of a group of other children or staff.
- Using empathy – asking the child to help you understand their feelings.
- Using distraction techniques.
- Offering a calm space for the child to go to so they can self-regulate.
- Gently reminding the child of the consequences of their behaviour – issuing verbal warnings.
- Deciding when the use of restrictive interventions is appropriate.
- Determining necessity and proportionality.

The decision on whether to use restrictive interventions is down to the professional judgment of the staff member and will always depend on the individual circumstances of each situation. Staff should always consider whether there are other ways to manage the situation, such as the de-escalation techniques outlined in this policy and/or seeking assistance from a colleague. However, there may be times when staff have no other choice but to use restrictive interventions, to reduce the risk of harm to the child and/or others.

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

Is it necessary?

- Are there other more effective, less restrictive ways to manage the situation?
- Is a restrictive intervention likely to successfully reduce the risks, or could its use escalate the situation further or cause more harm than the behaviour itself?

Is it proportionate?

- Staff should use the **least** amount of force or the **least** restrictive intervention for the **least** amount of time required to reduce the risks.
- If the intervention itself is escalating the situation, staff should reconsider their approach and attempt an alternative strategy.
- Staff should consider the individual circumstances of the child, such as their age, size and any medical conditions, SEND, or other vulnerabilities.

Child and Staff Welfare

Child Welfare

At Aldborough, the most important consideration when using any restrictive intervention is the safety, dignity, and holistic wellbeing of the child, alongside the safety of other learners and staff.

Staff must recognise that many learners may have complex and overlapping needs, including autism, SEMH needs, communication difficulties, sensory processing differences, medical conditions, and experiences of trauma or adverse childhood experiences. These factors can significantly influence how a child understands, experiences, and responds to situations, particularly those involving heightened emotion or distress.

As such, staff must carefully balance the immediate need to reduce risk with the potential emotional, psychological, and sensory impact of any intervention.

Restrictive interventions may be experienced as particularly distressing for some children and should therefore only be used when absolutely necessary and in line with individual risk assessments and behaviour support plans.

Maintaining Dignity and Respect

Where a restrictive intervention is required, staff must take all reasonable steps to preserve the child's dignity and respect. This includes:

- Considering the environment and location, avoiding, wherever possible, the use of interventions in front of peers.
- Being mindful of the child's sensory needs, including noise, touch, and space.
- Using the least restrictive option for the shortest possible time.

Communication and Understanding

Effective communication is essential in a school setting. Staff should:

- Use clear, calm, and developmentally appropriate language, adapted to the child's communication needs.
- Incorporate non-verbal communication strategies, visual supports, or agreed communication systems where appropriate.
- Clearly explain what is happening and why, and what the child can do to help resolve the situation.
- Allow processing time, recognising that some children may need longer to understand and respond.

Responsive and Reflective Practice

Staff should continually seek to understand the child's presentation and adjust their response accordingly. This includes:

- Recognising signs of distress, anxiety, or sensory overload.
- Considering whether the intervention should be continued, reduced, or ceased, based on the child's response.
- Using knowledge of the child's individual profile, triggers, and support strategies.

Wherever possible, staff should prioritise co-regulation, supporting the child to regain control safely.

This approach ensures that restrictive interventions, when unavoidable, are applied in a way that is trauma-informed, individualised, and respectful, reflecting the needs of children within a school environment.

Support Following an Incident

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

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

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

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

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

Training and Risk Assessments

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

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

Recording and Reporting Arrangements

We have a legal duty to record and report all:

- Significant incidents involving force (see the definition section of this policy for a definition of 'significant incident').
- Seclusion incidents.
- Restraint incidents.

Recording Incidents

Our school has a clear process in place for recording the incidents listed above.

Staff must record incidents on the Use of Force/ Restraint' Incident Report Form, as soon as possible after the event, and should endeavour to do this on the same day. (Appendix 1) Staff should do this even if the use of restrictive interventions is agreed as part of a learner's behaviour support plan. The form, phone call and parental letter must all be recorded on CPOMS.

For significant incidents involving force, we will record:

- The names of the child and staff members directly involved.
- Any relevant needs or circumstances of the child, including whether they have an identified special educational need or disability, and their SEND status code.
- The time, date, location, and approximate duration of the intervention.
- A clear and brief description of what happened, including:
- What led up to the incident.
- Any known or potential triggers for the behaviour.
- Any preventative or de-escalation strategies used.
- The type and degree of reasonable force used.
- Details of any physical injuries sustained, if applicable.
- A brief explanation of why using force was assessed as necessary in that situation.
- Details of any support given after the incident, such as medical help or emotional support.
- Notification telephone call to parent/carer recorded on CPOMS.
- Notification letter sent after telephone call to parent/carer, also recorded on CPOMS.

For Seclusion Incidents and Restraint Incidents, we will record:

- The names of the learner and staff members directly involved.
- Any relevant needs or circumstances of the learner, including whether they have an identified special educational need or disability, and their SEND status code.
- The time, date, location, and approximate duration of the intervention.
- A brief explanation of why the intervention was assessed as necessary in that situation including:
- Details of any physical injuries sustained, if applicable.
- Details of any support given after the incident, such as medical help or emotional support
- Telephone call to parent/carer.
- Notification letter sent after telephone call to parent/carer.

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

Completed reports will be kept securely in the head teacher's filing cabinet and retained in line with our data protection procedures.

Reporting Incidents to Parents/Carers

The schools are committed to maintaining open, transparent, and timely communication with parents/carers following any significant incident involving their child. When reporting an incident to parents/carers, we will take the following steps:

Initial Contact

Where an incident occurs, a designated member of staff (such as the Designated Safeguarding Lead, Deputy DSL, or a senior leader (SENCO) will contact the parent/carer by telephone on the same day. This conversation will provide a clear and factual overview of what has taken place and allow parents/carers the opportunity to ask questions.

Written Communication (Appendix 2)

Following the telephone call, the school will provide a written summary via email and/or letter. This will include:

- A factual account of the incident.
- Details of any injuries sustained, and the actions taken in response.
- Confirmation of the support provided to the learner.
- Information on how to contact the school for any further clarification or discussion.

Parents/carers are encouraged to make contact if they require any additional information or wish to discuss the incident further.

Exception:

- Reporting to parents will not occur if a member of staff thinks that telling the child's parents/carers would likely result in significant harm to that child. In these cases, we will report the incident to any parent(s)/carer(s) who it can be reported to without resulting in significant harm or, if there are none, to Children's Services.

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

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

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

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

Reporting Incidents to the Local Authority (Children's Services)

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

Following Up with Parents/Carers After an Incident

Where necessary the school will invite parents/carers to have a follow-up discussion about the incident.
This may include:

- Reviewing and updating risk assessments or behaviour support plans with the families.
- Providing additional support for the learner, families, or staff.
- Implementing staff training or guidance.
- Notifying, as agreed, with families external stakeholders to support the child and family outside of school.

This approach ensures that parents/carers are kept fully informed, while also ensuring that all incidents are managed, recorded, and reviewed in line with safeguarding expectations and the Independent School Standards.

Review and Monitoring of Incidents

All incidents are formally recorded and reviewed to ensure that the school's policies and procedures have been followed appropriately. Actions taken by leaders and staff will include:

- Completing a detailed incident report by the member(s) of staff involved on the same day.
- Reviewing the incident to ensure that actions taken were proportionate, appropriate, and in line with school policy and statutory guidance.
- Safeguarding records, behaviour logs, or restrictive intervention records will be completed and stored securely.
- Notifying School Governors through safeguarding monitoring visits to ensure there is robust monitoring and scrutiny of all incidents that take place.

The school will use this information as part of its ongoing monitoring processes to identify any patterns, inform staff training, and improve practice.

Complaints and Allegations

Any complaints about the use of restrictive interventions will be handled through our school's complaints policy, which can be found on the school website.
We take any allegation of inappropriate use of force and/or other restrictive interventions made against a member of staff very seriously. We will deal with allegations in line with the statutory safeguarding guidance Keeping Children Safe in Education.

Monitoring and Review

This policy will be reviewed by the Curriculum Committee on an annual basis. At every review, this policy will be approved by the Governing Body of Aldborough Primary School.

Links with Other Policies

This policy links to the following policies and procedures:

- Behaviour Policy.
- Keeping Safe in Education Policy.
- Complaints Policy.
- Health and Safety Policy.
- SEND Policy.

Appendix 1



Use of Force/Restraint/Incident Record (example of minimum requirements)

Child's Name _____ Date_____ Time _____

Duration of incident _____

Location_____

Staff member/s involved in incident

_____

Staff witnesses _____

Child witness/es

_____

Individual that harmful behaviour was directed at_____

SEND/extenuating circumstances

_____

First aid required_____

Details of incident			
Brief description of incident:			
Trigger/s			
Antecedent/ trigger:			
Preventative/de-escalation measures used by staff: (tick/highlight)- Not an exhaustive list:			
Give space	Reduce noise/verbal	Withdraw peers	Distraction/diversion
New/ change staff	Clear expectations	Offer an out/escape	Food/drink/toilet
Reminder of working for	Timetable reminder	Make a link/ relationship	Removal of possibly harmful items from space
Verbal reassurance	Listening/containment for CYP	Sensory input	Connection with adult
Other measures used:			

Use of force:

Staff member/s who used force:_____

How far/long was force used for:

_____

Description of force including positioning of staff:

Why was it necessary?:

Was it proportionate?:

Details of any medical treatment for injuries or any other adverse impacts:

Post incident support/debrief/recovery (What happened after the incident to support the CYP/s involved to recover? Is the CYP ready to discuss the incident? What needs to be in place to reduce the likelihood of this taking place again?)

Staff debrief: Yes / No	**Child debrief: Yes / No**

Senior staff feedback to incident on next step actions to reduce likelihood of reoccurrence (separate attachment recorded and feed back to staff involved may be required)

Parents/carers of Child involved informed in writing of incident? Yes / No
Date/time_____

Signature of staff member completing form

_____

Printed name of staff member completing form

_____

Signature of staff member reviewing form _____ Date

_____

Appendix 2- Letter to Parent/Carers

Dear [Parent/Carer Name],

I am writing to inform you of an incident that took place at school on [date] at [time] in [location] involving [Child's Name].

During the school day, [Child's Name] became involved in a situation where their behaviour presented a risk of harm to themselves and/or others. Despite staff using a range of de-escalation strategies, it was necessary to use a restrictive physical intervention in line with our *Norfolk Steps* training.

The intervention was carried out by trained members of staff and was reasonable, proportionate, and used only for the minimum time necessary to ensure safety. The intervention lasted for [number of minutes] and the following intervention techniques were used during the incident, [Please list]. Following the incident, [Child's Name] was supported to calm and reflect, and their wellbeing was carefully monitored.

A record of this incident has been completed and is kept in line with school policy. There were [no injuries / minor injuries – please specify if applicable], and appropriate care was provided.

We are committed to working closely with you to support [Child's Name] in managing their behaviour safely and positively. If you would like to discuss this incident further, please do not hesitate to contact the school.

Thank you for your understanding and continued support.

Yours sincerely, [Your Name] [Your Position] [School Name]