Bangabandhu Primary School

Restrictive Interventions and Reasonable Force Policy

Reviewed: 1 September 2026

Our Values

Everyone Belongs
Everyone Achieves
Everyone Thrives

The Bangabandhu Way

Be Respectful
Be Responsible
Be Ready to Learn

Our values are supported by Our Golden Rights Articles from the United Nations Convention on the Rights of a Child.

Our Golden Rights are for all adults and children in our school. Adults in our school respect children's rights and always act in their best interests (Article 3)

Our golden rights

Article 2: We respect the right to be treated fairly and are always honest.
Article 19: We respect the right to feel safe in body and mind.
Article 12: We respect everyone's right to be heard and listened to.
Article 15: We respect everyone's right to join in.
Article 24 and 29: We respect the right to be in a safe, clean environment.
Article 28: We respect the right to learn and let others enjoy learning.

1. Policy Statement

This policy sets out the school's approach to the use of restrictive interventions, including the use of reasonable force and seclusion, to ensure that all pupils, staff and members of the school community are kept safe. It provides clear guidance on the lawful, safe and proportionate use of restrictive interventions, whilst emphasising that prevention, positive relationships, and de-escalation are always the preferred approach.

The school is committed to creating a safe, inclusive and nurturing environment in which pupils are supported to regulate their behaviour and emotions. Restrictive interventions will only be used when there is no safer or more appropriate alternative and when it is necessary to prevent harm or maintain the safety of individuals.

This policy reflects current Department for Education guidance, *Restrictive Interventions, including Use of Reasonable Force, in Schools* (April 2026), and should be read alongside the school's Behaviour Policy, Safeguarding and Child Protection Policy, SEND Policy and Health and Safety Policy.

2. Rationale

The use of restrictive interventions can have a significant impact on pupils, staff, parents and the wider school community. Whilst such interventions are sometimes lawful and necessary to protect individuals from harm, their use should be exceptional.

The school is committed to reducing the need for restrictive interventions by:

- promoting positive behaviour and emotional regulation;
- identifying risks and triggers at an early stage;
- using preventative and de-escalation strategies;
- providing appropriate support for pupils, particularly those with SEND or additional vulnerabilities;
- ensuring staff are confident in using lawful, safe and proportionate interventions where these become necessary.

3. Aims

The aims of this policy are to:

- safeguard the welfare, dignity and rights of all pupils;
- provide staff with clear guidance on when restrictive interventions may be used lawfully;

- ensure restrictive interventions are used only when necessary, proportionate and for the shortest possible time;
- minimise the need for restrictive interventions through effective prevention, planning and de-escalation;
- ensure staff understand their legal powers and responsibilities;
- support pupils with SEND and other vulnerabilities through proactive planning and reasonable adjustments;
- ensure incidents are recorded, reported and reviewed appropriately;
- promote consistency across the school in responding to incidents involving restrictive interventions;
- support pupils and staff following any significant incident; and
- fulfil the school's statutory duties relating to recording and reporting the use of force and seclusion.

4. Scope

This policy applies to all members of staff working within the school, including teachers, support staff, senior leaders, temporary staff, volunteers, agency staff and any other adults authorised to work with pupils.

The policy applies to all pupils and should be implemented alongside individual behaviour support plans and risk assessments where appropriate.

5. Legal Framework

This policy has been developed in accordance with the following legislation and statutory guidance:

- Education and Inspections Act 2006, including Sections 93 and 93A;
- Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025;
- Health and Safety at Work etc. Act 1974 and associated regulations;
- Human Rights Act 1998;
- Equality Act 2010;
- Department for Education: *Restrictive Interventions, including Use of Reasonable Force, in Schools* (April 2026).

The school recognises that statutory duties apply to the recording and reporting of significant incidents involving the use of force and seclusion. All staff must comply with these legal requirements.

Throughout this policy, the word **must** indicates a legal requirement, while **should** indicates expected good practice unless there is a valid reason not to follow it.

For the purposes of this policy, the term **parent** includes parents, carers and any person with parental responsibility.

6. Definitions

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

Restrictive Intervention

A restrictive intervention is any action intended to prevent, restrict or subdue the movement of all or part of a pupil's body. Restrictive interventions may be physical or non-physical and are used only where necessary to prevent harm or maintain safety.

Reasonable Force

Reasonable force is the legal term used to describe physical restrictive interventions that members of school staff are authorised to use in limited circumstances.

Reasonable force means using no more force than is necessary, for the shortest time required, taking account of the circumstances of the incident.

Significant Incident

A significant incident is any occasion where the use of force goes beyond normal, appropriate physical contact between staff and pupils. This includes situations where physical force is used to implement a non-physical restrictive intervention.

Significant incidents are subject to statutory recording and reporting requirements.

Seclusion

Seclusion is a non-disciplinary intervention in which a pupil is kept apart from others and prevented from leaving by physical obstruction, blocking their exit or causing them to believe they will be punished if they attempt to leave.

Restraint

Restraint is a restrictive intervention that limits or immobilises a pupil's movement. This may involve direct physical contact or non-physical methods.

Examples include holding a pupil's arms to prevent injury or temporarily removing equipment, such as a mobility aid, where this is necessary to prevent immediate harm.

These definitions are included to provide clarity and should not be interpreted as encouraging the routine use of restrictive interventions. The school is committed to ensuring that such interventions remain measures of last resort.

7. Use of Restrictive Interventions

The school is committed to ensuring that restrictive interventions are used only where lawful, necessary, and proportionate. Positive relationships, effective behaviour management, early intervention, and de-escalation strategies should always be used in the first instance to minimise the need for restrictive interventions.

Where restrictive intervention is necessary, staff must act in accordance with this policy, relevant legislation and professional judgement to ensure the safety and welfare of all involved.

7.1 Who May Use Reasonable Force?

Under Section 93 of the Education and Inspections Act 2006, all members of school staff have the legal power to use reasonable force where it is necessary to:

- prevent a pupil from injuring themselves or another person;
- prevent a pupil from committing a criminal offence;
- prevent serious damage to property; or
- prevent behaviour that is causing, or is likely to cause, serious disorder within the school.

Reasonable force must only be used when it is necessary and when less restrictive strategies have been considered or attempted, unless the urgency of the situation makes this impossible.

7.2 Staff Training and Risk Assessment

The school will ensure that staff who are more likely to be required to use reasonable force or other restrictive interventions receive appropriate training in:

- the legal framework governing restrictive interventions;
- safe and appropriate physical intervention techniques;
- behaviour prevention and de-escalation strategies;
- recognising and responding to pupils' individual needs, including those with SEND.

The Headteacher will determine the level and frequency of training required based on the school's context, pupil needs and identified risks.

In accordance with the Health and Safety at Work etc. Act 1974, the school will undertake appropriate risk assessments for pupils and situations where restrictive interventions may be required. Appropriate measures, including training and behaviour planning, will be implemented to reduce risks to both pupils and staff.

8. Use of Reasonable Force During Searches

The Headteacher, and members of staff authorised by the Headteacher, have statutory powers to search pupils or their possessions where there are reasonable grounds to suspect that a pupil is carrying a prohibited item.

Where necessary, authorised staff may use reasonable force to conduct a search for legally prohibited items in accordance with statutory guidance. Reasonable force must not be used solely to search for items that are prohibited under the school's Behaviour Policy but are not prohibited in law.

Staff must follow the most recent Department for Education guidance on **Searching, Screening and Confiscation** when undertaking searches.

9. Unacceptable Uses of Force

The school recognises that there are clear legal and professional boundaries regarding the use of force.

The following practices are strictly prohibited:

- using force as a form of punishment;
- using more force than is reasonably necessary;
- using force for longer than is necessary to reduce the immediate risk;
- applying restraint in any manner that restricts a pupil's airway, breathing or circulation, including covering the mouth or nose or applying pressure to the neck, throat, chest or abdomen.

Staff should avoid taking pupils to the ground wherever possible due to the increased risks associated with ground restraint. If, in exceptional circumstances, a pupil unintentionally ends up on the ground during an intervention, staff must release or reposition the pupil into a safer position as quickly as it is safe to do so.

Where any injury or medical concern arises following a restrictive intervention, appropriate medical assessment and treatment must be sought without delay.

The school recognises that all forms of restraint, including seated and standing restraint, carry risks of both physical and psychological harm and should therefore only be used when absolutely necessary.

10. Appropriate Physical Contact

The school recognises that appropriate physical contact forms a normal and important part of caring for and educating children.

The school does not operate a "no contact" policy. Likewise, requests from parents or members of staff to prohibit all physical contact or the lawful use of reasonable force cannot be accepted, as this could prevent staff from acting to safeguard pupils and others.

Appropriate physical contact may include, but is not limited to:

- administering first aid;
- guiding or escorting a pupil around school or during educational visits;
- holding a young child's hand where appropriate for safety;
- supporting a pupil to access a safe space to self-regulate;
- comforting or reassuring a distressed pupil;
- congratulating or praising a pupil, for example through a handshake or a reassuring pat on the shoulder or back;
- demonstrating the correct use of musical instruments;
- demonstrating physical education activities or sporting techniques.

When deciding whether physical contact is appropriate, staff should consider:

- the school's Safeguarding and Child Protection Policy and any other relevant policies;
- the circumstances of the situation, including whether other adults are present;
- the pupil's age, maturity and understanding;
- whether the pupil has SEND, medical needs or other vulnerabilities;
- whether there are alternative ways of achieving the same outcome without physical contact.

Professional judgement should always be exercised to ensure that any physical contact is appropriate, proportionate and in the best interests of the pupil.

11. Use of Seclusion

The school recognises that seclusion is a restrictive intervention and must only be used in exceptional circumstances.

Seclusion may only be used as a non-disciplinary safety measure where it is necessary to protect others from immediate harm while a pupil is experiencing significant emotional or behavioural dysregulation. It must never be used as a punishment or disciplinary sanction.

Where seclusion is used:

- the environment must be safe, appropriate and non-threatening;
- the pupil must be continuously supervised throughout the period of seclusion;
- the pupil must be allowed to leave as soon as the immediate risk of harm has reduced;
- staff should continue to support the pupil using calm communication and de-escalation techniques throughout the incident.

Every incident involving seclusion must be recorded and reported in accordance with this policy and current statutory requirements.

The school recognises that seclusion differs from disciplinary measures such as removal from the classroom. Decisions regarding classroom removal will be managed in accordance with the school's Behaviour Policy and relevant Department for Education guidance.

12. Determining Whether a Restrictive Intervention is Appropriate

Restrictive interventions should only be used where they are lawful, necessary and proportionate to the circumstances. Every incident is unique and staff must exercise professional judgement, taking account of the individual pupil, the level of risk and the wider circumstances.

Before using any restrictive intervention, staff should consider whether the intervention is:

Necessary

Staff should consider whether:

- there are other effective and less restrictive strategies available;
- de-escalation techniques have been attempted, where appropriate;
- the intervention is likely to reduce the immediate risk or whether it may escalate the situation or cause greater harm;
- there are wider environmental factors or risks that should be considered in consultation with colleagues where possible.

Proportionate

Any restrictive intervention must:

- use the least restrictive option available;
- involve the minimum level of force necessary;
- last only for the shortest time required to reduce the immediate risk.

If the intervention appears to increase the level of distress or escalation, staff should reassess the situation immediately and adopt an alternative approach where it is safe to do so.

In making decisions, staff must consider each pupil's individual circumstances, including:

- age and physical development;
- medical conditions;
- Special Educational Needs and Disabilities (SEND);
- communication needs;
- previous trauma or adverse experiences;
- any other known vulnerabilities.

Staff must also ensure that decisions are consistent with the school's duties under the Equality Act 2010.

The Pupil's Welfare

The welfare, dignity and emotional wellbeing of the pupil must remain central throughout any restrictive intervention.

Wherever possible, staff should:

- treat the pupil with dignity and respect;
- avoid unnecessary distress or embarrassment, including considering whether the intervention can be carried out away from other pupils where appropriate;
- explain calmly what is happening and why;
- clearly explain what the pupil needs to do for the intervention to end;
- use communication methods appropriate to the pupil's needs, including verbal and non-verbal communication where appropriate;
- allow sufficient processing time for pupils with speech, language or communication needs, or for pupils who speak English as an additional language;
- continually monitor the pupil's physical and emotional wellbeing throughout the intervention;
- regularly assess whether the intervention remains necessary and end it as soon as it is safe to do so.

These considerations are not exhaustive. Staff should take account of all relevant factors when making decisions, particularly in situations requiring rapid judgement.

The school will ensure that staff receive appropriate training to support sound professional decision-making under pressure. Staff will also be supported by senior leaders following any incident where restrictive intervention has been used appropriately.

13. Supporting Pupils with Special Educational Needs and Disabilities (SEND)

The school recognises that some pupils with SEND may communicate distress, anxiety, pain, confusion or sensory overload through behaviours that challenge.

Triggers may include, but are not limited to:

- sensory overload;
- unfamiliar environments or routines;
- pain or physical discomfort;
- fear or anxiety;
- communication difficulties;
- emotional dysregulation.

The school acknowledges that pupils with SEND can be disproportionately affected by restrictive interventions. Consequently, every effort will be made to understand the underlying causes of behaviour and provide proactive support that reduces the likelihood of restrictive intervention becoming necessary.

Prevention and Early Intervention

Staff who know the pupil well should work collaboratively to identify:

- known triggers;
- early warning signs;
- effective calming strategies;
- reasonable adjustments;
- successful preventative approaches.

The school will work in partnership with parents, carers and, where appropriate, external professionals to develop individualised strategies that support pupils' emotional regulation and reduce risk.

Examples of preventative strategies may include:

- reducing or removing environmental triggers;
- adapting staff communication, body language or tone of voice;
- supporting pupils to recognise and communicate their emotions;
- providing calming or regulating activities;
- using distraction or preferred activities;
- providing familiar resources or sensory supports;
- offering opportunities for movement or access to agreed safe spaces.

Behaviour Support Plans

Where appropriate, pupils will have an individual Behaviour Support Plan developed collaboratively with parents, carers, the pupil (where appropriate) and relevant professionals.

Behaviour Support Plans should include:

- identified triggers;
- preventative and de-escalation strategies;
- reasonable adjustments;
- preferred communication methods;
- agreed responses from staff;
- any agreed circumstances where increased physical support may be appropriate;
- arrangements for reviewing the effectiveness of the plan.

Where there is an identified likelihood that restrictive intervention may be required, an appropriate individual risk assessment will also be completed and reviewed regularly.

The existence of a Behaviour Support Plan does not automatically justify the use of restrictive intervention. Each incident must continue to be assessed individually to determine whether intervention is lawful, necessary and proportionate.

Behaviour Support Plans should be reviewed regularly and following any significant incident to ensure they continue to reflect the pupil's needs and the effectiveness of agreed strategies.

In accordance with the Equality Act 2010, the school will make reasonable adjustments to ensure pupils with disabilities can fully participate in education and access the opportunities, services and facilities provided by the school.

14. Post-Incident Support and Debrief

Following any restrictive intervention, the school will ensure that appropriate support is provided to all those involved.

Evaluation

As soon as practicable after the incident, staff should evaluate:

- why the intervention became necessary;
- whether preventative or de-escalation strategies were effective;
- whether the intervention was proportionate;
- any lessons that can be learned;
- whether Behaviour Support Plans or risk assessments require review.

The school will use this information to strengthen practice and reduce the likelihood of future incidents.

Medical Attention

Where appropriate, pupils and staff involved in the incident must receive prompt medical assessment and treatment for any injuries sustained.

Any injuries must be recorded in accordance with the school's accident reporting procedures and reported to the Health and Safety Executive where required.

Recording

All incidents involving reasonable force, restraint or seclusion must be recorded on CPOMS and reported in accordance with the procedures set out in this policy.

Debrief and Restorative Practice

Following the incident, the school will facilitate an appropriate debrief to support reflection, learning and the restoration of positive relationships.

Wherever possible:

- the discussion should be facilitated by a member of staff who was not directly involved in the incident;
- both the pupil and the staff involved should have the opportunity to share their perspective;
- the focus should be on understanding what happened, identifying triggers and considering strategies to prevent recurrence;
- the process should promote reflection, emotional wellbeing and relationship repair.

Ongoing Support

Following a significant incident, the school will continue to monitor the wellbeing of those involved.

Additional support may include:

- further restorative conversations;
- pastoral support;
- counselling or emotional wellbeing services;
- review meetings with parents or carers;
- amendments to Behaviour Support Plans or risk assessments.

Where other pupils have witnessed a restrictive intervention and may have been distressed by the incident, appropriate support will also be provided.

15. Recording and Reporting of Restrictive Interventions

The school recognises that accurate recording and timely reporting of restrictive interventions are essential to ensure accountability, transparency, safeguarding and continuous improvement.

All incidents involving the use of reasonable force, restraint or seclusion will be recorded, reported and reviewed in accordance with current statutory guidance and this policy.

15.1 Recording the Use of Force

The Governing Body will ensure that procedures are in place to record every significant incident in which a member of staff uses reasonable force, in accordance with Section 93A of the Education and Inspections Act 2006.

At Bangabandhu Primary School, significant incidents involving the use of reasonable force will be recorded on CPOMS using the school's agreed recording procedures.

Records must:

- be completed as soon as reasonably practicable after the incident;
- normally be completed by the member(s) of staff involved;
- wherever possible, be completed on the same day as the incident.

At Bangabandhu Primary School, incidents are recorded on CPOMS. Staff must ensure that all required information is included within the CPOMS record, as the system does not automatically prompt for each element. Staff should use the Restrictive Intervention / Reasonable Force CPOMS Recording Prompt at Appendix 1 when completing the record.

The requirement to record applies even where the possible use of restrictive intervention has been identified within an individual Behaviour Support Plan.

As a minimum, records will include:

- the names of the pupil and staff involved;
- the date, time, location and approximate duration of the incident;
- any relevant information regarding the pupil's SEND, medical needs or other identified vulnerabilities;
- a factual account of events leading to the incident;
- any known triggers;
- preventative and de-escalation strategies that were attempted;
- why the use of force was considered necessary;
- the type and degree of force used;
- details of any injuries sustained;
- post-incident actions, including medical treatment or wellbeing support provided.

Where appropriate, additional information may also be recorded, including:

- the views of the pupil;
- witness accounts;
- when and how parents were informed;
- outcomes of the debrief process;
- recommendations for future practice.

15.2 Reporting the Use of Force to Parents

The school will inform parents of every significant incident involving the use of reasonable force as soon as reasonably practicable and, wherever possible, on the same day of the incident.

Information provided will normally include:

- the date, time and location of the incident;
- the approximate duration of the intervention;
- why the intervention was considered necessary;
- the type and degree of force used;
- details of any injuries sustained.

Parents will be informed as soon as reasonably practicable and, wherever possible, on the same day. This may initially be through a telephone call or face-to-face conversation, with

the required written information subsequently provided through the school's agreed communication systems.

Where appropriate, parents will also be invited to discuss the incident with school staff in order to:

- review any identified triggers;
- evaluate the effectiveness of preventative strategies;
- consider whether Behaviour Support Plans require amendment;
- strengthen partnership working to reduce the likelihood of future incidents.

The statutory exceptions to informing parents will apply where:

- the pupil is aged 20 or over; or
- informing a parent would be likely to place the pupil at risk of serious harm.

In these circumstances, statutory reporting procedures will be followed.

16. Recording and Reporting Seclusion and Non-Physical Restraint

The Governing Body will ensure that procedures are in place for recording and reporting all incidents involving seclusion and restraint, including restraint without direct physical contact, in accordance with the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025.

At Bangabandhu Primary School, incidents involving seclusion or restraint, including restraint without direct physical contact, will be recorded on CPOMS using the school's agreed recording procedures.

Examples of restraint without direct physical contact include the temporary removal of equipment such as a walking aid where this is necessary to prevent immediate harm.

Records should be completed as soon as reasonably practicable and, wherever possible, on the same day.

Incidents will be recorded on CPOMS. Staff should refer to the CPOMS Recording Prompt at Appendix 1 to ensure that all required information is recorded.

Records will include:

- the names of the pupil and staff involved;
- the date, time, location and duration;
- relevant SEND, medical or vulnerability information;
- the reason the intervention was necessary;

- details of any injuries sustained;
- post-incident support provided.

Parents will normally be informed on the same day and provided with written information regarding the incident in accordance with statutory requirements.

Where a restraint incident also meets the definition of a significant use of force, the school will follow the statutory reporting requirements for significant use of force only. Information will not be duplicated unnecessarily.

17. Monitoring, Governance and Quality Assurance

The Governing Body is responsible for ensuring that effective procedures exist for recording, reporting and monitoring restrictive interventions.

The Headteacher and senior leaders will regularly review restrictive intervention records on CPOMS to:

- monitor compliance with this policy;
- identify trends and patterns;
- evaluate the effectiveness of preventative strategies;
- identify professional development needs;
- review Behaviour Support Plans and risk assessments where appropriate;
- identify any disproportionate use of restrictive interventions involving pupils with SEND, protected characteristics or other vulnerabilities;
- inform whole-school behaviour improvement planning.

When analysing data, leaders will ensure that conclusions are evidence-based and proportionate, recognising the limitations of small data sets.

The school is committed to using monitoring information to reduce the need for restrictive interventions wherever possible.

This policy will be reviewed annually by the Headteacher and Governing Body, and sooner where required following changes to legislation or statutory guidance, changes in school practice, or significant incidents or emerging patterns of incidents.

18. Complaints and Allegations

Any complaint relating to the use of restrictive intervention will be managed in accordance with the school's Complaints Policy.

Where an allegation is made against a member of staff concerning the inappropriate use of restrictive intervention, the school will follow the procedures set out in the current version of *Keeping Children Safe in Education*, including statutory procedures relating to the management of allegations against staff where applicable.

Staff will be treated fairly throughout any investigation while ensuring that the welfare of pupils remains paramount.

19. Related Policies and Guidance

This policy should be read alongside:

- Behaviour Policy;
- Safeguarding and Child Protection Policy;
- SEND Policy;
- Health and Safety Policy;
- Supporting Pupils with Medical Conditions Policy;
- Complaints Policy;
- Staff Code of Conduct;
- Behaviour Support Plans and Risk Assessments.

The policy also reflects current Department for Education guidance, including:

- *Restrictive Interventions, including Use of Reasonable Force in Schools*;
- *Behaviour in Schools*;
- *Reducing the Need for Restraint and Restrictive Intervention*;
- *Searching, Screening and Confiscation*;
- *Mental Health and Behaviour in Schools*;
- *Keeping Children Safe in Education*.

20. Monitoring and Review

The Governing Body will review this policy if required by changes in legislation, statutory guidance or school practice.

The Headteacher is responsible for ensuring that staff receive appropriate training, understand their responsibilities under this policy and that implementation is monitored effectively.

Following any significant incident or emerging pattern of incidents, the school will review relevant procedures, risk assessments and Behaviour Support Plans to ensure that

practice continues to promote the safety, dignity and wellbeing of all members of the school community.

Appendix 1

Restrictive Intervention / Reasonable Force: CPOMS Recording Prompt

Complete the CPOMS record as soon as reasonably practicable and, wherever possible, on the same day as the incident.

When recording an incident involving **reasonable force, restraint or seclusion**, make sure your CPOMS entry includes:

Record	What to include
Who	Name of pupil and all staff involved
When and where	Date, time, location and approximate duration
Individual needs	Relevant SEND, medical needs, communication needs or other known vulnerabilities
What happened before	A clear, factual account of events leading up to the incident
Triggers	Any known or apparent triggers
Prevention/de-escalation	Strategies attempted before physical intervention, where circumstances allowed
Why intervention was necessary	The immediate risk/harm that made intervention necessary
What intervention was used	Describe exactly what staff did, including the type and degree of force/restraint used and how long it lasted
Injuries/medical needs	Any injury or medical concern involving the pupil, staff or others, including if there was **no apparent injury**
After the incident	Medical treatment, first aid, emotional/wellbeing support and other immediate actions taken
Pupil's voice	Where appropriate, record the pupil's account/views using their own words as far as possible
Witnesses	Names/accounts of witnesses where relevant
Parents/carers	When and how parents/carers were informed
Follow-up	Debrief, restorative work and any further actions
Plans/risk assessments	Whether the Behaviour Support Plan and/or risk assessment needs reviewing

Remember: Keep the record **factual and objective**. Record what you saw, heard, said and did rather than assumptions about the pupil's intentions.

After recording: Ensure the appropriate senior leader/DSL is alerted through the school's agreed CPOMS procedure so that the incident can be reviewed and any necessary follow-up completed.

Written Record for Parents

To be sent to parents on Arbor after verbal conversation by class teacher or SLT about the restrictive intervention or reasonable force incident.

Record	What to include
Date and Time	
Location	
As per our conversation...	Brief description of incident e.g. I picked child X up to move him because he was dysregulated as he wanted to enter a room where another child already was.